YOUNGANDWELL
Cooperative Research Centre

Keep It Tame: Promoting respect online

Safe And Well Online Pilot Study: Evaluating the design, engagement and impact of a social marketing approach aimed at 12 to 18 year olds

Dr Barbara Spears
Dr Carmel Taddeo
Dr Alan Barnes
Dr Margaret Scrimgeour
Dr Philippa Collin
Professor Judy Drennan
Mark Razzell

Australian Government
Department of Industry and Science

Business
Cooperative Research
Centres Programme

University of South Australia

University of Western Sydney
Bringing knowledge to life

QUT

zuni

Keep It Tame: Promoting respect online

Safe And Well Online pilot study: Evaluating the design, engagement and impact of a social marketing approach aimed at 12 to 18 year olds

Dr Barbara Spears
Senior Lecturer, School of Education,
University of South Australia

Dr Carmel Taddeo
Postdoctoral Research Fellow,
School of Education, University of South Australia

Dr Anthony Daly
University of South Australia

Dr Alan Barnes
Senior Lecturer,
School of Education, University of South Australia

Dr Margaret Scrimgeour
University of South Australia

Dr Gregory Yates
University of South Australia

Dr Phillipa Collin
University of Western Sydney
Research Program Leader, Young and Well CRC

Dr Teresa Swist
Postdoctoral Research Fellow, Institute for Culture
and Society, University of Western Sydney

Professor Judy Drennan
Leader, Services Innovation Research Program,
Queensland University of Technology

Mike Zeederburg
Valentina Borbone
Mark Razzell
Bernadine Brewer
Elise Cooper
Zuni

YOUNGANDWELL
Cooperative Research Centre

Acknowledgements

The Safe and Well Online project is a partnership led by the University of South Australia with University of Western Sydney, Queensland University of Technology and Zuni.

The Safe and Well Online Research Team wishes to acknowledge the generous support and collaborative efforts of all supporting partners.

We would like to sincerely thank the participating schools, leaders, teachers, and parents/carers who provided consent for their child's participation.

We especially would like to acknowledge the important contributions from the young people who took the time to be involved in all aspects of the study.

Young and Well Cooperative Research Centre

The Young and Well Cooperative Research Centre is an Australian-based, international research centre that unites young people with researchers, practitioners, innovators and policy-makers from over 75 partner organisations. Together, we explore the role of technology in young people's lives, and how it can be used to improve the mental health and wellbeing of young people aged 12 to 25. The Young and Well CRC is established under the Australian Government's Cooperative Research Centres Program.

youngandwellcrc.org.au

University of South Australia

UniSA is a globally-focused, locally-engaged institution established on the dual principles of equity and excellence. With more than 35,000 students, the university is South Australia's largest and was ranked in the top three per cent of more than 10,000 universities worldwide – in the QS World University Rankings. UniSA offers more than 400 degree programs across a wide range of subjects including business, law, education, arts and social sciences, health sciences, information technology, engineering and the environment.
We believe a university's reputation is determined largely by the quality of its graduates, and are proud that more than 90% of our graduates now in full-time work are employed in professional occupations.

unisa.edu.au

YOUNGANDWELL
Cooperative Research Centre

Table of Contents

YOUNGANDWELL
Cooperative Research Centre

List of Tables and Figures

Executive summary

THE CHALLENGE

Social marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good. As a result, there is much interest in the role of online campaigns in promoting safety and wellbeing amongst young people. Whilst industry-informed evidence exists in relation to any campaign's reach and impact, there is limited evidence in relation to the efficacy of these approaches for actual attitude and behaviour change. This is due in part to the complexity of the interdisciplinary and collaborative approaches required to measure and test change through online contexts. Innovative methodologies—as required for youth-centred campaign design and development—exacerbate that complexity, particularly when working ethically online with minors who require informed parental consent to participate.

Moreover, there are theoretical and methodological challenges associated with mapping/tracking online engagement and determining subsequent attitudinal and behavioural change. Significant advances in the science of impact evaluation are needed in order to bridge offline research standards with digital practices and data collection.

To address these challenges, the Safe and Well Online project brought together researchers, digital strategists, young people, creative agencies and industry partners to specifically examine how online social marketing-styled campaigns could address attitudes and behaviours which could compromise young people's safety and cause harm.

This report describes the Year One Pilot Study processes, and articulates findings from the major project components designed to address these challenges noted above (See Figure 1). Specifically, the pilot study tested the campaign research and development process involving participatory design with young people and sector partners, and the efficacy and practicality of conducting a longitudinal, randomised control trial online with minors, including ways of linking survey data to campaign data. Each sub-study comprehensively considered the ethical requirements of conducting online research with minors in school settings. The theoretical and methodological framework for measuring campaign engagement and efficacy (Sub-studies 3, 4 and 5) drew on the Model of Goal-Directed Behaviour (MGB) (Perugini & Bagozzi 2001) and Nudge Theory (Thaler & Sunstein, 2008).

Report Structure: Sub-studies

1. **Synthesis of Literature: Respect**

2. *Participatory Design for Campaign Research and Development: Keep ItTame*

3. **Cohort Study: Quantitative Online Data Collection**

4. **Passive Data Collection: Digital Tracking and Campaign Efficacy**
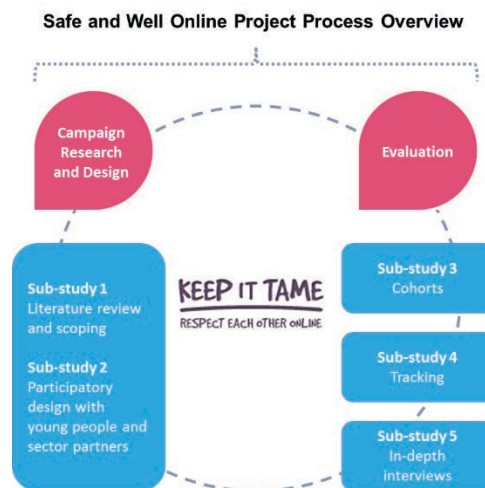
5. **Qualitative Insights**

Figure 1 Campaign One Process Overview

KEY FINDINGS

Sub-study 1: Synthesis of literature – Respect

The scoping literature review (Sub-study 1), which investigated a wide range of issues that have an adverse effect on young people's safety and wellbeing (bullying, unhealthy or violent relationships, eating disorders) identified *respect for self and others* (including feeling respected by others) as a key protective factor. This became the central theme of Campaign One.

Sub-study 2: Participatory design for campaign research and development – Keep It Tame

Sub-study 2 trialled a participatory design approach to campaign development and involved eleven sector partners and over 140 young people from around Australia. Methods included focus groups, generative workshops, online discussions and peer-research activities. The pilot found that campaigns can move beyond adult-defined key skills and behaviours to build on common practices and the key messages young people wanted their peers to hear when using social media. Moreover, working with young people throughout the research process assists in refining the project themes and aims, campaign concepts, development, production and review. The approach and methods trialled also identified challenges with aligning diverse viewpoints within a multidisciplinary team and campaign research and development timelines.

Sub-study 3: Quantitative online data collection

The cohort pilot study of 165 young people aged 12 to 18 employed experimental design, with random allocation to exposure, comparison and control groups within the online survey. Despite extensive planning and positive interest from schools in the project, recruitment of minors via schools with parental consent was a challenge due to: concerns regarding the nature of online research; multiple stakeholders and gate keepers; and competing demands in schools. This has implications for the practicality of undertaking longitudinal research with this age cohort via online engagement.

The cohort study pilot tested the methodological approach, validity of instruments and scales and efficacy of the MGB (Perugini & Bagozzi 2001) for articulating how attitudes and behaviours might change in relation to online social marketing-styled campaigns. It also produced baseline data on online practices and mental health and wellbeing of young people aged 12 to 18.

An holistic view of the data demonstrated that the wellbeing profile of young people was largely positive—the majority of young people were socially connected, reported a positive outlook on life, and were generally within normal range for mental health. Those who were more likely to be socially connected demonstrated respectful behaviours and had greater awareness of the norms around social respect. However, approximately one in five young people reported an absence of hope and lack of confidence in society. This was also the case for cyberbulling victims, a particularly vulnerable subgroup who, along with females, demonstrated significantly poorer mental health than males. Both warrant closer attention in future campaigns.

Many young people (nearly half) reported they accessed the internet after 11.00pm and approximately one third of these reported that they did so on four or more nights each week. Those who accessed the internet after 11.00pm reported higher levels of anti-social behaviour online and significantly higher levels of cyber-victimisation than those who were not online after this time. Internet safety and respect was considered to be less important for older students as compared with younger students, highlighting that there are different developmental needs to be considered in regard to online safety and wellbeing.

Parents and friends featured highly as key sources of help for young people, although, of concern, some young people reported they would not seek help from anyone.

Constructs of the MGB demonstrated strong reliability. The majority of young people reported positive attitudes and emotions towards behaving respectfully online. They generally demonstrated an appreciation of social norms associated with respect, felt in control and had the desire and intent to behave respectfully online. Young people reported that they behaved respectfully all the time, at home, at school, and online. The model identified that perceived behavioural control was significant for predicting intent to behave respectfully online in the future (see results).

Due to the high attrition rates between the pre- and post-surveys, the model could not be applied in this pilot study to determine attitude and behavioural change, however analysis indicated it is suitable for further examination with a larger sample. Attrition rates and points of drop-out are noted as key concerns for the potential success of any future online longitudinal study with young people.

Sub-study 4: Passive data collection – Digital tracking and campaign efficacy

In addition to the online survey, two commercial components contributed supplementary data. Firstly, Nielsen was commissioned by Zuni to conduct a parallel cross-sectional study to explore effectiveness during the official campaign period. Registered Nielsen panel members were targeted and allocated to exposed and control groups (N=626). In contrast to the cohort study, reach and impact of the campaign was measured from an advertising industry

YOUNGANDWELL
Cooperative Research Centre

perspective. Whilst attempts were made to align the two studies (cohort and Nielsen) differences in measures precluded comparative analyses.

Secondly, a passive data collection process to track users across contemporary, multichannel, online marketing and multiple participant platforms (iPhone, iPad, laptops, desktops) was trialled with commercial partner Datalicious. This proved to be highly complex and problematic and sufficient data collection was not achievable due to reasons including: the use of school devices; the complexity of motivating participants to register on multiple devices; data mapping and matching of user engagement across multiple devices; and the unanticipated failure of the trial to link participants' engagement with the campaign to survey data. The learnings from this process will inform subsequent studies and will continue to attempt to align participants' survey responses and their engagement in social marketing campaigns through other innovative methods.

Sub-study 5: Qualitative Insights
The cohort qualitative data found that friends played a key role in motivating young people to behave respectfully – including giving disapproval for disrespectful behaviour. Young people identified the importance of self-respect and suggested that respect for self was also an indicator of respect for others. Relating this to Nudge Theory (Thaler & Sunstein, 2008), influences from friends and self can serve to alter young people's behaviours in predictable ways. Further exploration, including reflection of the constructs of the MGB, highlighted from where the 'nudges' to change attitudes and behaviours might best emanate. Of import, while parents played a significant role, the role of teachers was seen as less significant. Further consideration is thus needed regarding how best to utilise the role of educators to 'nudge' and support positive outcomes. Young people did not distinguish between how they perceived respect in online and offline settings, suggesting that the messaging from one domain might filter through to the other. This requires further investigation in later campaigns.

CONCLUSIONS

Addressing young people's safety and wellbeing requires a multi-faceted and inter-disciplinary approach. Whilst unable to draw definitive conclusions with regard to measuring attitudinal and behavioural change in relation to online social marketing campaigns from this pilot study, a number of challenges and opportunities with the proposed methodology for researching effectiveness, outcomes and impacts of online social marketing campaigns have been identified.

Experimental designs, such as randomised control trials, undertaken in online environments can be successfully pursued, but face unique constraints due to the nature of the online setting; such as the need to secure a contained research period, to prevent contamination of control and exposure groups.

Whilst youth participation in this study was significant, building opportunities for better alignment between research activities with young people, researchers and industry partners will help to ensure future campaigns are commensurate with young people's everyday digital practices as well as their visions for safer, more respectful online environments. Extending youth engagement to intersect with other forms of expertise held in industry, academia, public and non-profit sectors is likely to improve reach, engagement and effectiveness of campaigns.

Ethical processes, involving active informed consent with minors in online settings, are a significant challenge. Recruitment of minors via schools with parental consent requires careful consideration for future campaigns given the complexities noted above. Potential barriers to undertaking longitudinal studies with minors, in nationally representative samples, include assuring parents of the integrity of participating in online research; overcoming parental/carer fears about terms common to marketing and research domains such as tracking, cookies, social marketing; and the commitment to a longitudinal study which requires the collection of personal information in online environments for the purposes of ongoing participation and duty of care. Until these concerns are alleviated, the full potential of web analytics for research such as this cannot fully be realised.

Consistent with the research aims, this pilot study has successfully demonstrated new learnings and understandings, related to the ethical practices in the recruitment of youth participants and online data collection; the potential of the MGB to explore attitude and behaviour change; the importance of youth input into the design of social marketing-styled campaigns; and the potential for passive data to inform the efficacy of such campaigns.

Consistent with the research aims, this pilot study has informed and extended ways to:

- Design online social marketing campaigns in association with young people
- Conduct online studies with minors with informed consent
- Employ randomised control trials/experimental methods in online studies
- Gather reliable and valid data via both traditional avenues and passive data collection methods
- Examine engagement with web-based creative campaigns
- Test extant models related to attitude and behaviour change in online environments
- Trial ethical sampling/recruitment strategies for minors with informed consent in online studies

YOUNGANDWELL
Cooperative Research Centre

KEY RECOMMENDATIONS

A project of this size and complexity will make many recommendations – the most valuable of which are those that remain relevant despite rapid change in the technologies and practices associated with social campaigns. Below are key recommendations for research and development of social campaigns to promote young people's safety and wellbeing and for the remainder of the Safe and Well Online Project.

Recommendation 1
Projects should adopt a methodological approach to develop campaigns based on young people's conceptualisation of the problem and desired change in relation to the theory and evidence base of related disciplines. Participatory design is one such approach that can be used to promote youth-centred, strengths-based campaigns.

Recommendation 2
'Respect' should be adopted as an underlying principle for behaviour change models to promote safety and wellbeing. Campaigns promoting respect should be prioritised in policy and service efforts to promote young people's safety and wellbeing online.

Recommendation 3
Interventions and online social marketing campaigns may benefit from using predictive theoretical models such as the MGB. The significant predictive relationships between the constructs within the MGB—namely attitudes, anticipated emotions, social norms, perceived control, desires and intentions—can help to determine the most appropriate and effective intervention points to achieve attitudinal and behaviour change.

Recommendation 4
Quasi-experimental, cohort studies are a suitable methodology for evaluation of online campaigns, however, substantial recruitment contingency plans (e.g. purchasing of online research panels) should be planned and activated to address challenges recruiting through usual means (e.g. school settings).

Recommendation 5
For online studies, validated and recognised measures should be translated into shorter and more engaging formats that can be effectively delivered across divergent online platforms and devices. This will require an investigation into what constitutes salient measures so as not to overload online participants with unnecessary questions.

Recommendation 6
The benefits and implications of passive data collection and mapping of participants' engagement with the campaign should be further investigated and incorporated wherever possible within studies of this kind. Multi-disciplinary projects should adopt an educative role in demystifying web analytic issues, and online research opportunities and benefits for school communities and general public.

Recommendation 7
Develop a national strategic approach to engage with ethics approval boards as this field develops. Those with expertise in longitudinal studies, ethical processes and working with minors in online contexts should be informing standards to ensure protocols, time and resources are adequate to undertake this much-needed research.

YOUNGANDWELL
Cooperative Research Centre

Introduction: Safe and Well Online

The Safe and Well Online project aims to establish and evaluate a program of four online social marketing campaigns to encourage attitude and behaviour change to promote safety and wellbeing. In doing so, it brings together researchers, digital strategists, youth participation, creative agencies and industry partners to address the complexities of realising a shared vision for young people's wellbeing. In the digital space, utilising social marketing is increasingly commonplace. However, there is limited evidence in relation to the efficacy of these approaches.

Significant literature attests to the importance of supportive relationships, freedom from violence and discrimination, participation and access to economic resources for mental health and wellbeing (Walker et al., 2005). The relationship between aggression, bullying, victimisation and mental health and wellbeing is clearly recognised (Campbell et al. 2013; Kowalski et al, 2014; Spears et al, 2015). Consistent with the social determinants of health approach to mental health promotion (VicHealth, 2005), communities, schools and family spaces have been identified as settings for interventions to promote protective factors and prevent risk factors for bullying and victimisation. However, with 100% of 16 to 17 year olds and 95% of 8 to 9 year olds regularly accessing the internet (ACMA, 2013); Burns et al (2013) similarly found that up to 99% of young people in Australia are using the internet on a daily basis, it is now widely recognised as an integral part of young people's social and academic lives. As such, the internet presents new and different opportunities for connecting with young people on ways to maximise the benefits and minimise the risks of online practices (Spears & Zeederberg, 2013), so that young people have new opportunities to participate, and be safe and more resilient. Respect for self and others is identified as a core underpinning of young people's behaviour and through this umbrella theme a range of key issues that affect young people's safety and wellbeing can be explored. Respect is a core value in relationships, and disrespectful behaviours underpin much of the misuse and abuse occurring online between young people as they navigate their way through social media.

This report presents the evaluation of the Pilot Study: Campaign One (Keep It Tame). It describes the overall project, activities undertaken in the Year One Pilot Study, the campaign delivered, and findings from the research undertaken by the Safe and Well Online research team. Recommendations for future practice follow.

The Safe and Well Online project has adopted a spiral curriculum (Bruner, 1960) approach to research and campaign themes, which entails revisiting fundamental constructs regularly, subsequently deepening understanding over time and shifting to a new awareness.

Campaign One focuses on *respect* as an underpinning, with an expectation that this follows through in subsequent campaigns. This thematic approach provides an opportunity for continuity of data across the campaigns to facilitate sequential comparative investigations. In doing so, it contributes to new ways of conceptualising online social marketing campaigns: not as 'one-off' events but rather as inter-related coherent and holistic strategies to achieve attitudinal and behavioural change over time.
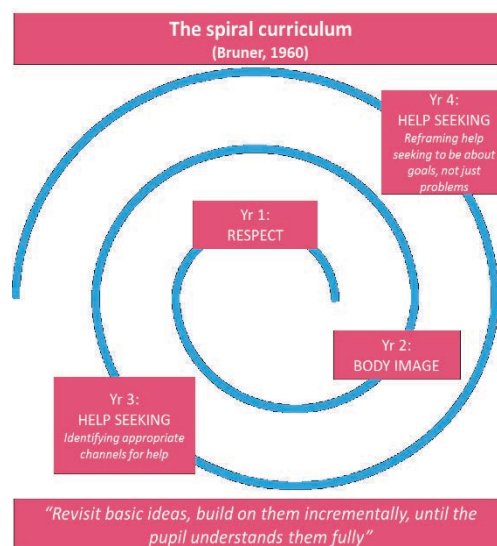
Figure 2 The spiral curriculum

AIMS OF THE SAFE AND WELL ONLINE PROJECT

This project is fundamentally concerned with understanding how and whether online campaigns which promote safety and wellbeing can contribute to positive behaviour change in young people. Specifically:

- To determine the efficacy of the Safe and Well Online campaigns to influence attitudes and behaviours which can promote cybersafety and wellbeing
- To establish and evaluate a program of online message delivery capable of supporting safe behaviours and encouraging help-seeking
- To produce valuable evidence in the form of a dataset on young people's engagement with online campaigns to inform policy, practice and knowledge utilisation for improving mental health

OBJECTIVES OF THE SAFE AND WELL ONLINE PROJECT

- To bring together young people, digital media and online safety experts, government, end-user and research partners to advance our understanding of how online social marketing campaigns can be used to promote the safety and wellbeing of young people aged 12 to 18
- To employ user-centred, generative design and test-retest methodologies to design deliver and trial online social marketing campaigns
- To trial established methodologies combined with innovative passive data collection (digital tracking) to explore engagement, attitude and behaviour change
- Through engaged research and utilisation, develop a program that extends the impact of this project to
- Young and Well CRC partners in order to reach new audiences of young people and address other issues affecting their wellbeing

KEY PROJECT THEMES

Aligned with the aims of the study and across the life of the project, the four campaigns will seek to address the following behaviours relative to safety and wellbeing:

- Respectful behaviour (generally, as well as online)
- Positive body image and positive affirmations
- Cyber aggression, cyberbullying and cyber-victimisation
- Internet use
- Social connectedness
- Help-seeking

The above themes contribute to building young people's capacity to engage as positive citizens online. In the development of each campaign, additional key behaviours will be identified to target for change through examination of emergent literature, the perspectives of young people and sector partners, and changes indicated through the cohort study.

KEY AUDIENCES

The Safe and Well Online Project campaigns, as part of the Research Program One 'Safe and Supportive', target individuals aged 12 to 18 years, over the life of the project.

Priority groups to also be considered, where relevant over the life of the project and in relation to the specific campaigns, are: young men, NESB (Non-English Speaking Background), NAR (Newly Arrived Refugees) and young people living with a disability

YOUNGANDWELL
Cooperative Research Centre

Pilot Study: Campaign One

AIMS AND OBJECTIVES: KEEP IT TAME

This Pilot Study aimed to determine the effectiveness of the proposed methodology.
The objectives were to:
- Review current practices and knowledge of safety and respect in the online space for young people
- Develop and trial a participatory design approach
- Explore methods of online qualitative and quantitative data collection with minors, while ensuring ethical integrity
- Explore the application of behavioural change models as a part of creative execution
- Evaluate the efficacy of an online campaign approach to inform the technology, education, psychology, and marketing research domains
- Inform policy and practice in the use of online campaigns to promote young people's wellbeing and online safety

METHODOLOGY

The following section details the research design, methodology and methods trialed in the Year One Pilot Study, of the Safe and Well Online study.

An emergent, mixed-method design was employed, where one component informed another and where triangulation across different individuals, sources, types of data and data collection methods served to corroborate or refute key findings. In this way, five sub-studies were at once independent of each other, yet simultaneously dependent on what was learnt by other components.

Sub-study 1: Synthesis of literature - *Respect*
- Synthesis review of the literature in key areas

Sub-study 2: Participatory design for campaign research and development
- Trialing different methods to engage with sector partners and young people in research to understand the problem, the development and delivery of the campaign

Sub-study 3: Cohort Study - Quantitative data collection
- Proposed as a longitudinal, randomised controlled study design: incorporating test-retest methodologies designed for evaluation of attitudes and behaviours
- Online surveys were designed using validated or widely used measures

Sub-study 4: Passive data collection - Digital tracking and efficacy
- Nielsen Study: Real time exposure to the campaign - Cross-sectional study, premised upon items associated with the Cohort Study
- Digital Tracking/Passive Data study: Design and trial of a digital tracking methodology for capturing and matching engagement with online campaigns to cohort study participant survey responses

Sub-study 5: Qualitative insights
- Qualitative data collected from deep access interviews with young people immediately following the survey
- Young people's response to key themes of the campaign (e.g. respect)
- Relationship to the MGB

KEY RESEARCH QUESTIONS

Key research questions in Pilot Study: Campaign One: Keep It Tame were:
- To what extent can/do online campaigns—promoting safety and wellbeing—positively influence young people's attitudes and behaviours?
- Is the online experience, platform and mode of delivery trialed in Year One effective in facilitating sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?
- What are young people's perceptions of the Year One campaign and how did they engage with it?

YOUNGANDWELL
Cooperative Research Centre

- To what extent does the data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001)?
- To what extent is the MGB promising as a useful theoretical framework for measuring young people's
- behaviours and attitudes in online settings?

THE ETHICS PROCESS

The Safe and Well online study proposed to test a longitudinal research design, employing a randomised control study, with minors, in an online environment. Designing and conducting research in rapidly evolving online environments in accordance with the National Health and Medical Research Council principles for research involving minors is a complex process and maintaining ethical integrity, whilst meeting these demands, was an ongoing challenge. Schools were adopted as initial sites for this research because it was considered possible to follow a standard protocol where parents or caregivers could be provided with the necessary project information, and where written informed consent could subsequently be obtained.

The Belmont Principle states that "to be informed, consent must be given by persons who are competent to consent, have consented voluntarily, are fully informed about the research, and have comprehended what they have been told" (Chambliss & Schutt, 2010). The participants in this research were from school Years 8 to 12, and were aged between 12 and 18 years of age. In keeping with the Belmont principle, parental or caregiver consent was required before interacting with the participants, regardless of age.

This project operated across three universities and several education jurisdictions. The Human Research Ethics Committee (HREC) at the University of Western Sydney and the QLD, NSW and SA Departments of Education granted ethical approvals for the participatory design research component. Reciprocal approval was made to researchers at the University of South Australia and Queensland University of Technology. The University of South Australia (UniSA) Human Research Ethics Committee (HREC) granted approval to conduct research involving informed minors: to study the engagement, outcomes and impacts associated with the campaigns themselves.

Separate Ethics applications were prepared and lodged with State educational departments: (South Australia, New South Wales, Victoria, Tasmania). Queensland and WA were under preparation when it became apparent that gaining approval for the proposed randomised controlled study methodology was problematic. Although the design was premised upon previously successful, stratified randomised sampling procedures, concerns were raised by all education department ethics committees about the possibility of social marketers having access to student-based information. This resulted in continuous discussions, negotiations and in approvals being delayed and eventually not provided for this methodology. Reasons given were that privacy policies did not permit schools releasing required information for the randomized procedure, even though precedent had been set with other national studies (e.g. KidsMatter).

A number of ethical issues were the subject of ongoing consultation with relevant Education department Ethics Committees, namely:
- Gaining informed consent for participation by minors: for both the survey and interview stages of the study
- Assent versus consent
- Ensuring participant confidentiality
- Ensuring data protection

An alternative recruitment strategy was devised, but instead of pursuing a national research design, a decision was made in response to the ongoing delays, to conduct a pilot study with five schools in South Australia for Campaign One: where approval was given for a revised methodology. It was determined that conducting an online longitudinal study was not the best way forwards, and the project proceeded to develop an age cohort design: where similar age cohorts of young people are employed for each campaign.

As there is no umbrella ethics committee for independent schools, approval was sought from the ones that indicated interest in the study.

Given that recruitment and timely access to participants in school sites was problematic in this initial campaign, the decision was made to not recruit predominately through schools in Year Two of the study and planning for alternative recruitment strategies commenced at the end of Year One.

THEORETICAL GUIDING MODEL

The MGB (Perugini & Bagozzi 2001) is a theoretical framework, which is applied in this study to measure young people's behavioural and attitudinal change after engagement with social marketing campaigns that promote positive and respectful online behaviours.

An extension of Azjen's (1991) theory of planned behaviour, the MGB postulates that action is directly determined by intention to act and indirectly determined by attitude towards the act, subjective norms, and perceived behavioural control (e.g. Leone, Perugini & Ercolani 2004). The frequency of past behaviour also influences desire, intention and execution of the behaviour, while recency of past behaviour directly impacts the likely occurrence of the behaviour. In this model, anticipated emotions involve an appraisal of the achievement of personal goals and as such, function as important antecedents of the decision making process associated with behavioural intention, while desire provides the motivational impetus for behavioural intention. In previous studies, the MGB has been employed to examine child vegetable consumption (Hingle et al. 2012), software learning (Leone et al. 2004), smoking cessation (Thomson, Shaw & Shiu, 2007) and gambling behaviour (Song et al. 2012).

In the context of this study, the MGB (Perugini & Bagozzi, 2001, see Figure 3) was tested and applied to investigate its usefulness as a theoretical guiding model in online settings.
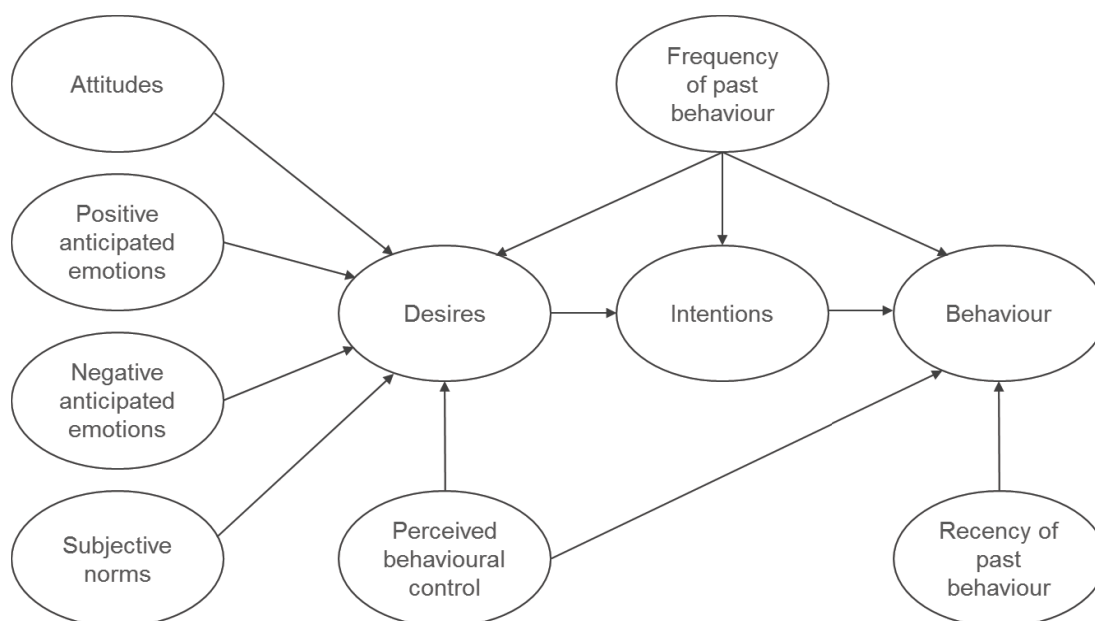
Figure 3 Model of goal directed behaviour

Additionally, the Model underpins the marketing strategy in that the campaign aims to 'nudge' (Thaler & Sunstein, 2008) young people to behave respectfully online by positively mediating the relationship between intentions and behaviours.

This model suggests a number of potential directions for changing attitudes and behaviours, including:
* Building subjective norms to support an anti-cyberbullying stance
* Developing a young person's capacity to feel in control to act respectfully online. This could impact positively on a young person's perceived behavioural control
* Promoting positive anticipated emotions by highlighting the potential emotional benefits of behaving respectfully
* Providing opportunities that could potentially alter the recency and frequency of a past behaviour by engaging young people in a campaign that encourages the very behaviour that constitutes the desired outcome

YOUNGANDWELL
Cooperative Research Centre

NUDGE THEORY

Nudge Theory (Thaler and Sunstein, 2008) is informed by behavioural economics and relates specifically to behavioural choice. As such, nudging seeks to steer *"people's behavior [sic] in a predictable way without forbidding any options or significantly changing their economic incentives"* (2008, p6), towards goals that are considered to be in the best interests of society (Brown, 2012). A key element is that it is a passive exchange where the decision is based on intuitive responses to environmental prompts, for example, or by accepting a default option. An example of a nudge is encouraging people to purchase more fruit and vegetables by having a designated space for them in the supermarket trolley. This tactic harnesses the human tendency to go along with pre-set options: if there is a fixed space for fruit and vegetables, it will be filled (Hawkes, 2011). Generally, there is little cognitive engagement by the individual and nudging will involve "mindless choosing" influenced by tactics aimed at bringing about socially desirable behaviour (French, 2011).

Social marketers employ nudge tactics as one way to shape behaviour and navigate people towards making positive decisions about their behaviours, without telling them what they should or ought to do. This avoids forcing or bullying people into change (French, 2011), and is particularly appropriate when targeting young people to shape behaviour in an indirect and less intrusive way. However, it is only one tool that is used in a mix of interventions, and it is important to employ the right mix. In cases where of active goal setting is necessary, it is more appropriate to employ and active exchange where people consider rationally the benefits and costs of the behavioural change for them. The MGB, for example, requires that people have the desire to change their behaviour, and this suggests that a mindful decision must be made first, which would entail a different social marketing approach. Once the decision has been made regarding the desire, however, nudging can be employed to assist people reach their goal(s).

YOUNGANDWELL
Cooperative Research Centre

Sub-study 1: Synthesis of Literature—Respect

Disrespectful behaviour in the form of cyberbullying, and related offensive/aggressive behaviours such as dissing (disrespectful comments), flaming (rude, offensive, hostile and insulting interactions between users), and trolling (deliberate, repetitive, and harmful actions, designed to provoke anger and distain) are becoming more common online behaviours (Jones, Mitchell & Finkelhor 2013; Spears, Keeley, Bates & Katz 2014). Cyberbullying has developed into a pervasive global phenomenon with ramifications that sometimes exceed the impact of traditional face-to-face bullying (Smith 2014; Spears et al. 2015).

Of concern is that a large proportion of victims of cyberbullying do not engage in effective coping strategies. They often lack the self-efficacy to speak out and they do not seek support from others (Campbell 2007). Price and Dalgleish (2010) suggest that measures should be taken to encourage victims of cyberbullying to seek help from adults or peers, although they acknowledge that more research is needed to understand how help-seeking behaviour can be engendered.

A contributing factor to the occurrence of cyberbullying is the remote nature of the electronic communication channels that are available to cyberbullies. It is possible, for example, for cyberbullies to send messages and leave posts targeting victims, in an anonymous and hidden manner. This anonymity factor contributes to the likely incidence of cyberbullying and other online anti-social behaviours. Furthermore, the distal, faceless and anonymous nature of electronic mediums enable behaviours that might not otherwise be displayed offline.

To counter this, one approach is to focus on digital citizenship, which addresses 'respect' and relationships. Digital citizenship—which includes teaching young people tolerance and respect for others who may be different—has been suggested as a 21st century competency necessary for young people to successfully engage in a global online community (Greenhow 2010; Spears 2012). It has also been suggested as a possible counter measure to cyberbullying (Ribble 2011).

Since the concept of digital citizenship originated in the UK in the mid-1990s, Villano (2008) explains that schools have taken on the responsibility of teaching students 'what it means to be a good digital citizen and how to go about being one'. Some schools in the US invite parents and students to 'Cybernites', where good digital citizenship principles are presented and discussed, while in some classrooms teachers promote digital safety using examples (Villano 2008). Ribble (2011) has identified nine themes of digital citizenship: digital access, commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and security. Combined, these form the basis for three topic areas of "respect, educate and protect" taught to students in schools. In Australia, the Safe Schools Hub promotes the National Safe Schools Framework, which provides an umbrella set of principles regarding safe online practices for school communities.

Currently, several programs operate in different states around Australia that promote the development of healthy behaviour through the cultivation of respectful relationships (Flood, Fergus & Heenan 2009). In Victoria, for example, the Department of Education and Early Childhood Development advances efforts to prevent violence amongst family members and intimate partners through programs that involve respectful relationships taught to students at school (Flood, Fergus & Heenan 2009). In other states, programs such as *Stop it… before it starts* (Northern Territory), *Partnerships Against Violence Everywhere* (PAVE; Tasmania), and *Keep Safe and Stay Cool* (South Australia), operate on the same principles. While these programs are aimed at reducing domestic violence, inappropriate sexual behaviour, homophobia and gender-based violence, they provide direction for how programs designed to prevent cyberbullying could be steered. The objective of these programs is to prevent violence before it occurs and, using the same approach, *respectful relationships could be engendered to thwart incidences of cyberbullying and other anti-social online behaviours.*

Spears and Zeederberg (2013) suggest that cyberbullying could be more effectively dealt with by using "youth- led, user-designed, anti-cyberbullying messaging direct to young people, in the networked spaces in which they choose to congregate, such as Facebook and YouTube, as well as the myriad of other socialising and gaming sites they frequent". As Mulroney (2003) has pointed out, the use of computers is emerging as a constructive way of engaging young people about relationship issues, so this could justify an online approach. In addition, those involved in cyberbullying (as bullies or victims) are generally active online users (Juvonen & Gross 2008) and the availability of suitable online strategies to counter cyberbullying could be well placed for victims of cyberbullying.

In keeping with a true understanding of respect and a socially democratic approach, Spears and Zeederberg (2013) suggest that, in order to develop authentic messages to which young people can relate, young people must be given 'voice'. This can be achieved, they argue, by allowing young people to be co-researchers, rather than mere data providers in research.

YOUNGANDWELL
Cooperative Research Centre

The primary aim of this campaign was to promote respect as the guiding principle for all online behaviour and actions involving electronic communication channels, by delivering suitable messages to young people when they were online. Furthermore, the research aimed to involve young people as co-researchers by consulting with them regarding pro-social messages about respect that would engage youth.

In summary, young people involved in cyberbullying are frequent online users. Therefore, the online environment provides a viable context in which to deliver messages that promote an understanding of respect and instigate respectful online behaviours.

YOUNGANDWELL
Cooperative Research Centre

Sub-study 2: Participatory design for campaign research design and development

INTRODUCTION

Young people's participation can strengthen research, policy and programmatic responses to the complex challenges of promoting safety and wellbeing (James 2007; Swanton et al. 2007). Furthermore, pilot projects—such as SOSO: Smart Online, Safe Offline—indicate that youth-centred, social marketing strategies employing a range of social media platforms may be an effective population-level approach to tackling problems of cyberbullying and cybersafety (Spears & Zeederberg 2013).

It is standard in marketing and campaign development to test campaign ideas and creative with the intended audience. However, this conventional model limits the extent to which young people's perspectives, preferences and creativity can inform the definition of the problem to be addressed, the potential solutions and the ways in which campaigns need to be constructed and delivered to maximise acceptability and engagement. That said, young people's perspectives must be interpreted through existing theory and in relation to the available evidence base.

Participatory design is a philosophical and practical approach to design that provides tools and techniques to involve all stakeholders in the design process. It goes beyond consultation and testing of ideas, bringing together researchers, designers, users and other experts in activities to: identify, understand and define the 'problem' and the context in which it exists; develop strategies and concepts; and, to build, trial and evaluate the interventions that emerge from this process (Hagen et al. 2012). Importantly, it goes beyond market research and testing by involving end-users in all phases of a project in much the same way that participatory action research advocates. Like participatory action research, there are a range of models and methods that can be used to bring different stakeholder and project roles to bear on the design and delivery of a project.

The Safe and Well Online project therefore trialled a participatory design approach to work with researchers and digital strategists, young people and sector partners from the initial identification of key challenges and opportunities through idea generation, creative concepts and script.

METHODS AND PARTICIPANTS

During the pilot, a range of methods and recruitment processes for engaging stakeholders and young people were used. The blue bubbles indicate activities that directly involved young people.
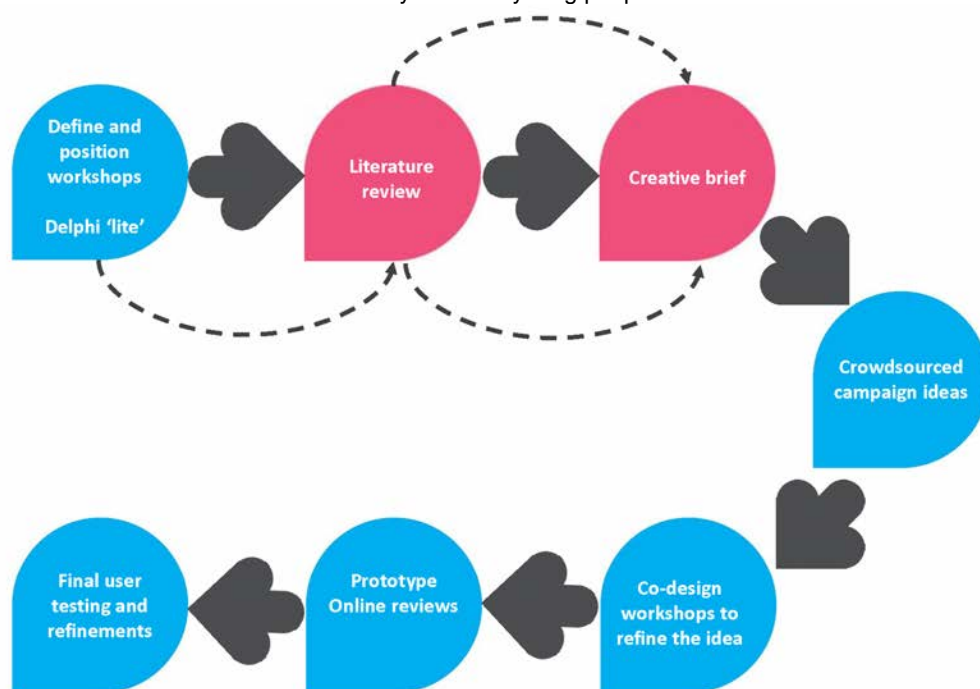

Figure 4 Year One participatory research and development process

Year One methods included:
- An online delphi method 'lite' for identifying priority attitudes and behaviours by experts in industry, NGOs and government
- Key informant focus groups (e.g. Ministerial Youth Advisory groups)
- Online discussions
- Workshops with young people to identify key themes, review and elect campaign concepts, critique and develop campaign creative
- Online review of creative by sector partners
- Online survey for script review and development

Eleven sector partners including government departments and agencies, non-government and community organisations, and technology providers, participated in consultations and reviews of campaign materials. Over 140 young people from around Australia were involved in the workshops, online discussions and focus groups.

Review and campaign development workshops and focus groups were co-led by researchers and digital strategists and involved artefacts such as storyboards of possible campaign ideas.

Table 1 An overview of the participants and activities in the participatory design process

Participants	Activity	Purpose
80 students - Minister's Cyber Safety Summit (SA)	Workshop	Identify key messages students want their peers to hear when using social media
YAG (DBCDE)	Online discussion	Identify issues and messages relating to respect online
Sector partners	Online consultation	Identify key attitudes and behaviours associated with social media that negatively affect young people's safety and wellbeing
Project team	Meeting	Identify project theme and aim
Project team	Literature review Campaign brief	Review 'Respect': concept, role in safety and wellbeing
Young people and communications professionals	Crowd Sourcing	Generate campaign ideas
32 young people aged 12 – 16 (Syd, Adl FNQ)	Workshops	Identify and develop campaign idea
Creative agencies	Pitch	Response to brief
19 YP aged 12 to 18 (Syd); researchers; creative agencies	Workshops	Review and critique campaign idea and creative
Sector partners and YP	Online review	Review campaign creative and script

FINDINGS

The pilot year was an important period of knowledge sharing and learning about the different understandings and perspectives on a participatory approach. While there was common agreement that the campaigns should be informed by young people's perspectives, there were different ideas about the relationship between youth participation and other expert roles and responsibilities (aims), how this could be done (methods) and timing. In addition, the partner

YOUNGANDWELL
Cooperative Research Centre

organisation initially responsible for youth engagement withdrew from the project meaning the team was required to deliver the pilot with minimal resources.

Nevertheless, young people were engaged at critical points, providing insight and guidance to the research and creative teams, throughout the campaign design process as summarised below.

Problem Definition and Positioning

Sector partners cited a range of priority themes related to promoting online safety and that indicated a decisive shift towards a 'digital citizenship' approach in the sector. These included 'being a good online participant', 'encouraging positive online engagement' and 'respectful relationships'. Many felt that enhancing young people's sense of responsibility, empathy and using an educative approach to build young people's knowledge and skills to be proactive and thoughtful about what they do online was critical to promoting safety and wellbeing.

Similarly, young people at a large workshop (n=80; 14 to 15 year olds) were asked to create some messages they wanted their friends to hear via social media to encourage positive uses of technology. Key themes were: responsibility for online behaviours; prompting action of bystanders; respectful relationships and cybersafety. Statements created by participants to encourage their peers to do the right thing online included:
- Think about how the things you say may affect other people
- Treat others how you want to be treated
- Refresh your mind before you refresh your page
- Why not speak up?
- Stand out instead of standing by

These statements provide an understanding about what these young people view as successful outcomes and how a problem can be framed by focusing on the *desired* behaviour, rather than the problem. These include; being thoughtful, being respectful, being active and taking action when things happen online that you are upset by or don't like.

In both groups, the key theme of respect for self and others was most prominent: with both sector partners and young people noting a range of ways in which young people sometimes act thoughtlessly or without respect, as well as identifying ways in which respect for self and others could be demonstrated.

Concept identification and positioning: The campaign what and where

Workshops with young people in Sydney, far north Queensland and Adelaide were held to critique and develop three campaign ideas. A series of interactive exercises produced insights into where online young people would comfortably engage with a campaign to promote respect and what 'success' and 'benefits' of such a campaign might be. Via a number of creative activities, young people critiqued and ranked three campaign concepts, resulting in the identification of the campaign idea. Synthesis of the workshop data identified that young people would respond well to the following in an online campaign to promote respect.
- Interactivity and a self-directed narrative
- Humorous and educative (in order to be sharable)
- Relatable – the stories should resonate and feel that they could be 'about them'
- Authentic – needs to actually reflect what young people do, how they express themselves and be action-oriented

Reflecting and engaging: Creative review and elaboration

In creative review and development workshops discussions revealed young people valued a complex mix of serious issues like trolling and flaming (to prompt reflection) and humour (for engagement). Furthermore, while young people didn't want to be told what to do or lectured at, they did want scenarios, prompts and inspiration for positive actions and ways to use technology (specifically social media) for good. They wanted agency and autonomy, community and choice. But participants said they would be willing to engage in creative executions that informed and educated if they were interesting, entertaining and interactive.

These workshops and subsequent reviews of the campaign scripts revealed much about young people's sensitivities to language. Regular critiques were directed towards the language used, advocated for diversity (e.g. not assuming all young people talk in acronyms, use the word 'peeps') and cautioned against campaigns that suggest all young people are 'digital experts'. Many participants were moderate or low users of technology and stated they could feel disempowered and inadequate by campaigns that made them feel they should be experts in digital media when they were not. Furthermore, despite increasing uptake of mobile and smart phones, young people highlighted that they do not all have the latest technology and some have limited access use. The need to consider diversity in online access and practices was highlighted as a point of consideration for campaign strategy and creative team.

PILOT CAMPAIGN: KEEP IT TAME

'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 key proposition for Campaign One was 'to promote respect of self and others in online as well as offline interactions'. The idea of 'Keep It Tame' was brought to life through an online educational campaign, creatively designed to foster an understanding of the importance of being respectful online.

The creative ideation process, driven by the literature review and insights from young people's views on what being respectful online means, led to an online journey within which users were asked to consider the feelings of others before they act. This manifested in an animated character (representing a mobile device) guiding users through an interactive journey. Simultaneous audio and visual cues complemented the emotional responses of the individual being targeted.

The journey itself first asked users to make a series of choices related to online behaviour that could be either respectful or not. Specifically they were invited to share, or ignore, an embarrassing photo of a peer (Jenny Citizen) they received on their mobile phone. A positive choice—not to post the photo online—delivered messages reinforcing the choice and transformed the animated mobile phone into a 'funky dude'. Reposting the photo prompted a scenario in which Jenny Citizen's social network profile was bombarded with comments, many of which were hurtful, vulgar and humiliating. The viewer could see how quickly things could get out of hand and the impact this kind of decision could have on others: namely, emotional distress, embarrassment; and compromised reputation. Jenny Citizen emphatically displayed the impact of this act as she became visibly more and more distressed as a result of escalating, increasingly negative online responses.
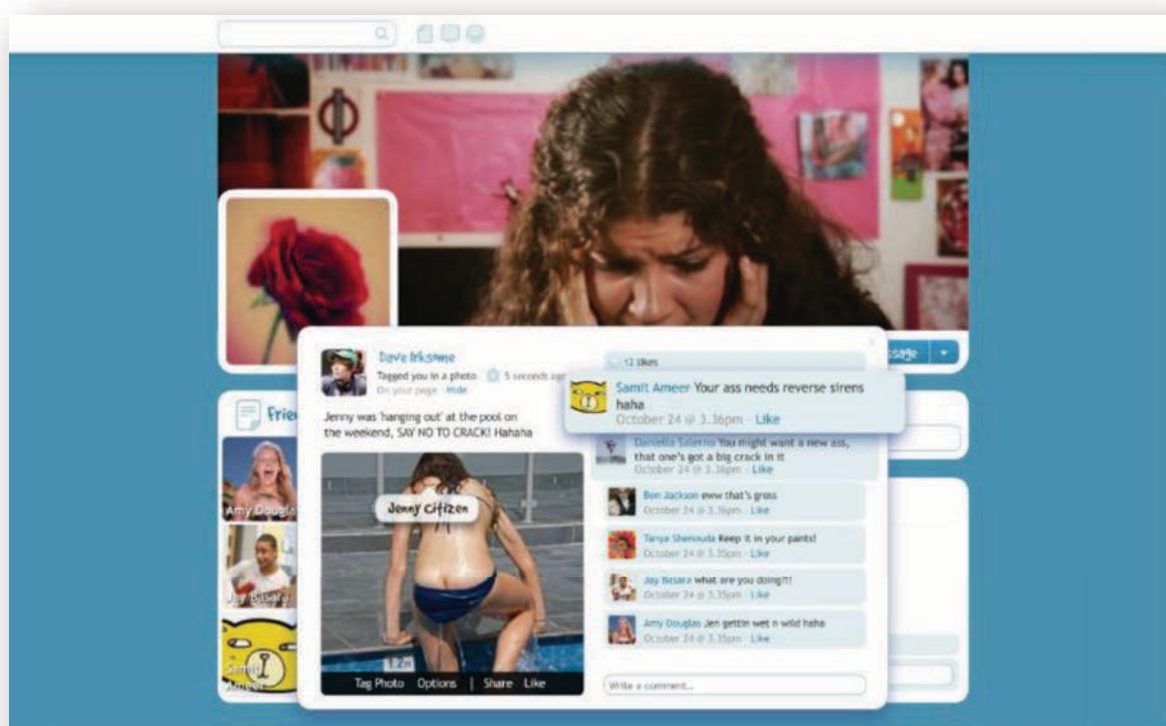

Figure 5 User site showing the video in action

YOUNGANDWELL
Cooperative Research Centre

As the journey progresses, the user is presented with a number of options for dealing with this situation, both as someone who shared or commented on the photo and as Jenny Citizen. For example: apologise; ignore; un-tag; flag; block; de-friend; or get help. Finally, the viewer is directed to existing resources for help, dealing with tricky situations and information about what happens when you post online. The initial animation was embedded in media space on websites with high traffic by the target audience. Users then clicked through to the micro-site and video execution.
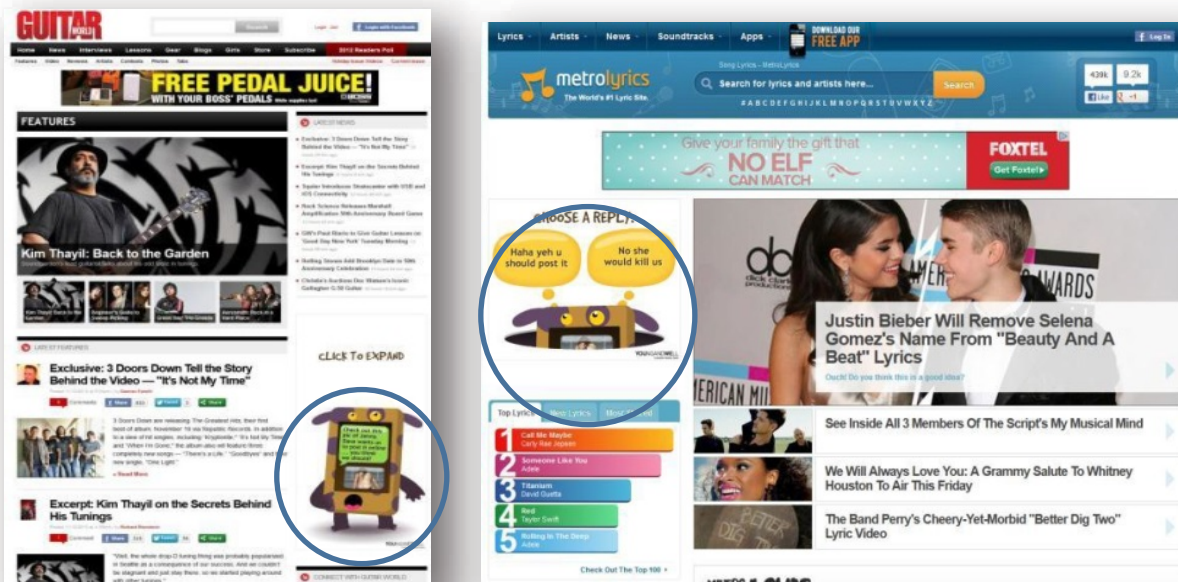
Figures 6 and 7 Media placement on high profile sites among the target audience

The total media value of the campaign was $186,428, following a significant amount of pro-bono contribution from project partners. This media contributed significantly to the reach and engagement of the campaign. The number of impressions gained during the campaign period totalled 14,316,995 and the campaign achieved four times the industry average (0.07%) for click through rates, finishing at 0.31%.

Electronic Direct Mail (eDM) via our partners' mailing lists also proved to be effective at driving traffic to the website. Overall, 111,303 messages were sent to individuals as a mixture of placement and solus (bespoke) emails and of these, 22,597 were opened achieving an open rate of of 20.3%, and 327 of these were further interacted with, giving us a click through rate of 1.44%. There was an indication that solus emails performed much better than emails where the website was one of many links. Interestingly, emails sent where the only subject included was our campaign performed much more strongly than the average, with a website click through rate of 8.52%.

Partners also promoted the website via their social media pages. Facebook proved to be the most popular driver, being responsible for 2.8% of all traffic. Twitter, on the other hand, was only responsible for 198 visits. However, we received 4.7% direct traffic, of which some may have been using Twitter clients, which can cloud the data.

Overall, during the campaign period, the website was visited 32,228 times, of which 28,969 (89%) were unique (visited only once).

Key insights gained during the campaign period were:
- Solus emails perform much better than placement within aggregated messages
- Launch date should be strategically considered. i.e. just because your asset is ready to launch, doesn't mean it should be. Consider school holidays, other news, etc., and it is generally inadvisable within the industry to launch on Monday
- Retargeting, whereby people are shown adverts elsewhere online for sites that they have visited and left quickly, performed much better than anticipated. In particular, it should be considered where people fall short of undertaking desired behaviours on the site (conversion)

Sub-study 3: Quantitative online data collection

INTRODUCTION

Sub-study 3 employed an experimental design—specifically, testing a randomised control study in an online setting—which intersected with young people before and after their engagement with the online campaign. Measures examined: internet use and practices; notions of respect; experiences of cyberbullying; constructs related to the MGB (Perugini & Bagozzi, 2001); and the health and wellbeing of young people.

Surveys
A comprehensive iterative process of refinement and consultation with experts in relevant content knowledge and/or survey design was undertaken. The survey was trialed extensively before going live and hosted on the Survey Gizmo platform. Pre and post data collection occurred from the beginning of November 2012 to the end of December 2012.

A series of standardised instruments to measure the general health and wellbeing of adolescents were included. Collectively the measures provided a comprehensive wellbeing profile of young people in the sample:
- The Depression Anxiety Stress Scale-Dass 21 (Lovibond & Lovibond 1995): designed to measure the negative emotional states of depression, anxiety and stress
- Mental Health Continuum Short Form (MHCSF) (Keyes 2002; 2007): to assess the emotional, psychological, and social well-being of young people
- Social Connectedness Scale (Lee & Robbins 1995): to measure the extent to which young people feel connected to others in their social environment
- Help Seeking (Rickwood et al. 2005): to examine future help seeking intentions of young people experiencing a personal or emotional problem

Participants also completed measures of Cyberbullying (Cross et al. 2009), with items investigating both victimisation and bullying experiences of young people. Additionally, respect, online engagement and internet use were examined.

Sampling and recruitment of participants
Following the decision to conduct a pilot study for Campaign One, (see ethics process above) principals of nineteen schools in South Australia were approached, and five (N=5) agreed to be a part of the study. Information packs (N≈3000) were distributed to the schools, and where possible delivered personally as it provided an added opportunity to connect with the schools involved.

Teachers from these five South Australian schools were provided with a table of computer generated random numbers and were asked to locate students on the class roll who corresponded with the numbers on the list. The information and invitation packs were then given to these randomly selected students to take home to parents/carers, and consent forms were collected by the teacher. Despite careful follow-up and reminders, few signed consent forms were returned (N=165).

Due to this low response rate (5.5%), future campaigns will need to consider alternative recruitment strategies to working in schools. The focus of the cohort study had necessarily shifted from being the baseline data collection (Time 0) of a longitudinal study, to being the validity testing exercise of: the instruments employed in an online context the MGB; and the randomised, controlled trial methodology in relation to the campaign. Learnings from this campaign in regard to sampling and recruitment, will inform those campaigns which follow.

FULL CAMPAIGN PROCESS

Registration of participants and linking to the pre-campaign survey
Once they had returned their signed consent form, participants registered for the survey through an online link which was provided to them via a small business card. At registration, email addresses of participants were collected to enable direct communication for the post-survey data collection and to follow up at a later date with those who had indicated willingness to be part of any other data collection, or in the event of any duty of care response, as required by ethics approvals.

After the registration period had ended, participants were sent a link that eventually took them to the pre-campaign survey. This link contained the following fields: a unique identifier (ID) for data matching purposes, and a research group (Exposure Group: Access to the Keep It Tame campaign; Control Group: No exposure or engagement with cybersafety campaigns; and Comparison Group: Engagement with a similar cybersafety site). The data was placed directly into invisible fields within the survey.

After completion of pre-campaign survey, participants were emailed a link to either the campaign, control or comparison sites. These links also contained the participant ID and notation identifying the research group.

The post survey was treated in a similar way. This provided for subsequent data matching as well as ensured any rogue entries were identifiable. Rigorous trials of the survey and data transfer were carried out prior to the survey.

Only the unique ID was used for any data linkage. Emails/names and unique identifiers were not brought together at any time, maintaining strict anonymity of the participants and confidentiality of data. The above approach allowed for successful data linkage of pre and post surveys.

Linking to the 'Magic Tracker' server
The link to the pre-campaign survey was routed through Safe and Well Online's digital partner Datalicious's server. The Datalicious server stored the participant's ID and research group allocation information, as well as dropped the '*Magic Tracker*' cookie on the participant's platform.

Links to the sites (campaign, control, comparison) and the post survey were also routed through the server. This was intended to enable the participant's engagement with the campaign to be linked with their survey data. The effectiveness of the process was trialed and confirmed prior to the survey date. However problems occurred under the actual data collection processes. While pre and post surveys were linked successfully together, linkage to the participant's engagement with the campaign was not successful.

The post-campaign survey
After approximately two weeks, registered participants were sent the link to the post-campaign survey using their previously supplied email. The link was again routed through the Datalicious server where their participant ID and research group could be recorded and "Magic Tracker" cookie installed. Participant ID and research group were again placed into invisible fields in the survey. Rigorous trials were carried out prior to the survey.

Survey data analysis
After data was cleaned and matched to registration data, data files of participants doing the both the pre and post campaign surveys were assembled. Three SPSS data files were created for (1) pre-campaign data, (2) post-campaign data and (3) pre-post data. These were analysed using SPSS procedures IBM SPSS Statistics for Windows, Version 19.0 (IBM Corp. 2010) and in appropriate cases with the PLS modelling software (Ringle, Wende & Alexander 2005).

As a pilot study with a small cross-sectional sample, these findings are indicators for future consideration and provided as a means of determining the efficacy of the methodologies employed. In Campaign Two, this data will be revisited for comparison with a larger sample, to determine the veracity of the testing. This includes contributing to the field by providing profile data in relation to the instruments as used in an online study.
Note that sub-sample sizes stated below vary as a function of non-response to respective items.

RESULTS

Findings from the pilot study cohort (N=165), relating to young people's safety and wellbeing generally, are reported below, with a focus on Internet use; respect; pro and anti-social behaviours; mental health and wellbeing; help seeking; and the MGB. As this is a pilot study caution is advised when drawing conclusions, but the authors can be contacted for any data queries or additional information.

Sample demographics (N=165)
The total pilot sample (five schools) was drawn from approaches made to 19 schools, with over 3,000 information packs about the study provided, and resulted in 165 participating adolescents with informed parental and individual consent: 95 females and 69 males, with one participant not providing a response. This represents a response rate of only 5.5%. The response rate highlights that there are inherent challenges in securing a sample of minors in school settings for internet related studies, particularly with regard to the consent processes required. Responses from young people interviewed after the campaign, suggested that: young people were not willing to commit to a longitudinal study; had misunderstandings about the random selection notion, feeling that they might have been targeted specifically, so were reluctant to participate; parents were wary of allowing their young person to participate in any study where data were collected online; and schools had misgivings about the involvement of social marketers and possible access to student data. As such consideration of alternative strategies for recruitment and sampling is warranted in the future, and there is a strong case to be made for education with the community in general about online research, ethical principles which guide researchers and privacy.

Participants were aged between 12 and 18 years (M = 14.53, SD = 1.44, n =163) (Missing n=2); three (1.8%, n =163) identified as Aboriginal or Torres Strait Islander; five (3.0%, n =162) reported having a disability; and no participants reported speaking a language other than English at home.

Internet use

The majority of respondents (95% of young people) reported that they access the internet at least almost every day or more frequently. Almost half (48.8%) of young people indicated that they accessed the internet after 11.00pm and approximately a third of these (36%) reported that they do so on four or more nights per week. Within this study, older participants considered internet safety to be less important than their younger peers ($r = -.16$, $p = .039$, $n = 160$). This suggests that older participants believe internet safety to be less important, although the effect size is small and should be interpreted with caution given the number of analyses and risk of Type 1 error.

This supports the suggestions that early cybersafety interventions should not be homogenous, but that strategies aimed at younger youth should be concerned with protection and harm minimisation whereas those for older students should relate more to the development of individual ethical digital citizenship and responsibility.

Respect

Importance of respect

Mention of the importance of respecting oneself as a prime motivator for respectful online behaviour is evident in responses from youth ranging between the ages of 13 and 17. A three-item index was created to measure the importance of respect to participants, Cronbach's $α = .70$, $N=148$. There were no significant relationships with year level, but there was a significant, although small, negative correlation with age, $r = -.21$, $p = .010$, $n = 146$, suggesting that older participants considered respect to be less important.

There was a significant gender difference, $F(1, 145) = 10.50$, $p = .001$, $ηp2 = .068$, with female participants ($M = 13.57$, $SD = 1.52$, $n = 88$) reporting respect to be of greater importance than their male counterparts ($M = 12.57$, $SD = 2.19$, $n = 59$).

Social Respect

Investigation into notions of respect from various perspectives was fundamental to the pilot study and Campaign One. This included analyses of a newly developed Social Respect Index, Cronbach's $α = .75$, $n = 144$ (11 items) to measure the extent to which young people identify with respectful behaviours. The scores for the social respect index ranged from 21 to 33 for the sample (3 point scale), with a ($M = 29.44$, $SD = 3.03$, $n = 144$), suggesting that these young people felt that they identified with respectful behaviours and were generally respectful to others.

Findings revealed that females had a significantly greater awareness of social respect and were more likely to demonstrate socially respectful behaviours than males. An independent samples t-test analysis revealed significant gender differences in social respect scores, $t(86) = 3.32$, $p = .001$. Specifically, response patterns indicated that females ($M = 30.13$, $SD = 2.31$, $n = 86$) had a greater awareness of the social norms around respect than males ($M = 28.33$, $SD = 3.63$, $n = 57$). Investigations into social respect by year level revealed no significant differences.

This suggests that those who use the internet more frequently for socialising, are more likely to engage in anti-social online behaviours. It is anticipated that with a larger sample, the psychometrics of this newly devised scale can be determined for future research opportunities.

The data suggests that the majority of young people indicated that acting respectfully all the time—at home, at school, and online—was 'very like them'.

An index measuring respectful behaviour to others was created (4 items), Cronbach's $α = .73$, $n = 150$. There were no significant relationships evident with year level, age, or gender. Bivariate correlation analyses revealed positive correlations between this respect construct (which is incorporated as the outcome latent variable in the MGB), and both Social Connectedness, $r = .32$, $p < .001$; $r = .26$ and Social Respect, $r = .36$, $p < .000$.

Respect in online environments

Participants were asked to state who their major influence was when online. Thirty seven (37) cited their parents, 31 their friends, and 28 cited being influenced by themselves. When asked for reasons why they might behave respectfully when online, 31 participants stated that it was expected of them, the right thing to do, or common sense. Six participants stated that they behaved respectfully for their reputation or to look good. When asked for any reason why they might not behave respectfully when online, eight participants cited self-defence or sticking up for themselves, while four stated they did not behave respectfully as a joke or for fun.

Health and Wellbeing

Pro and anti-social behaviours

Two conceptual indices were created as indicators of cyber behaviour measured on a five point scale: a 'pro- social' behaviour scale (3 items) e.g. *I stick up for someone online in a positive way* (Cronbach's $α = .74$, $n = 128$) and an

'anti-social' behaviour scale (8 items) e.g. *I put something online that made someone upset or uncomfortable* (Cronbach's $α$ = .78, n = 125). The pro- and anti-social labels are descriptive and distributions for both scales were heavily skewed: the removal of extreme outliers improved the distribution marginally; hence, any conclusions must be viewed with caution. There were no significant gender differences evident for the pro- or anti- social indexes. In terms of the internet use index for socialising with friends and family, there was no relationship with pro-social online behaviour, but a significant positive correlation was found with anti-social, (r = .37, p = .000, n = 116). This suggests that those who use the internet more frequently for socialising are more likely to engage in anti-social online behaviours.

In terms of the index of respectful behaviour towards others online, there was no relationship with pro-social online behaviour, but a significant negative correlation with anti-social online behaviour, (r = -.25, p = .006, n = 125). This indicates that those who generally treat others with respect were less likely to report anti-social online behaviours, which is a relationship that one might expect to find.

There were no significant differences evident for the pro- or anti-social indexes between those who reported some form of adult monitoring of internet use, and those who reported no monitoring. There were no differences in pro- social behaviour between those who accessed the internet after 11.00pm and those who did not. There was, however, a significant difference in terms of anti-social behaviour, F(1, 123) = 5.17, p = .025, $ηp2$ = .040: those who accessed the internet after 11.00pm reported higher levels of anti-social behaviour online (M = 13.54, SD = 5.98, n = 57) than those who did not (M = 11.56, SD = 3.68, n = 68).

Cyberbullying
Caution is advised in drawing conclusions about the cyberbullying index due to skewed distributions, A bullying index was created (nine items measured on a six point scale), Cronbach's $α$ = .94, n = 121. The scale distribution exhibited extreme negative skew, which was improved marginally after removing extreme outliers and applying appropriate transformations.

There were significant positive correlations found with the pro-social (r = .22, p = .000, n = 118) and with anti- social behaviour indexes (r = .36, p = .000, n = 115). This finding supports the notion that bullies have social networks and engage with their like-minded peers (e.g. participant roles such as reinforcer of the bully, assistant of the bully). The two independent conceptual constructs of pro- and anti-social cyber behaviours, whilst heavily skewed, provided insights that will be worthy of further investigation with a larger sample.

Those who accessed the internet after 11.00pm (M = 10.18, SD = 4.41, n = 55) reported significantly higher levels of cyberbullying than those who did not (M = 9.14, SD = 0.53, n = 66), F(1, 119) = 5.47, p = .021, $ηp2$ = .044. Related findings suggest that young people, who are using the internet more frequently and particularly those who are accessing the internet later at night, are also more likely to be exhibiting anti-social cyber behaviours. There were no significant relationships evident with gender, adult monitoring, or fake profiles. There was a significant negative correlation with the respectful behaviour towards others index (r = -.21, p = .017, n = 121) suggesting that cyberbullies potentially engage in less respectful behaviours towards others.

Cybervictimisation
A victimisation index was created (11 items measured on a six point scale), Cronbach's $α$ = .90, n = 115. The scale distribution was very heavily skewed, so any conclusions must be viewed with caution. There were no significant gender differences found in cybervictimisation scores, nor was there a relationship with the respectful behaviour towards others index. There were no significant differences between those who reported some form of adult monitoring and those who did not, and whether respondents used fake online profiles.

In terms of late night internet access, those who were online after 11.00pm reported significantly higher levels of cybervictimisation (M = 14.13, SD = 6.74, n = 53), than those who did not (M = 11.90, SD = 3.75, n = 62), F(1, 113) = 7.17, p = .009, $ηp^2$ = .060.

There was a significant positive correlation between cyberbullying and cybervictimisation, (r = .65, p = .000, n = 113). This suggests that young people who are perpetrators of cyberbullying are also more likely to be victims of cyberbullying, indicating a subset of cyberbully victims. It is anticipated that cyberbully victims will be a focus in future analyses from future campaigns, as this sub-group is already identified in the literature as being particularly vulnerable.

These findings contribute to our understanding of the complexities associated with cybervictimisation and will be revisited with a larger sample.

Sexting
Sexting receives considerable attention in the media, however most participants (74.8%) reported that they had never received a sexual message through their phones or the internet. Sexting was considered to be a serious issue by 71.2%

YOUNGANDWELL
Cooperative Research Centre

(n = 89), with females more likely than males to agree, chi square symbol ($\chi2$ = 6.83, df = 1, p = .009), 2-tailed. Young people recognised that there was pressure to send sexual messages 46.0% (n= 57) and there were gender differences found. This provides preliminary indication that young people are aware of, and appreciate, the seriousness of this issue. Cell size violations prevented further meaningful analyses of associations between gender and frequency of receiving sexual messages warranting further investigations in subsequent years of the project with a view to mental health and wellbeing implications.

Mental health

It was reassuring that the majority of young people reported a moderate level of positive mental health as measured on the MHCSF and on average felt generally optimistic about life (*M* = 48.57, *SD* = 15.41, *n* = 110). Encouragingly, over 75% of 110 respondents felt happy and interested in life almost every day. Additionally, over 60% indicated that they had positive relationships with others and were sufficiently confident to share their own independent thoughts and opinions. However, response patterns for approximately 20% of young people who were surveyed suggest a level of disillusionment with society, with responses further indicating that they question the common good intentions of people in society. These findings reflect the need to address hope, and that a sense of empowerment needs to be promoted with this subgroup in order to foster resilience. Gender differences were found with regard to mental health *t*(97) = 2.26, *p* = .03, with females demonstrating a significantly lower mental health score (*M* = 46.56, *SD* = 16.56, *n* = 71) than males (*M* = 52.82, *SD* = 12.06, *n* = 38) highlighting a need to consider tailored responses.

Of particular concern, young people who were identified as cyberbully victims did not feel that our society is a good place, or is becoming a better place (*M* = 3.28, *SD* = 1.60, *n*=18) in comparison to those who are not involved in cyberbullying incidents (*M* = 4.42, *SD* = 1.46, n=55), *F*(3, 92) = 3.19, *p* = .04. There are significant implications for this subgroup's wellbeing.

Reassuringly, the majority of the young people in this sample were within the normal range for depression, anxiety and stress (DASS 21). However analyses revealed that 11.6% of the sample experienced either severe or extremely severe depression; 16.1% of young people experienced either severe or extremely severe anxiety; and 7.1% experienced either severe or extremely severe stress. In particular, young people who reported being victims of cyberbullying were significantly more anxious (*M* = 6.14, *SD* = 4.82, n=21) than those not involved in (*M* = 3.15, *SD* = 3.14, *n*=54) and those who were cyberbully/victims (*M* = 2.29, *SD* = 2.34, *n*=17), *F*(3, 90) = 4.89, *p* = .003. This finding supports the concern raised above in relation to addressing the wellbeing needs of this subgroup.

Wellbeing

Whilst a complex notion—and no consensus of a universally accepted definition—wellbeing relates to a person's sense of belonging, and absence of mental ill health and supportive networks. It encompasses psychological, cognitive, social, spiritual and physical capacities to function and positively contribute to society.

Most young people experienced some level of connectedness with others in their social networks (Lee & Robbins 1995) (*M* = 43.15, *SD* = 10.54, *n*=115) and the social connectedness construct was found to correlate significantly with various respect related measures in this study including the Social Respect scale (*r* = .32, *p* = .001, *n* = 113) and latent variables of the MGB, namely, the respect outcome (*r* = .32, *p* = .000, *n* = 115); Norms total tally (*r* = .20, *p* = .040, *n* = 105); Norms only friends tally (*r* = .25, *p* = .009, *n* = 112); control (*r* = .30, *p* = .001, *n* = 111); and Intent (*r* = .19, *p* = .048, *n* = 113). This suggests that the measures employed in this study can be of use in future years to fully explore and better understand young people's wellbeing and mental health.

Help Seeking

Investigations into help-seeking practices of young people in this pilot study revealed that over two thirds indicated that they would be likely or highly likely to seek help from parents and friends. This is positive in that important sources of informal support are recognised by young people. However, they were least likely to seek help from formal help sources or services, including online services.

Of particular concern, however, is that 16% of respondents reported it would be highly likely or likely that they would not seek help from anyone. The reasons why this might be the case warrants further investigation with a larger sample. Acknowledging the importance of help seeking as an intervention at the individual level, these findings highlight that effective strategies to promote alternative help seeking sources are needed.

The Model of Goal Directed Behaviour

The Model of Goal Directed Behaviour (MGB) (Perugini & Bagozzi 2001) is applied in this study to test the suitability of the framework in determining young people's behavioural and attitudinal change after engagement with social marketing campaigns that promote positive and respectful online behaviours.

YOUNGANDWELL
Cooperative Research Centre

Constructs of the model as related to 'respect': *Attitudes (8 items,* score range: 0 to 800), *Negative Anticipated Emotions (4 items,* score range: 4 to 20), *Positive Anticipated Emotions (4 items,* score range: 4 to 20), *Social Norms (12 items,* score range: 12 to 60), *Perceived Control (2 items,* score range: 0 to 200), *Desire (3 items,* score range: 0 to 300), *Intentions* (4 items, score range: 0 to 400) and the *Behaviour* (*Respect:* 4 items, score range: 4 to 20) demonstrated consistently strong reliabilities ranging from α = .73 to α = .96.

Details relating to these latent variables follow:

- The majority of young people had positive attitudes towards respect (M = 702.31, SD = 99.50, n = 125), as shown by the sample's total scores for the social respect construct. Analyses revealed that there were no significant differences between genders or year levels.
- In terms of young people's anticipated emotions (future oriented), most indicated they would respond
- positively (M =15.79, SD = 2.84, n = 126) and not negatively (M= 6.25, SD = 2.70, n = 127), about being respectful online. Analyses revealed gender differences for both positive and negative anticipated emotions, with females significantly less likely to feel negative and more likely to feel positive about behaving respectfully online in the future. No age differences were apparent.
- The social norms around respect were evident to the majority of this sample of young people (M = 51.93, SD = 6.63, n = 125). Response patterns indicated that females (M = 53.53, SD = 5.75, n = 79) had a significantly greater awareness of the social norms around respect than males (M = 49.20, SD = 7.25, n = 45).
- Investigations into social norms by year level revealed no significant differences.
- Most of these young people felt that they do have control to behave respectfully online (M = 183.14, SD = 23.04, n = 129). ANOVA and t-test analyses revealed that there were no significant gender or year level differences.
- Young people generally had the desire to behave respectfully online (M = 242.86, SD = 60.09, n = 129).
- Analyses revealed that there were no significant differences between genders or year levels.
- The majority of young people intended to behave respectfully online in the future (M = 349.56, SD = 54.62, n = 125). Analyses revealed that there were no significant gender or year level differences.
- In terms of the behavioural outcome measure (Respect: 4 items), the majority of young people indicated that acting respectfully all the time, at home, at school, and online was 'very like them'. No significant gender or year level differences were evident.

Applying the Model

Eight variables were created to facilitate the application of the MGB to the current study. Although target behaviours would normally be assessed in the second wave of measurement (i.e., post- campaign) as an outcome, given that this was a pilot study, this variable (respect) was included in the pre-campaign survey to give an opportunity to explore the psychometric properties of the scale.

Path analyses were conducted using the partial least squares method in SmartPLS (Ringle, Wende, & Alexander 2005). After examining all hypotheses a refined/alternative model specific to this Pilot Study is presented where *control* made a significant contribution (ρ = .31) to a model when predicting *intent*, rather than *desire*. A highly significant relationship between attitudes towards respect and the desire to behave respectfully (ρ = .59) is noted. The finding suggests that a positive attitude towards respect is a critical predictor of desire. The three presage variables—namely *attitudes*, *positive emotions* and *social norms*—account for an impressive 55% of the variance in *Desire (r^2=0.55)*. This final model was the most parsimonious and explained 15% of the variance in the respect behaviour outcome variable.
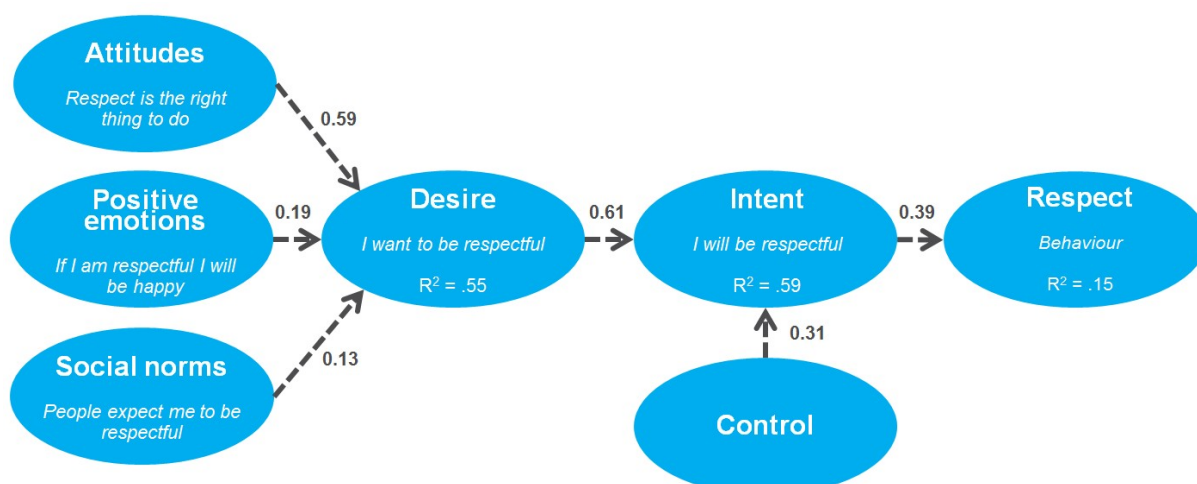
Figure 8 Model of goal directed behaviour path model

While the PLS analysis supports the MGB, the respect outcome variable is constructed with data from the pre- survey and, therefore, no conclusions can be drawn with regard to measuring change in behaviours and attitudes from pre- to post-campaign intervention. The reason for this decision was primarily due to the high attrition rates between the pre- and post-survey. Specifically, of the 165 respondents who participated in the pre-campaign survey, 30 participants went on to complete the post-campaign survey, giving a very low response rate of 18.18%.

The MGB applied in the 1st year pilot phase of this study is supported by the emergent qualitative and quantitative data. The existing model to the extent that it has been applied successfully in an online research environment in the context of being respectful online. With ongoing adaptation, there is confidence that application of the model in Year Two should proceed and will provide a sound basis for investigating change in attitudes and behaviours in relation to the campaigns. Please contact researchers for further information regarding the refinement of the model.

YOUNGANDWELL
Cooperative Research Centre

Sub-study 4: Passive data collection—Digital tracking and efficacy

The key objective of this component of the study was to measure the reach and effectiveness of the *Keep It Tame* online campaign on the teenage audience.

In addition to the online survey, two commercial components—independent of the cohort research study—contributed quantitative data, which could assist in achieving that aim:
- A parallel cross-sectional study: commissioned by Zuni through commercial partner Nielsen, to explore reach and impact of the campaign.
- A passive data collection process 'Magic Tracker' testing, involving commercial partner Datalicious.

THE NIELSEN STUDY

The Nielsen study aimed to measure the effectiveness of the campaign, outside of the cohort sample, by triggering surveys *in the wild* for those registered on the Nielsen panel. These participants then were allocated to either, exposure group or control (not exposed to the Keep It Tame campaign).

The total sample comprised 626 adolescents: 480 females and 146 males who were aged between 14 and 18 years ($M = 16.82$, $SD = 1.08$, $n = 626$); nine (1.5%, $n = 618$) identified as Aboriginal or Torres Strait Islander; and 131 (21.3%, $n = 614$) reported speaking a language other than English at home. The mean age of the Nielsen sample ($M = 16.82$, $SD = 1.08$, $n = 626$) was 2.29 years older than that of the pilot sample, $t(787) = 22.39$, $p < .001$. This is unsurprising, as the Nielsen sample targeted 14 to 18 years olds rather than the 12 to 18 years olds in the pilot.

In the context of the *Nielsen* study, 'effectiveness' was considered *a measure of the performance from an advertising industry perspective*, rather than as an evidence-based assessment of effectiveness as undertaken through the main research study. This serves to differentiate them from the Cohort.

While brief discussions were held with *Nielsen* personnel during the refinement of the Nielsen survey, the research team was not involved in, nor informed about, the *Nielsen* recruitment processes or the theoretical framework that underpinned the *Nielsen* survey. Due to the nature of such market research surveys, they are usually short in length and duration and do not include traditional, psychometrically valid instruments. Rather, they rely on grabbing targeted information about campaigns quickly from their panel participants, to determine the reach and impact of the messaging.

However, to facilitate potential comparative analysis between the two samples, items from the cohort study survey were identified for inclusion in the Nielsen survey. Nielsen personnel however raised concerns about the number of items proposed for inclusion and the impact on the length of their survey and possible attrition rates. As a result, the number of items originally submitted for inclusion was culled significantly, and Nielsen modified a number of the proposed items and response scales according to their criteria. These changes resulted in two surveys (Cohort and Nielsen) that were similar, but not comparable statistically.

PASSIVE DATA COLLECTION: THE 'MAGIC TRACKER'

Dubbed the 'Magic Tracker', the overall objective of the process was to determine whether data could be linked from participant interactions with any campaign creative, direct with cohort survey data. Initially, this was to be undertaken later in the project, but was moved forwards for trialing in Year One and was managed by the independent company Datalicious. The 'Magic Tracker' concept utilised a range of contemporary, best practice products and 'supertag' technologies for collecting and linking data in an effort to map young peoples' engagement with the campaign on multiple devices during the research period, and any subsequent attitude and behaviour change in relation to the campaign.

The passive data collection process aimed to track/map users across contemporary, multichannel, online marketing and multiple participant platforms (iPhone, iPad, laptops, desktops). This proved to be highly complex and problematic, particularly with a schools-based sample where some students used school-based computers to complete the pre-survey, effectively meaning that once they changed to another device, or were not at school to do the post-survey, the data linkage was incomplete.

YOUNGANDWELL
Cooperative Research Centre

Campaign reach and engagement

As highlighted previously in the 'Pilot: Keep It Tame' section of this report, the campaign demonstrated relative success in terms of reach and engagement.

As a result of digital tracking, Datalicious provided a number of files including a large data file covering user interaction with the creative. It was anticipated that the files would allow linkage of data in the file to survey data collected from the pre and post surveys. However, the transfer of the survey data was not successful and was disappointingly, with no data matching possible.

The raw data of hits on the creative was also difficult to analyse using modern social science technologies such as SPSS and Excel on desktop PCs. Only database technologies on a fast Macintosh made analysis practicable. It was possible to extract the history of engagement of individuals with the creative this way.

Our website passive data collection indicated that we received 32,228 visits, with 89% of those being unique visitors. A high percentage of unique visits on campaigns such as this is to be expected, as there is little incentive for the individual to return. However, the average visit duration during the campaign period was 1 minute 52 seconds, indicating that the majority of visitors watched the interactive video in full. Engagement time with the creative demonstrates an exponential drop off.

Campaign Effectiveness (Nielsen)

Campaign effectiveness relates to the ability of the *Keep It Tame* campaign to seed participants with attitudes and behaviours, conducive to being respectful online.

In the Nielsen survey, participants responded to questions about the campaign with prompts from stills. Noting that this sample was in addition to the cohort, and was determined from their usual online panel, of the total sample of young people recruited only 10% (n = 63) initially reported they saw the Keep It Tame ad online, and 9% (n = 55) indicated they were not sure. The overwhelming majority, however, initially reported that they did not see the ad (n = 508).

A brief explanation regarding the interactive options of the ad was provided to participants who were then asked to recall if they interacted with the ad. Analysis revealed 41% (n = 254) of respondents subsequently recalled interacting with the Keep it Tame ad, whilst 6% (n = 40) were unsure.

Data related to behaving respectfully/disrespectfully online were explored by *Nielsen,* with 100% of respondents reportedly participating in respectful behaviour online at some point, yet 53% also reported having partaken in disrespectful behaviour. When prompted regarding their experiences with bullying in the online space, 51% of individuals reported that they had, at some point, experienced being bullied. However, only 20% of respondents reported to have engaged in bullying online.

Further, of those who claimed to have partaken in a level of disrespectful behaviour online, 80% admitted to bullying someone else and 64% indicated they had been the recipient of bullying behaviours at some point.

The questions asked of Nielsen respondents also sought to evaluate the efficacy of the campaign with regard to awareness, opinion, and recommendations of participation with regard to online behaviour.

When prompted to answer which behaviours came to mind regarding treating others with respect online, the most common given answer was that of '*treating others kindly'*, with 22% and 25% of respondents selecting this option for the exposed and control group, respectively.

This was closely followed by politeness/good manners (20% and 21%), communicating with respect (16% and 15%), and being accepting of others' opinion (15% and 14%).

When asked which behaviours were associated with disrespect online, 44% and 51% of respondents from the exposed and control group, respectively, indicated that bullying or cyber bullying were primarily recalled. The opinion of both the exposed and control group clearly indicated that respectful behaviour online is a desirable trait, with >85% of respondents for both groups stating it as appealing, valuable, and satisfying.

Further, >90% of individuals for both groups reported that being respectful online is acceptable, useful, and important.

When delving in to the exact types of behaviours considered disrespectful and to be discouraged, respondents from both groups indicated very strongly (>90%) that sending sexual messages, making fun of someone, sending abusive messages, or posting content that would be deemed embarrassing would all be strongly discouraged.

However, only 81% for both groups of respondents clearly stipulated that uploading or tagging content without permission was ill advised. In fact, >10% of both groups indicated that they would actually *encourage* this behaviour to

YOUNGANDWELL
Cooperative Research Centre

occur at least once a term. This finding is also bolstered by the fact that when asked whether or not they would participate, only 66% and 60% of the exposed and control group, respectfully, indicated that they would *not* partake. Nine (9) percent of individuals for both groups indicated that they were *somewhat likely* to actively partake, with the majority of other respondents falling in either the somewhat unlikely or neither likely nor unlikely categories.

Further, when asked about message recall, 85% of total respondents identified 'think before you post', 76% identified 'respect each other online', 56% identified 'Keep it tame online', and 44% recalled 'there are steps to take if things turn nasty'. Only 2% of respondents reported no message recall.

Forty one (41) percent of respondents identified the campaign as educational, 32% as imaginative, and 30% as informative. This was complemented by the same exposed group identifying that the advertisement stood out (86%), and contained useful information (82%). Twenty two (22) percent of the total respondents indicated that the ad was annoying, but interestingly that number went up to 38% when the sample was isolated to those that had reported bullying someone online previously.

Online behaviour and attitudes of young people
When asked what might trigger a young person to partake in *disrespectful* behaviour, 88% of total respondents identified the reasons '*to get back at someone'* and '*to feel powerful'*, and 83% reported '*for fun'*, 82% '*for excitement'*, and 81% '*to fit in'*. Clearly these relate to the peer relations of young people and highlight the importance of the lack of differentiation between online and offline relationships.

Common actions identified by young people to mitigate the negative impacts of receiving disrespectful behaviour were less evenly distributed: 76% reported that they would *block the bully*, 63% would *ignore*, 50% would *keep a record*, and 47% would *report the behaviour to the administrators of the site*. Just 24% would *turn off* the device, 21% would *change their email/phone number*, 14% would *contact the police*, and 9% *would retaliate.*

Generally, the message identified by participants was one of behaving respectfully online.

However, there were clear differences in the level of understanding of the message conveyed in the advertisement. The first level of understanding was a basic interpretation of the advertisement, for example,

"Don't post photos of others online without their permission, especially revealing or embarrassing ones"

This type of response indicated an understanding that posting photos without permission online is a negative behaviour. The next level of understanding that was identified in the analysis was of knowledge of consequences:

"Be careful about what you post online as they may have negative consequences"

Finally, a response that evidenced knowledge of negative behaviours, potential consequences, awareness of others' feelings and thinking before acting was identified as a heightened understanding of the message in the advertisement:

"I think this ad was trying to show us to think about the consequences when posting or saying things online, and put yourself in the other person's shoes before taking risks. How would you feel if someone did what you were about to do to somebody else to you. Think before you do"

Overall, the majority of participants recorded positive responses to the ad, with 80% of young people surveyed indicating that they liked the ad. Although just over half of the participants indicated that they did not learn something new, *approximately three quarters of the sample reported that the ad made them more aware of their behaviour.*

YOUNGANDWELL
Cooperative Research Centre

Sub-study 5 - Qualitative insights

Participants were recruited from a pool of students whose parents or caregivers had provided written consent for their child to participate in follow-up interviews after completion of the online survey. Those who had indicated willingness on their consent forms to be involved in this phase, and who were subsequently exposed to the campaign, were invited to participate in deep access interviews and focus groups concerning their understanding of the effectiveness of the campaign in delivering key messages about respect online and their overall responses to the Year One creative themes and messages.

The one-on-one interviews and focus group sessions were conducted between December 2012 and February 2013 in metropolitan Adelaide.

In early December 2012, schools with more than ten positive responses to the follow-up interview process were contacted and asked if UniSA researchers could visit the school at a convenient time to interview students. Due to competing school-based activities at the end of the term, no positive responses were received from school leaders. A second recruitment strategy was then employed. Individual emails were sent to students who had provided personal email addresses. Two students responded to the recruitment email and they attended interviews at UniSA, Magill in December 2012. In the second week of school in Term 1 2013 a second school- based recruitment drive was undertaken. Two schools responded positively to the invitation and times were agreed for researchers to attend the schools to conduct one-on- one interviews and focus group sessions.

The interviews took place at either the University of South Australia, Magill campus or at two school sites. The focus group sessions were conducted at a metropolitan Senior Secondary School. A total of 17 one-on-one interviews were undertaken and three focus group sessions with a total of 11 participants were conducted.

Young people in this phase of the Pilot Study generally expressed an appreciation of the importance of the study and demonstrated keen enthusiasm during collection of the qualitative data, particularly the focus groups participants. All interviews and focus group sessions were open-ended to the extent that respondents were given opportunities to expand on issues of personal interest.

Interviews and focus groups were transcribed and subsequently reviewed by the researchers for key constructs relating to respect and being respectful online (Key messaging of the campaign) and the core elements of the MGB. In addition, the notion of 'nudging' towards appropriate behaviours for digital citizenry is considered.

RESPECT

Key themes emerged from these interviews which centered around:
- The importance of self-respect and reciprocity
- The crossover from offline to online behaviour
- Harm minimisation through being respectful and the negative repercussions of disrespectful behaviour
- The need for behavioural control and consciously not being mean to others
- The power of social norms to influence behaviour
- Cost/benefits of their actions
- Being aware of accidental damage

These are outlined below with quotes as examples. Where relevant, links are made with the MGB (Perugini & Bagozzi 2001) and Nudge Theory (Thaler and Sunstein 2008).

Conceptualisation of being respectful of others, and respectful online behavior, was commonly expressed in terms of 'what not to do' and 'what to do'. This relates in part to the notion of the so-called 'Golden Rule' (Flew, p 134, 1979), which generally states that one should treat others how they wish to be treated.

No swearing. Thinking about other people's feelings. Only putting up appropriate photos. Use friendly language.

Respect for 'self' was also commonly linked by respondents to showing respect for others. There was a clear association between self-worth and self-regulation of behaviour in ways that may promote positive and respectful online behaviour. When asked whose opinion mattered most to them respondents said:

My opinion of myself … and the people around me.

There was also a commonly repeated suggestion that what you do in every-day life is reflected in your online behaviour: providing evidence of a tendency toward the blending of boundaries between online and offline respectful behaviour.

YOUNGANDWELL
Cooperative Research Centre

It is easy to behave respectfully when online because I try to act like this in my everyday life.

Having a 'Golden Rule' underpinning behaviour, elicits a moral compass, which in turn nudged them towards being respectful of others, both offline and online.

Another consistent message was the importance of harm minimisation through the adoption of respectful behavior.

Behaving respectfully won't turn friends away … but also won't turn people against you.

The underlying message of the Keep It Tame campaign, was that by being respectful of oneself and others, negative acts, such as cyberbullying are likely to be minimized. Noting the importance of relationships, it is evident that being respectful serves a dual purpose: to keep friends close, and to minimise disruption of the relationships.

Reciprocity underpinned the attitudes expressed by some respondents and was suggestive of an underlying motive for respectful behaviour, both online and face-to-face. Respondents suggested that it was worthwhile behaving respectfully online because respect would most likely flow back. This notion of cost-benefit relates in part to the effect-danger ratio as proposed by Bjorkqvist et al (1994): which suggested that when engaging in aggression, protagonists try to maximise the harm they produce while minimising the danger of retaliation. In this case, the effect of behaving respectfully minimises the danger of negative payback, and increases the potential of positive flow on to others.

In relation to the constructs related to the MGB (attitudes; negative anticipated emotions; positive anticipated emotions; norms; perceived control, desire and intentions), respondents noted that having a positive attitude to behaving respectfully online would make respondents feel better' about themselves or feel 'good' about themselves in the future:

It [respect] …makes me feel like a nicer and better person. Everyone feels good so it is more worthwhile to be respectful.

Negative repercussions of disrespectful online behaviour were also identified by respondents, which seemed to act as a disincentive for future disrespectful behaviour.

I would feel horrible, because the people I am close to probably wouldn't want to know me if they found out.

In terms of control, there were difficulties associated with remembering that online participants were 'real people'.

It is good to be respectful. Online it's easy to forget there are real people reading/ looking at what you write. It protects people wellbeing.

Behavioural controls were also associated with a conscious decision 'not to hurt others'.

[Being respectful]… is a good thing because you won't hurt any one's feelings or make their self- esteem lower.

The potential for friends to ostracise or reject friends on the basis that they behaved disrespectfully was an evident motivator for respectful online behaviour.

So if you have good peers you can control your actions and respect your friends. Don't put peer pressure on people to do something bad.

Social norms and the importance of maintaining reputation amongst friends were frequently identified as important considerations when deciding how to behave online.

My friends. I don't want to seem mean or harsh… so what they think helps me decide what I post.

A number of respondents mentioned the possibility that they would be excluded or demeaned by friends if they behaved disrespectfully online. This speaks to the importance of friends as important arbiters of online behaviour.

The influence of parents was perceived to be mediated by the nature of the transgression. There were also mixed ideas about the anticipated responses of teachers to disrespectful online behaviour and the significance of the good opinion of teachers when making personal decisions about online behaviour.

There is an apparent connection between desired actions and potential benefit, that is, 'If I behave respectfully then in return people will show me respect'.

YOUNGANDWELL
Cooperative Research Centre

I have a high desire to behave respectfully online. I want to act respectful [sic] because that's how I want others to act towards me.

Unintended consequences or 'accidental damage' caused by disrespectful behaviour was an important issue raised in the interviews. Of particular note is the reminder that it's easy to forget there are real people reading/looking at what you write. Respondents highlighted this slippage or lack of connection between the online and 'real' world; they argued strongly that respectful behaviour online is the same thing as respectful behaviour in face-to-face interactions.

Respondent notions of respectful behaviour in online environments varied considerably and a number of insights emerged as significant contributors to how young people would engage respectfully online, namely:

- The importance of
- The role of friends in determining behaviours online
- Respect for oneself on and offline as a driver of behaviour
- Parents as mediators of online behaviour
- The blurring of boundaries between off- and online settings
- The lesser importance of teachers as compared with peers/friends when making decisions about how to behave online

Overall, the qualitative responses concerning respect and what drives it in young people's offline and online behaviours indicated that this is indeed a foundation construct and one worthy of underpinning any campaign aimed at changing young people's attitudes and behaviours. Of importance, is the notion that respect for self was commonly linked to showing respect for others and therefore acts as a sub-conscious 'nudge' for being safe and well online.

EVALUATIVE COMMENTARY

I did like the campaign because I felt I could relate to it. The people in the video felt how I felt … and it was all very realistic.

While respondents made comments about the Keep it Tame campaign, there were insufficient data from this group to draw any strong conclusions about the extent to which the campaign was perceived as effective or otherwise. These comments should therefore be viewed in line with the findings reported in Sub-study 4.

Of most significance however, young people suggested that separating out the notion of respect in online environments for special attention might be irrelevant, as behaving respectfully was considered the norm. However, as is evident above, young people are aware of disrespectful behaviours online and can see a way of minimising the harm caused by cyberbullying through engaging respectfully with others, on- and offline.

Encouragingly, there was a dynamic exchange of ideas both between peers and with the researchers, further demonstrating the absolute importance of engaging directly with young people throughout this process. It is not enough to design interventions/campaigns with them, but it is equally important to constantly engage with them throughout the process, in order to modify, refine and respond to their feedback and concerns. What is clear from the qualitative responses, is that young people in this study were aware of the importance of being respectful, and that it has clear implications for what is done to and with others, both on- and offline.

YOUNGANDWELL
Cooperative Research Centre

Discussion

The Safe and Well Online Pilot Study brought together young people, digital media and online safety experts, government, end-user and research partners, to advance our understanding of how online social marketing campaigns can be used to promote the safety and wellbeing of young people aged 12 to 18. To do this, user- centered, participatory and test-retest methodologies were employed to design, deliver and trial an online campaign: *Keep It Tame*. Established methodologies, combined with innovative passive data collection (digital tracking) were trialed to explore engagement, attitude and behaviour change in those young people who interacted with the campaign.

Determining the efficacy of the Safe and Well Online campaigns has proved to be complex but revealing, with many insights into how young people are engaging with online messaging. These insights determine that there is great potential for supporting safe behaviours and encouraging help-seeking using an online social marketing approach, and the theoretical underpinning, by way of the MGB, would seem to have a role in determining intervention points for such campaigns: namely, through potential targeting of attitudes and social norms to influence the desire to be respectful online.

In relation to key findings, young people are online, most of them feel safe and well, and operate respectfully online. But for a vulnerable few, including those who report being victims of cyberbullying, life is not so hopeful. It is for these young people that we need to be able to intervene efficiently and effectively, and to know that what we propose is what young people want to engage with.

As a universal intervention, the Safe and Well Online campaigns aimed to engage with all young people, to vision a future that is safer and happier, where they are empowered to respect themselves and each other, and to know how and when to seek and give help when needed. However, the cohort study suggests that there is merit in delivering targeted messaging for vulnerable youth, and future campaigns should explore this. Most campaigns target youth in general with messaging designed to bring about attitude and behaviour change. But the key to making change, might well be to target more specific sub-groups, such as those identified as victims of cyberbullying.

The process employed by this study—to create digital campaigns that promote respect as a fundamental underpinning to digital citizenry—engaged young people throughout the research and design process. Involving young people in problem definition at the outset was fundamentally important. And while the participatory process in the pilot study was largely expert-led, key opportunities to better align participatory activities ahead of input from experts were identified, and to work towards more co-generative methods in Year Two. For example, scripts for Keep It Tame were developed by the creative agency and then reviewed by young people for language appropriateness and messaging content. The review process identified significant problems—many of which were resolved—highlighting specifically how central language and cultural insights are to successful campaigns. This experience revealed that future scripting should be done in co-generative exercises with young people: ideally creatives, digital strategists, young people and researchers working together in the same room. This will not only save time and resources, but also improve the quality of the campaign.

There is a need for a clear participatory design framework to help guide the team and help all members learn about the aims of young people's participation, and the roles of all in each phase. The creative process for developing social media campaigns often rests with professionals and this project has demonstrated how young people can be engaged in the process as more than simply 'responders' to ideas, and 'givers' of feedback. This helps to shape the campaigns so that they address issues that matter to young people, in a way that is authentic and resonates with the end-users.

Addressing young people's safety and wellbeing requires a multi-faceted and inter-disciplinary approach closely aligned with ethics processes and requirements across jurisdictions. This Pilot Study tested methodologies to determine: how youth-centred campaigns can be developed; whether employing social marketing strategies are viable and potentially have reach; and the positive impact they have on young people's health and wellbeing. This project therefore presented many opportunities and challenges associated with the nature of the interdisciplinary approach, the changing digital context and associated complexities of conducting research online and intersecting research processes with digital campaigns and offline settings such as schools. There are some clear learnings here and many new questions.

School settings have often been the preferred location for both delivering interventions and undertaking traditional attitudinal and behavioural research on young people's views and experiences. However, the online setting now provides a challenge for schools and parents. Undertaking research in contemporary ways—such as using online data collection—places young people and their parents at the center of change and uses a process which they find challenging. All policy and practice requires an evidence-base from which to operate. This study highlights that traditional approaches to recruitment are extremely difficult, and that research is being pushed towards alternative strategies including possible bespoke online panels. This of course could introduce new biases and limitations, but also opportunities.

YOUNGANDWELL
Cooperative Research Centre

Key insights drawn from this pilot study were that parents and young people were reluctant to commit to an online study that required ongoing data collection over time. Providing regular contact—normally required in longitudinal studies for duty of care provision and revisiting data collection—was not supported due to a concern about the safety and security of the data. It seems that the cybersafe messaging about 'what goes online, stays online' has had broad reach and is impacting on how contemporary research might be undertaken. There is a real community concern about how online data is generally managed, protected, and reported, and thus, there are significant opportunities for projects such as this to reassure the community that ethical research in this setting is safe, and the outcomes are important for their children's wellbeing. To not do so, is to not utilise the credibility that comes with conducting ethical research: to subsequently educate the community about how research needs to be done online with youth, ethically and safely, in an evolving online environment.

The online setting cannot be understood as removed from the offline, and the ways we interact with it are becoming increasingly important. The idea of tracking or mapping behaviours across platforms and devices is not new. But in terms of researching with young people, this presents significant challenges, ethically, logistically and technologically. Findings from this study suggest that there is a role for demystification of the ways in which technology is being used to monitor behaviour, and a need to remove the stigma associated with it. Establishing best practice for ensuring data protection is imperative, if the community is to have faith in the research process.

Transferring randomised controlled studies to an online setting, involving minors requiring parental consent recruited through school settings, requires dedicated levels of technical expertise. This pilot study has demonstrated that through the use of unique identifiers allocated at registration, participants can be randomly allocated to control and exposure groups. However, difficulties arose with maintaining participant commitment to an ongoing project. The complexity arises with the follow up access to young people from the pre-test scenario, when direct contact with minors is not easily achieved. This is not generally the case for adults in research studies, who are responsible for their own informed consent. Thus, this complex process has multiple points of attrition that can impact on data collection, but does have promise for applications 'in the wild'.

The need to control the exposure to only those in the research trial also presents challenges, as once something is online, there is really very little which can be done to keep it from 'going wild'. It only takes one participant, to share a link, or forward the creative, for the research process to be compromised. As this was a web-based campaign, it could be that this process could be better handled in an app-based campaign, something that Campaign Two, in Year Two will explore. How different platforms and devices operate in concert with the campaign is highly relevant to future developments in this space, and requires a lot of testing. Young people do not always have the latest device, or the most up to date version, so consideration also needs to be given to ensuring that all young people can see the campaign on their device and platform.

How attitudinal and behavioural research intersects with delivery of interventions such as online campaigns requires greater attention. The pilot study demonstrated that the process of taking paper and pen surveys—which have been validated psychometrically for use in traditional settings—needs revision for delivery in online settings so that the surveys are engaging, shorter and do not deter young people from returning to the study for the post-test data collection. Validation of instruments and measures for online delivery is urgently needed.

This project adopted a Spiral Curriculum (Bruner 1960) approach to research themes, where Campaign One focused on 'respect' as an underpinning, with an expectation that this will follow through in subsequent campaigns. This thematic approach provides an opportunity for continuity of data across the campaigns to facilitate sequential comparative investigations. In doing so, it contributes to new ways of conceptualising online social marketing campaigns: not as 'one-off' events but rather as inter-related, coherent and holistic strategies to achieve attitudinal and behavioural change over time.

YOUNGANDWELL
Cooperative Research Centre

Conclusions and Recommendations

In order to draw conclusions and propose recommendations across the sub-studies, the key research questions are revisited with a view to informing the evidence base in this research area. This is a complex area with a need for youth-centered, collaborative and interdisciplinary approaches. Negotiating shared and common understandings and language is imperative.

In order for young people to be beneficiaries of this work, close cross-sector involvement of stakeholders and coordinated efforts between researchers, policy makers and practitioners are required. This project brought together researchers, digital strategists, youth participation, creative agencies and industry partners to address the complexities of realising a shared vision for youth wellbeing. In the digital space, utilising social marketing is increasingly commonplace; however, further evidence in relation to the research process and efficacy of these approaches is required.

In undertaking any social marketing campaign with young people, in order to maximise reach and impact on their attitudes and behaviours, it is essential to understand: their definition of the problem; their identification of possible ways forward; and their conceptualisation of potential interventions combined with ongoing feedback in shaping the direction of the campaign.

Without meaningful engagement at this level, social marketing campaigns risk being adult imposed initiatives with limited authenticity.

RESEARCH QUESTION 1

To what extent can/do online social marketing campaigns, promoting safety and wellbeing, positively influence young people's attitudes and behaviours?

Responses from young people suggest that online social marketing campaigns do have a role to play in supporting positive online behaviours. Noting that this pilot study was charged with testing the methodological approach to determining whether online social marketing campaigns which promote safety and wellbeing can influence young people's attitudes and behaviours, the MGB has demonstrated its potential as a framework which can be applied in this online setting. Attitudes in particular were found to be a significant predictor of the desire to behave respectfully, suggesting that intervention points should be targeting attitudes in order to maximise the likelihood of impact on behaviours. A larger sample size than was available in this pilot study would enable more confirmatory conclusions to be drawn with regard to measuring change in behaviours and attitudes from pre- to post-campaign intervention. This will be examined in future Campaigns from this Safe and Well Online project.

Mapping behaviour change against social marketing campaigns was found to be incredibly complex and requires a sophisticated combination of social research skills and technical expertise to enable the process to be undertaken and the impact to be measured. Unfortunately, this was not able to be done successfully in this pilot, but learnings will be applied to Campaign Two, Year Two.

RESEARCH QUESTION 2

To what extent is the online experience, platform and mode of delivery trialed in Year One effective in facilitating sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?

This pilot study has enabled the trialing of online social marketing campaigns with a participatory design process. It has demonstrated the complexities of achieving sustainable change and has identified opportunities to move forward in this space. In particular, any campaign developed must be able to be accessed and viewed by young people regardless of the browser, device and platform they are using. This is a fundamental consideration in campaign design and development that must operate in conjunction with research agendas. Given that young people are likely to have access to older browsers and devices; this represents a tension between the developers' objectives to ensure currency in delivering high end innovative, industry-leading campaigns, whilst achieving accessibility across potentially more dated technologies employed by young people. There are of course budget implications for providing multiple sustainable campaign delivery options that need to be considered.

YOUNGANDWELL
Cooperative Research Centre

RESEARCH QUESTION 3

What are young people's perceptions of the Year One (Pilot) social marketing campaign and what is the nature of their engagement with the campaign?

Qualitative responses suggested most young people who viewed the campaign responded positively. Web analytics also indicated above average industry rates with regard to engagement and impact, achieving four times the average for the standard measurement of campaign success with regard to paid media.

Website passive data collection indicated that 32,228 visits were received, with 89% of those being unique visitors. A high percentage of unique visits on campaigns such as this is to be expected, as there is little incentive for the individual to return. However, the average visit duration during the campaign period indicated that the majority of visitors watched the interactive video in full, suggesting the creative held their attention fully.

RESEARCH QUESTIONS 4 & 5

To what extent does the data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001)?

To what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings?

The MGB applied in this pilot study, is supported by the emergent qualitative and quantitative data. The MGB is emerging as a promising framework for research in online contexts, however careful consideration is needed to identify what can realistically be expected in terms of attitude and behaviour change in online campaigns in research settings; where the timeframe between the contained research period and public launch of the campaign is limited to a two or three weeks.

Rethinking longitudinal timeframes and data collection points for online studies is also suggested as there are considerable implications for social marketing campaigns that sit in conjunction with social research processes. A campaign of a fortnight and a few minutes of engagement could be considered a significant length of time online for a young person. In this way online social marketing campaigns may truncate traditional longitudinal timeframes, but nonetheless may be adequate online. This concept will need further examination in future campaigns. The impact on attitudes and behaviours may best be measured and only be apparent as a result of the cumulative effect of coordinated campaigns underpinned by consistency of messaging across time. This may provide a new way of moving forward in this space.

YOUNGANDWELL
Cooperative Research Centre

Key Recommendations

A project of this size and complexity will make many recommendations – the most valuable of which are those that remain relevant despite rapid change in the technologies and practices associated with social campaigns. Below are key recommendations for research and development of social campaigns to promote young people's safety and wellbeing and for the remainder of the Safe and Well Online Project.

Recommendation 1
Projects should adopt a methodological approach to develop campaigns based on young people's conceptualisation of the problem and desired change in relation to the theory and evidence base of related disciplines. Participatory design is one such approach that can be used to promote youth-centred, strengths-based campaigns.

Recommendation 2
'Respect' should be adopted as an underlying principle for behaviour change models to promote safety and wellbeing. Campaigns promoting respect should be prioritised in policy and service efforts to promote young people's safety and wellbeing online.

Recommendation 3
Interventions and online social marketing campaigns may benefit from using predictive theoretical models such as the MGB. The significant predictive relationships between the constructs within the MGB, namely attitudes, anticipated emotions, social norms, perceived control, desires and intentions can help to determine the most appropriate and effective intervention points to achieve attitudinal and behaviour change.

Recommendation 4
Quasi-experimental, cohort studies are a suitable methodology for evaluation of online campaigns, however, substantial recruitment contingency plans (e.g. purchasing of online research panels) should be planned and activated to address challenges recruiting through usual means (e.g. school settings).

Recommendation 5
For online studies, validated and recognised measures should be translated into shorter and more engaging formats that can be effectively delivered across divergent online platforms and devices. This will require an investigation into what constitutes salient measures so as not to overload online participants with unnecessary questions.

Recommendation 6
The benefits and implications of passive data collection and mapping of participants' engagement with the campaign should be further investigated and incorporated wherever possible within studies of this kind. Multi-disciplinary projects should adopt an educative role in demystifying web analytic issues, and online research opportunities and benefits for school communities and general public.

Recommendation 7
Develop a national strategic approach to engage with Ethics approval boards as this field develops. Those with expertise in longitudinal studies, ethical processes and working with minors in online contexts should be informing standards to ensure protocols, time and resources are adequate to undertake this much-needed research.

YOUNGANDWELL
Cooperative Research Centre

References

Ajzen, I 1991, 'The theory of planned behaviour', *Organizational Behaviour and Human Decision Processes,* vol. 50, pp. 179–211.

Australian Media and Communications Authority 2013. *Communications report 2012–13*

Björkqvist, K. 1994, Sex differences in physical, verbal, and indirect aggression: A review of recent research. *Sex roles*, *30*(3-4), 177-188.

Brown, P (2012) "A nudge in the right direction? Towards a sociological engagement with Libertarian Paternalism", Social Policy and Society 11(3):305-317

Bruner, J 1960, *The process of education.* Cambridge, MA: Harvard

Burns, J.M., Davenport T.A., Christensen, H., Luscombe, G.M., Mendoza, J.A., Bresnan, A., Blanchard, M.E., & Hickie, I.B., 2013. Game on: Exploring the impact of technologies on young men's mental health and wellbeing. Findings from the first Young and Well National Survey. Young and Well Cooperative Research Centre, Melbourne.

Campbell, M 2007, *Cyber bullying and young people: Treatment principles not simplistic advice*, from http://www.scientist-practitioner.com, viewed 30 April 2013, http://eprints.qut.edu.au/14903/1/14903.pdf

Campbell, M, Slee, P, Spears, B, Butler, D & Kift, S 2013, 'Do cyberbullies suffer too? Cyberbullies' perceptions of the harm they cause to others and to their own mental health', *School Psychology International* Centre, Melbourne

Chambliss, DF & Schutt RK 2010, *Making sense of the social world: Methods of investigation* (3rd ed.), Pine Forge Press, Thousand Oaks, CA

Chriss, J, 2015, Nudging and Social Marketing, *Social Science and Public Policy* 52:54-61

Cross, D, Shaw, T, Hearn, L, Epstein, M, Monks, H, Lester, L & Thomas L 2009, *Australian covert bullying prevalence study (ACBPS),* viewed 30 April 2013, http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/research.aspx.

Dix, KL, Keeves, JP, Slee, PT, Lawson, MJ, Russell, A, Askell-Williams, H, Owens, L, Skrzypiec, G & Spears, B, 2010, *KidsMatter primary evaluation technical report and user guide,* Shannon Research Press, Adelaide.

Flew, A (Ed) 1979, *A Dictionary of Philosophy*. London, Pan Books & Macmillan Press

Flood, M, Fergus, L, & Heenan, M, 2009, *Respectful relationships education: Violence prevention and respectful relationships education in Victorian secondary schools*, Department of Education and Early Childhood Development, Melbourne, Victoria.

French, J, 2011, Why nudging is not enough, *Journal of Social Marketing*, 1(2):154-162

Greenhow, C, 2010, 'A new concept of citizenship for the digital age', *International Society for Technology in Education (ISTE)*, March/April, pp. 24–25.

Hagan, P, Collin, P, Metcalf, A, Nicholas, M, Rahilly, K, & Swainston, N, 2012, *Participatory design of evidence-based online youth mental health promotion, Prevention and Early Intervention and Treatment*, Young and Well Cooperative Research Centre, Melbourne.

Hawkes, N, 2011, Finding the techniques to nudge the population to better health, BMJ 342:d389

Hingle, M, Beltran, A, O'Connor, T, Thompson, D, Baranowski, J & Baranowski, T, 2012, 'A model of goal directed vegetable parenting practices', *Appetite,* vol. 58, pp. 444–449.

James, C, Davis, K, Flores, A, Francis, JM, Pettingill, L, Rundle, M & Gardner, H, 2010, 'Young people, ethics, and

the new digital media', *Contemporary Readings in Law and Social Justice,* vol. *2,* no*.* 2, pp. 215–284.

Jones, LM, Mitchell, KJ & Finkelhor, D 2013, Online harassment in context: Trends from three Youth Internet Safety Surveys (2000, 2005, 2010). *Psychology of Violence,* vol. 3, no. 1, pp. 53–69.

Juvonen, J & Gross, E, 2008, Extending the school grounds? Bullying experiences in cyberspace, *The Journal of School Health,* vol. 78, no. 9, pp. 496–505.

Keyes CLM, 2007, 'Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health', *American Psychologist*, vol. 62, pp. 95–108.

Keyes, CLM, 2002, The mental health continuum: From languishing to flourishing in life', *Journal of Health and Social Behavior*, vol. 43, no. 2, pp. 207–222.

Kowalski RM, Giumetti, GW, Schroeder, AN, & Lattanner, MR, 2014, Bullying in the Digital Age: A Critical Review and Meta-Analysis of Cyberbullying Research Among Youth. *Psychological Bulletin.* Advance online publication. http://dx.doi.org/10.1037/a0035618

Kotz, P, 2010, *Phoebe Prince, 15, commits suicide after onslaught of cyber-bullying from fellow students*, viewed 30 April 2013, http://www.truecrimereport.com/2010/01/phoebe_prince_15_commits_suici.php

Lee, RM & Robbins, SB, 1995, Measuring belongingness: The Social Connectedness and the Social Assurance scales, *Journal of Counseling Psychology*, vol. 42, no. 2, pp. 232–24

Leone, I, Perugini, M & Ercolani, AP, 2004, 'Studying, practicing, and mastering: A test of the model of goal- directed behavior (MGB) in the software learning domain', *Journal of Applied Social Psychology,* vol. 34, pp. 1945–1973.

Lovibond, SH & Lovibond, PF, 1995, *Manual for the Depression Anxiety Stress Scales*, (2nd ed.), Psychology Foundation Sydney

Mulroney, J, 2003, *Australian prevention programmes for young people,* Australian Domestic and Family Violence Clearinghouse, Sydney.

Perugini, M & Bagozzi RP, 2001, The role of desires and anticipated emotions in goal-directed behaviours: Broadening and deepening the theory of planned behaviour, *British Journal of Social Psychology,* vol. 40, pp. 79–98.

Price, M & Dalgleish, J 2010, 'Cyberbullying: Experiences, impacts and coping strategies as described by Australian young people', *Youth Studies Australia,* vol. 29, no. 2, pp. 51-59.

Ribble, M, 2011, *Digital citizenship in schools* (2nd ed.), International Society for Technology in education, Washington, DC.

Rickwood, D, Deane, FP, Wilson, CJ, & Ciarrochi, J, 2005, Young people's help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health (AeJAMH),* vol 4. No. 3. Supplement.

Ringle, CM, Wende, S & Alexander, W 2005, *SmartPLS 2.0 (beta).* SmartPLS, Hamburg, Germany.

Smith, P, 2014, *Understanding School Bullying: Its nature and prevention strategies*. SAGE Publications Ltd, London, UK.

Song, HK, Lee, CK, Norman, WC & Han, H, 2012, The role of responsible gambling strategy in forming behavioral intention: An application of a model of goal-directed behaviour, *Journal of Travel Research,* vol. 51, pp. 512–523.

Spears, BA, Taddeo, CM, Daly, AL, Stretton, A & Karklins, LT, 2015, Cyberbullying, help-seeking and mental health in young Australians: Implications for public health. *International Journal of Public Health*, 60 (2) pp 219-226. (DOI) 10.1007/s00038-014-0642-y

YOUNGANDWELL
Cooperative Research Centre

Spears, B., Keeley, M., Bates, S., & Katz, I, 2014, *Research on youth exposure to, and management of, cyberbullying incidents in Australia: Part A - Literature review on the estimated prevalence of cyberbullying involving Australian minors (SPRC Report 9/2014).* Sydney: Social Policy Research Centre, UNSW Australia.

Spears, B, & Zeederberg, M, 2013, 'Emerging methodological strategies to address cyberbullying: Online social marketing and young people as co-researchers', in S Bauman, D Cross & J Walker (eds.), *Principles of cyberbullying research: Definitions, measures & methodology*, Routledge, New York.

Spears, BA, 2012, A review of initiatives using technology to promote cyber-safety and digital citizenship, in A Costabile & BA Spears (eds.), *The impact of technology on relationships in educational settings,* Routledge, London.

Swanton, R, Collin, P, Sorenson, I & Burns, JM, 2007, Engaging, understanding and including young people in the provision of mental health services. *International Journal of Adolescent Medicine and Health*, vol. 19, no 3, pp. 325–332.

Thaler, RH & Sunstein, CR, 2008, *Nudge: Improving decisions about health, wealth, and happiness.* Yale University Press.

Thomson, J.A., Shaw, D. & Shiu, E, 2007, An application of the extended MGB within smoking cessation: an examination of the role of emotions. *European advances in consumer research. European Advances in Consumer Research*. Association for Consumer Research, Duluth, MN, pp. 73-79.

VicHealth 2005, A Plan for Action 2005–2007: Promoting mental health and wellbeing, *Victoria Health and Promotion Foundation*, accessed via http://www.vichealth.vic.gov.au/~/media/ResourceCentre/PublicationsandResources/General/VH%20action%20plan-web.ashx

Villano, M, 2008, Text unto others... as you would have them text unto you: Schools can teach basic principles of good citizenship to help shape students' behavior in the virtual world, *Technological Horizons in Education (THE) Journal,* vol. 35, no. 9, pp. 46–51.

Walker, L, Verins, I, Moodie, R & Webster, K 2005, Responding to the social and economic determinants of mental health: a conceptual framework for action, In Herrman, H, Saxena, S & Moodie, R (eds). Promoting Mental Health Concepts, Emerging Evidence, Practice: a report of the World Health Organisation, Geneva, World Health Organisation.

YOUNGANDWELL
Cooperative Research Centre