

“Reinforcing that it’s a good thing, but there’s dangers”: Exploring Young People’s Advice on Digital Resilience

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Abstract

Social media has become an integral part of daily life for young people (Crone & Konijin, 2018). It is evident that social media use comes with both benefits and risks (Office of Communications [Ofcom], 2020a). Whilst ways to be resilient to the risks of social media have been outlined in research, there has been limited research that has actively involved young people in the process, despite young people having lived through the evolution of social media. This qualitative study took a participatory approach to explore the advice young people (16-18 years old) would give to children (under 16 years old) about being digitally resilient. An interpretivist approach was used and four co-researchers in Year 12 were recruited. Co-researchers were involved in two focus groups and in the thematic analysis process, following the approach proposed by Braun and Clarke (2006). The results of the analysis suggest that 'education around social media', 'discreet and indiscreet online pathways to support', 'guidance and discussion with others', 'supervision that allows freedom' and 'maintaining parent-child relationship values' are all essential for children and young people's (CYP's) digital resilience. The results were used to inform a Social Media Resilience Framework that can be used in schools by educational professionals, such as Educational Psychologists (EPs), with the aim to enable CYP to be more resilient with social media use. Further research may involve schools actively using the framework and evaluating its effectiveness.

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Summary

This document encloses three parts: a literature review paper, an empirical paper, and a reflective account.

'Part I: Literature Review Paper' gives a detailed introduction into the topic of social media. It critically examines the literature related to social media use within the population of CYP and highlights key theories that underpin this. The significance of social media use by CYP is also discussed, drawing on the benefits and risks of its usage and the role the adolescent stage of development can play in this. Subsequently, resilience to the risks on social media is considered, which is known as digital resilience. Lastly, how digital resilience can be promoted in society today within different contexts is highlighted. Part I ends by considering what further research is needed into the topic of digital resilience within the population of CYP.

'Part II: Empirical Paper' contains an account of this current research that explores the advice young people would give to children about being resilient living their lives online. It starts with an outline of the significant literature related to social media use and digital resilience, which contributes to the rationale of this research, in addition to its aims. The methodology is explained, which highlights the participatory approach that used focus groups and thematic analysis with co-researchers. The subsequent results and discussion section examines the five themes that detail the advice young people would give to children about being digitally resilient. Lastly, how this research contributes to the knowledge base is discussed, in addition to its implications for the practice of EPs and future research.

'Part III: Reflective Account' shares a reflective and reflexive account of the process of this research. It includes critical discussion on the reasoning behind choices made within the research design, whilst also considering alternative options. It considers difficulties that arose throughout the research process and how this has contributed to the development of research skills. Part III reflects on the impact of this research and how it has added to the knowledge base. Lastly, it details how this new knowledge can be disseminated and further explored in future research.

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List of Abbreviations

BPS	British Psychological Society
COVID-19	Coronavirus Disease
CR	Co-researcher
CYP	Children and Young People
DECP	Division Educational and Child Psychology
DfE	Department for Education
DHSC	Department of Health and Social Care
EBSCO	Elton B. Stephens Company
EdPsyD	Doctorate in Educational Psychology
EP	Educational Psychologist
EThOS	E-theses Online Service
GDPR	General Data Protection Regulation
HCPC	Health and Care Professions Council
IT	Information Technology
LA	Local Authority
OFCOM	Office of Communications
PHD	Doctor of Philosophy
RAG	Red, Amber, Green
SRE	Sexuality and Relationships Education
TEP	Trainee Educational Psychologist
UEA	University of East Anglia
UK	United Kingdom
USA	United States of America

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- Appendix A. Pilot Study Focus Group Questions
- Appendix B. Main Study Focus Group Questions
- Appendix C. Thematic Analysis Explained PowerPoint Slides
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PART I: LITERATURE REVIEW PAPER

1.0 Introduction

This literature review begins by briefly outlining the definition and features of social media. Statistics regarding the prevalence of social media use in the lives of CYP are then highlighted, which emphasises the importance of this topic area. (For the purpose of this literature review 'child/children' refers to a person(s) under the age of 16 [compulsory school age] and 'young person/young people' refers to a person(s) aged 16 and above but under the age of 18, as per the section 558 and 579 of the Education Act 1996). I consider literature related to the impact of the current coronavirus disease (COVID-19) pandemic on digital behaviours. Following this, I highlight what social media platforms are used by CYP. This then gives the basis to discuss how and why social media platforms are used, critically drawing on the theoretical underpinnings from The Adolescents' Media Practice Model by Steele and Brown (1995). When reviewing the evidence relating to why CYP use social media, I noticed that researchers drew on the language of Maslow's Hierarchy of Needs (1943), for example a 'sense of belonging' and 'esteem' without explicitly referring to the model. I therefore highlight and discuss this further. I draw on the theories used within the literature to understand social media use such as the Social Identity Theory (Tajfel & Turner, 1986), and the more recent Self-Concept Fragmentation Hypothesis, Self-Concept Unity Hypothesis, Stimulation Hypothesis, and Displacement Hypothesis all by Valkenburg and Peter (2011). I discuss the significance of social media use by CYP, with a focus on the research related to the benefits and risks of usage. I also consider how the adolescent stage of development plays a role in the impact of social media, and the importance of seeing the world through the lens of CYP.

Subsequently, the next section focuses on the literature associated with being able to manage the risks of using social media, which is associated with the term digital resilience. I then critically discuss the models of resilience. This literature review shows that resilience models tend to focus on personal traits, the external protective factors, and the interaction between the two. Resilience and its relation to coping strategies is further explored. Finally, this literature review brings social media use and resilience together and focuses on research linked to increasing CYP's digital resilience in society today. I conclude by acknowledging the gap in the literature with respects to CYP's active participation (participatory approach), whilst highlighting the opportunity for future research.

1.1 Literature Search Process

A systematic approach was used when reviewing the literature. The Elton B. Stephens Company (EBSCO) research database that was used through the University of East Anglia (UEA) online library provided access to a range of articles and books. As social media is an

ever-evolving topic, I searched for research dated within the last 10 years to cover its development. The key words entered were:

1. "social media" OR "social networking" OR "digital media" OR "online" OR "Instagram" OR "whatsapp" OR "snapchat" AND
2. "teenagers" OR "teens" OR "adolescence" OR "young adults" OR "school age" OR "students" OR "pupils" OR "children" OR "youth" OR "kids" AND
3. "resilience" OR "resiliency" OR "coping" OR "digital competence" OR "digitally competent" OR "digital resilience" OR "resilience online" OR "online resilience"
4. "school" OR "college" OR "university" OR "education"

The words used within step one and step three were included in the title of the research. This was to ensure that the research sourced was specific to these two topics/concepts. The search was run in March 2020 and found a total of 107 papers in which a few were relevant. This search was rerun in October 2020 and 17 further papers emerged, again not many were relevant.

The British Library e-theses online service (EThOS), where other related Doctor of Philosophy (PHD) theses could be sourced was also used. Further significant documents such as the governments Office of Communications (Ofcom) reports and research from the England's Children's Commissioner at the time (Anne Longfield, appointed March 2015 until February 2021) were also located through google search engine. Oxford Living Dictionary, the largest online dictionary, was used to obtain definitions.

Throughout the review I draw on some psychological theory and literature that is more than 10 years old, such as Steele and Brown's Adolescents' Media Practice Model (1995), Maslow's Hierarchy of Need (1943) and Tajfel and Turner's (1986) Social Identity Theory. Bronfenbrenner's (1979) Ecological Theory is also detailed when discussing resilience. It felt important to include these theories due to their significance in the psychology field.

Using these search terms, this literature review gives a comprehensive summary of the research findings relating to social media use and CYP's resilience.

1.2 The Presence of Social Media in the Lives of CYP

1.2.1 Definition and Features of Social Media

Social media is described as "websites and applications that enable users to create and share content or to participate in social networking" (Oxford Living Dictionary, n.d.), such as Facebook, Instagram, TikTok, Twitter, Snapchat, and YouTube. It essentially allows individuals to express themselves and engage and interact with others online. Social media has considerably changed the way in which people communicate with each other globally (World Economic Forum, 2016). It appears to be an easy, efficient way to maintain

communication without face to face in person contact. Research suggests that some individuals may view this new way of communicating as a replacement rather than an addition to in person communication (University of Missouri-Columbia, 2018). *Digital natives* who are also known as millennials (Prensky, 2001) have grown up in the digital age. Therefore, communicating via social media may not be seen as something new to them but rather the norm. *Digital immigrants* (Prensky, 2001) on the other hand would have adapted to many aspects of the digital world and therefore may have seen a shift in their experience of communication.

Social media platforms have different features that allow users to express themselves. Some platforms focus more on photo and video sharing, whereas others are like micro blogs or vlogs (the term *blog* refers to “a regularly updated website or web page, usually run by an individual or small group, that is written in an informal or conversational style”. The term *vlog* is used to describe “video blogs” [Oxford Living Dictionary, n.d.]). Posting content and receiving feedback generally in the form of comments, likes or number of followers is a common feature on social media platforms (Chua & Change, 2016; Li et al., 2018). This helps to generate interaction.

Interactive features are particularly relevant for *social media influencers*. In the literature, social media influencers are often referred to as users who “represent a new type of independent third-party endorser, who shape audience attitudes through blogs, tweets, and the use of other social media (Freberg et al., 2011, p. 90). Abidin (2015, para. 1) extends this definition and describes influencers as “everyday ordinary internet users who accumulate a relatively large following on blogs and social media through the textual and visual narration of their personal lives and lifestyles”. He also states that they can “monetize their following by integrating advertorials into their blogs or social media posts.” Both definitions highlight the importance of producing content that allows for other users to interact and be influenced. Abidin’s (2015) definition particularly suggests that certain features of social media can help a user to produce an income. This demonstrates that social media use has extended and can now be used for more than communication.

Social media enables users to use hashtags as part of content posted. This allows them to connect to a particular conversation, topic, or theme (Olafson, 2020). Sometimes these hashtags can be used in digital activism, for example the Black Lives Matter and MeToo movements (Internet Matters, 2020). Social media can act as a tool to raise awareness to information relating to social and political issues (Internet Matters, 2020). However, simultaneously it can fuel misinformation and serve as a space for online hate speech (Internet Matters, 2020), which suggests that it is important for users to be cautious of the information they consume.

1.2.2 Prevalence of Social Media

Social media has become an integral part of daily life for young people (Crone & Konijin, 2018). Ofcom's Children and Parents: Media Use Attitudes Report (2020a), states that 70% of 12–15-year old's and 21% of 8–11-year old's have a social media account. It seems the availability of smart phones has contributed to the high prevalence of social media use (Lenhart, 2015). 50% of 10-year old's have their own smart phone and between the ages of 9 and 10 years old the number of children who own a smartphone doubles (Ofcom, 2020a). It is thought that this signifies a milestone as children gain "digital independence" as they get ready for the transition to secondary school (Ofcom, 2020a, p. 1).

It has become quite common, around the world, to see individuals on their mobile phones checking social media wherever they may be (Sriwilai & Charoensukmongkol, 2015). Smartphones allow 24/7 access to social media platforms, which suggests that it can be difficult to switch off from the online world. Researchers have even gone as far to identify the problem of social media addiction, as it has begun to cause serious problems for those who struggle to refrain from using it (Kuss & Griffiths, 2011). Perhaps without the accessibility of smart phones, social media would not be as widespread as it is today. Or in fact, without the ever-increasing number of social media applications, social media may not be as popular. It is hard to tell, but what is evident is that today's generation are maturing in an ever-evolving digitalised culture.

The year 2019 showed an increase in 12–15-year old's engaging with online social activism, with 18% supporting causes online in 2019 versus 12% in 2018 (Ofcom, 2020a). In 2019, one in ten CYP had signed an online petition (Ofcom, 2020a). This implies that social media can bring solidarity and unity amongst people. Users sharing their experiences and views can relate them to collective causes (Bogen et al., 2019), which also helps to bring about a sense of belonging and identity. Through this, individuals may also view themselves as part of certain social groups, where they start to see their in-group (those who support the social cause) and their out-group (those who do not), which links to Tajfel and Turner's (1986) Social Identity Theory.

Notably, the current COVID-19 pandemic has resulted in changes in children's digital behaviours (Ofcom, 2020b). Ofcom (2020b) conducted research during lockdown and interviewed a sample of 14 children to explore new digital behaviours. Although a fairly small sample, the children were selected to reflect a wide range of children in regard to ethnicity, age, location, social environments and access to technology. The research found that throughout lockdown, children were spending "more time than ever before on their screens" (Ofcom, 2020b, p. 4). Socialisation had shifted to online, and several children were using gaming or social media to stay in touch with friends (Ofcom, 2020b).

Ellis et al. (2020) suggested that interaction on social media was likely to have helped young people to cope during the pandemic and supported them in feeling connected. Other research suggests that worries over the pandemic and obsessive internet use significantly predicted escapism, depression, and loneliness (Fernandes et al., 2020). It could be argued that escapism is a positive, beneficial feeling that allows an individual's mind to travel to a space the body cannot go to (Siricharoen, 2019), which suggests that social media use was a protective factor during the pandemic. However, escapism can become detrimental when an individual avoids being proactive in solving the issue (Siricharoen, 2019). Nevertheless, this research focused on a combination of worrying about lockdown and excessive internet use, therefore it is unclear as to which factor was more predictive of escapism, depression, and loneliness.

Most social media applications are free to download and use, meaning there are no restrictions or boundaries which could be deemed as unsafe. There are also no caps on the amount of social media platforms/accounts one person can have. Although the majority of applications are free, there is a cost to have/use a device with access to social media. Evidence suggests there is an inequality in the access to digital devices (Wartella et al., 2016). Therefore, it is likely that those from low-income families have reduced access to social media. However, research has shown that an individual's social background does not affect their access to social media platforms but rather what social media is used for (Micheli, 2016). Adolescents from lower socioeconomic backgrounds were found to be more enthusiastic about the communication and interpersonal aspects of social media (Micheli, 2016). This may be due to families from low socioeconomic backgrounds struggling with work-life balance (Dean & Coutler, 2006) and potentially having less time to communicate with their children, resulting in the children wanting to gain connectedness via social media. Further to this, social media may give children from low socioeconomic backgrounds access to networking opportunities that they may not have accessed otherwise.

1.3 Understanding the Use of Social Media by CYP

1.3.1 What Social Media Platforms are Used

YouTube is still the most favored platform used by children (Ofcom, 2020a). 52% of children said they use YouTube and 25% said they use YouTube Kids (Ofcom, 2020a). YouTube Kids gives access to content that is safe for children, which suggests that there is a possibility that those children using YouTube are at risk of being exposed to unsafe or inappropriate content. There has also been an increase in the number of children engaging with *vloggers* (*vlogger* is "a person who regularly posts short videos to a vlog", [Oxford Living Dictionary, n.d.]). Statistics show that nearly half of 12–15-year-olds and more than a third of 8-11-year old's watch *vloggers* or *YouTubers* (*Youtuber* is a "person who uploads,

produces, or appears in videos on the video-sharing website YouTube” [Oxford Living Dictionary, n.d.]). High-profile stars on YouTube still have popularity amongst children, but influencers who are frequently from the same area or have a similar common interest to CYP have also gained popularity (Ofcom, 2020a). They are known as *micro* or *nano influencers* (Ofcom, 2020a). It appears interacting with micro or nano influencers they can relate to helps to keep CYP engaged on social media.

Facebook, Snapchat and Instagram are also popular social media platforms amongst children, with the popularity of WhatsApp increasing through 2019 (Ofcom, 2020a). Recently, new platforms such as TikTok and Twitch have gained popularity. Interestingly, during lockdown TikTok became massively preferred by CYP. Out of 14 CYP interviewed, only two were not using TikTok, with many reporting that they were using this platform for several hours each day (Ofcom, 2020b). These findings should be interpreted with caution as it is a relatively small sample which limits its generalisability. One may question the reason behind the increased use of TikTok. Many reported that TikTok was useful at killing time (Ofcom, 2020b), suggesting it was entertaining. Eight of the 12 children who used TikTok also reported making and sharing their own content and also copying content they had seen posted by others (Ofcom, 2020b). This implies that children were perhaps showing increased practical and creative skills through their social media use. However, it is important to be mindful of the restrictions on normal life at the time of the increased popularity of TikTok, as many children were limited in what fun activities they could do and may have ended up on TikTok for this reason.

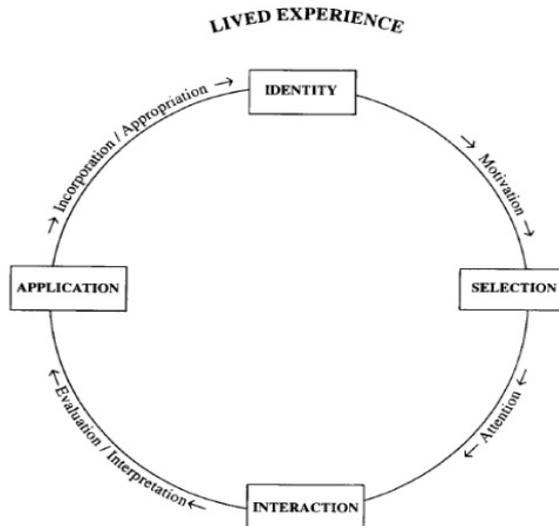
1.3.2 How Social Media Platforms are Used

Elmqvist and McLaughlin (2017) suggest that to determine why young people use social media, researchers should seek to understand how they use social media. The Adolescents' Media Practice Model by Steele and Brown (1995) is a prominent theory about media usage amongst adolescents. Despite the model being over 25 years old, I feel it is a model that is applicable today. This is because it focuses on mass communication which is still ever present in society. Mass communication encompasses several different mediums such as radio, television, and the new era of social media. When this model was created, the evolution of new media was just beginning. The 1990s to 2000s saw the birth of the internet and social media sites (National Institute of Mass Communication & Journalism, 2019). Some could argue that the birth of the internet is different to living with the internet now, therefore limiting this model to its socio-historical context. However, another reason this model is still applicable is due to its practice perspective. This means “there is a focus on everyday activities and routines of media consumption” (“Media Practice Model,” 2019, para 1). This shows that it is working model that can be actively used and developed.

The initial model had five main components, these being *lived experience*, *identity*, *selection*, *interaction*, and *application*. This is illustrated in Figure 1 below.

Figure 1

The Adolescents' Media Practice Model



Note. This figure shows the components of The Adolescents' Media Practice Model (Steele & Brown, 1995) taken from Beals (2014).

Lived experience is the backdrop and acts as grounds for the circuit of the model (Steele, 1999). Identity, selection, interaction, and application all happen within lived experience (Steele, 1999). Lived experience accounts for factors such as the individual's developmental stage, class, gender, and race which can contribute to identity (Steele, 1999).

The selection aspect refers to choosing a particular media amongst a range of others (Steele & Brown, 1995). For example, an individual may choose a specific social media platform e.g., Instagram over Facebook. An individual's choice is influenced by their motivations. Motivations can be based on uses and gratifications. The Uses and Gratifications Theory (developed by Katz et al., 1973-1974) suggests that individuals will choose media that satisfies their needs. Their needs may be to develop knowledge, to be entertained, to reflect their personal identity or to allow for interaction and escapism (Katz et al., 1973-1974). Steele and Brown (1995) also found that selection was influenced by gender and race, which as stipulated previously, falls as part of the backdrop of lived experience. A stereotypical view today would suggest that boys are expected to show more interest in sports platforms. However, the increase in awareness of gender fluid individuals may challenge the idea that selection is based on gender at all.

Interaction refers to what is occurring when adolescents connect with the content. In order to interact with the content, adolescents need to pay attention. Interaction is linked to

the cognitive, affective, and behavioural engagement. Considering lived experience and identity, individuals are more likely to interact with characters they identify with (i.e., a teenager may follow someone on social media they can relate to or aspire to be like). This feeds into today's social media influencer culture. Children will engage with influencers with a similar common interest (Ofcom, 2020a), which can create feelings of belonging. Users will evaluate and interpret the content they have seen and apply it to real life. They can go through a process of sense making as they begin to understand and interact with their environment (Steele & Brown, 1995).

Application refers to the way adolescents use media in day-to-day life. There are two different types of applications: *appropriation* and *incorporation* (Steele & Brown, 1995). Appropriation is active and intended use, for example adolescents are intentionally using social media to lift their mood. Research shows that CYP are "active creators of online content" (Bush & Russell, 2016, p. 9) suggesting that they may be creating content for positive feedback, which makes them in turn feel good about themselves. Incorporation is more associative use (i.e., an individual makes use of the messages presented on social media and uses it to build their own existing attitudes and beliefs). This may be seen for example, when an adolescent can relate to a motivational message from a post shared by someone else which feeds into their own beliefs and feelings. This could also be linked to the increase in online social activism. Moreover, it could be that social media use begins as incorporation and then moves onto appropriation, or vice versa. Steele (1999) did later develop the application component, recognising that appropriation and incorporation can be present simultaneously.

In a later version of the model by Steele (1999), *resistance* was added as a form of application. Resistance refers to adolescents using media as a space to oppose the status-quo (Steele, 1999). Steele (1999) argues that the media gives a space for users to resist what they see around them. In society today this could be associated with online social activism. Marginalised groups may use social media to resist the norm that is presented about them. As highlighted before, it is through activism that there can come a sense of belonging and identity and an individual can develop an in-group.

One of the strengths of the Adolescents Media Practice Model (Steele & Brown, 1995) is the associated connections between the components. It recognises the complex factors at play when presented with mass media. Having lived experience as the backdrop of the model also creates a sense of person centredness. It shows that each person's experience with media is unique and valued. However, the model does come with its limitations. As well as being dated, it can also be described as vague as it does not explicitly detail how lived experience can impact the rest of the components. Moreover, although there

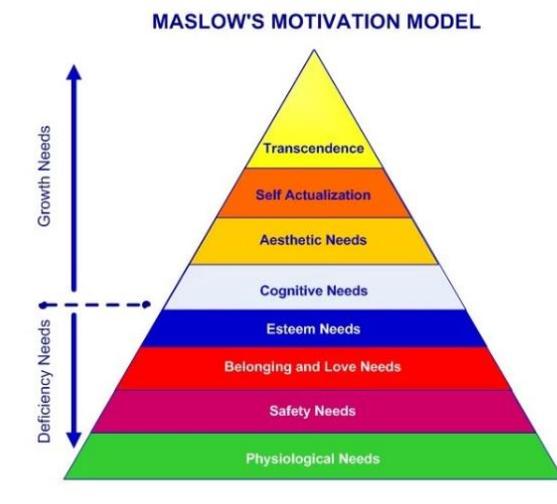
is a component on its application, there seems to be little to explain the impact of media consumption.

1.3.3 Why Social Media Platforms are Used

Maslow's Hierarchy of Needs (1943) is a motivational theory that helps to explain why individuals are motivated to act in certain ways. When reviewing the evidence base related to why CYP use social media, I noticed that researchers drew on some of the language used in Maslow's Hierarchy of Needs (1943), without explicitly referring to the model. This suggests that this theory is in fact applicable to CYP's motivation to use social media. Maslow (1943) believed people were motivated by their needs, similar to Katz et al. (1973-1974) Uses and Gratification Theory. The needs from top to bottom for Maslow's Hierarchy of Needs (1943) are as follows; 'physiological needs', 'safety needs', 'love and belonging needs', 'esteem needs' and 'self-actualisation needs'. This was later expanded to include 'cognitive needs', 'aesthetic needs', and 'transcendence needs' (Maslow, 1943) making it an eight-tier model of human needs. The model can be seen in Figure 2.

Figure 2

Maslow's Hierarchy of Needs (1943)



Note. This figure demonstrates the eight tiers in Maslow's Hierarchy of Needs taken from McLeod (2020).

Maslow (1943) highlighted that the majority of behaviour is multi-motivated. Therefore, the use of social media may be driven by one or multiple needs. Further to this, other existing theories e.g., Social Identity Theory (Tajfel & Turner, 1986) and other researchers' identification of motivators for social media can be viewed within particular tiers

of the model. There are, however, some limitations with the use of Maslow's theory (1943). Although behaviour can be multi-motivated, the rigid order of needs is questioned. Hofstede (1984) critiqued this model and proposed that it does not account for cultural differences as it is based on western ideology. Moreover, Cianci and Gambrel (2003), felt that it also did not account for the needs of society at a particular time, e.g., war or recession. This is particularly pertinent now as motivation for behaviour should be viewed through the lens of the COVID-19 pandemic. Nonetheless, the needs Maslow (1943) proposes are still of relevance today and the model has been applied to a variety of environments, from education to business (Indeed Career Guide, 2020). The model also highlights the importance of wellbeing, which continues to be an important need in society, suggesting that it has not aged. Further to this, the language used within the theory is language that is still used by researchers today who have investigated CYP's understanding of social media.

Commonly known within research is that motivation to use social media sites comes from wanting to connect with friends and family. This links to Maslow's (1943) 'love and belonging needs'. Social media gives a chance for individuals to be involved with networking and multi-channeling (Elmqvist & McLaughlin, 2017). Users tend to connect with people they have existing relationships with rather than creating new relationships, however users can look to extend current social networks (Schmalz et al., 2015). Individuals who perhaps have a lack of existing relationships offline may look to build these online to fulfil the need of 'love and belonging'. Having a social network of individuals who are friends or followers with common interests can allow connections or relationships to grow and develop.

A young person's friends or followers can contribute to their sense of identity. Erikson (1968) noted the significant role that context plays in influencing young people's identities. This is important because living life online creates a whole new context for adolescents to explore and express themselves. The Self-Concept Fragmentation Hypothesis (Valkenburg & Peter, 2011) explains that the online world gives individuals a chance to interact with a variety of people in different ways, and in some instances, they may take up a new personality. The Self-Concept Unity Hypothesis explains that online activities give young people the chance to experiment with their identities (Valkenburg & Peter, 2011), suggesting that it is a space of exploration.

The Social Identity Theory associates a person's self-concept (beliefs one holds about oneself) with their links to a social group (Tajfel & Turner, 1986). When a social group is viewed positively, it helps contribute to an individual's sense of belonging, wellbeing, and achievement of goals (Schmalz et al., 2015). The Social Identity Theory stipulates that being part of a social group also helps to fulfil self-esteem needs (Tajfel & Turner, 1986). Similarly, 'esteem needs' are stipulated in Maslow's Hierarchy of Needs (1943). Maslow (1943) believed that individuals have 'esteem needs' for themselves and the want for respect from

others (which may be through status/social capital). The need for respect from others is thought to be the most significant for CYP (Delvin, 2014).

As well as connecting with friends, adolescents may use social media to gain knowledge about the world (Wartella et al., 2016), which falls under Maslow's (1943) 'cognitive needs'. There may be information adolescents feel uncomfortable asking older adults about e.g., depression, sex, and sexual health, due to the stigma surrounding it. Adolescents can access information regarding health anonymously (Elmqvist & McLaughlin, 2017). Additionally, they can find other like-minded people who are perhaps going through similar difficulties to help to answer any questions as well as provide a supportive network (Bush & Russell, 2016). In Ofcom's report (2020a), there was evidence to suggest that children were having 'cognitive needs' met by social media. 55% of children aged 12-15 years old said they would use YouTube initially to find out facts about activities. Further to this, social media platforms such as Instagram or Snapchat have features to allow access to news stories (Ofcom, 2020a). This emphasises how social media use can be multi-motivated by several needs.

Maslow (1943) outlines 'aesthetic needs' as a need to appreciate and search for beauty and form etc. Social media gives an opportunity for individuals to create content. This may be written, photographic or video content, or through blogs (Elmqvist & McLaughlin, 2017). This offers an individual a way to share their artistry with others. By sharing artistry and receiving feedback through the form of likes or comments, 'esteem needs' can be met too. This highlights the interconnection between different needs/motivators. Interestingly, Delvin (2014) proposed that the community on social media becomes more vital than the content being shared, suggesting that individuals post for others rather than themselves.

Social media may be a place where adolescents realise their full potential and their want to become the best they can be, which is linked to 'self-actualisation needs' (Maslow, 1943). Improving oneself is a continuous process (McLeod, 2020) and social media could be seen to aid this process. There are multiple characteristics of self-actualisers, one being that they can create interpersonal relationships with others that are extremely satisfying (McLeod, 2020). As stated previously, social media is a space where users can extend their social network (Schmalz et al., 2015). Extending a user's social network can expose them to different opportunities or inspirations for their progression e.g., career development. Further to this, social media influencers may be particularly pertinent to CYP wanting to become the best they can be. Marwick (2015, p. 155) states that influencers post "catalogs of what many people dream of having and the lifestyle they dream of living".

'Transcendence needs' refers to a person being motivated by values that surpass the personal self, such as religious faith and services to others (Maslow, 1943). An individual may use social media to stay in touch or to be informed about a particular social group.

Research suggests that social media can be used as a political organising tool (Fullam, 2016), with many students using social media to organise walkouts and protests for a range of issues such as homophobic policies (Tuck & Yang, 2014). Fullam (2016) highlights how social responsibility can form part of the narrative behind protests. This suggests that the purpose of social media for CYP can surpass the personal self and extend to the community.

Framing CYP's motivation to use social media in the framework of Maslow's Hierarchy of Needs (1943) does come with its limitations. Maslow's theory (1943) does not account for the differences between different socioeconomic groups and their needs. Research suggests that more affluent adolescents are more likely to use the internet for information ('cognitive needs') while those from poorer backgrounds are more inclined to use the internet for entertainment, leisure, or communication ('love & belonging needs') (Correa, 2015; Micheli, 2016), demonstrating a difference in needs between two socioeconomic groups. Recent research suggests that those from more advantaged backgrounds do not necessarily benefit more from social media use than those CYP from disadvantaged backgrounds (Micheli, 2016). This highlights that all CYP can get their needs met from social media regardless of their socioeconomic background.

1.4 Significance of Social Media Use by CYP

1.4.1 Exploring the Adolescent Stage of Development

Previous sections have discussed the theoretical underpinnings and research surrounding how and why CYP gravitate towards social media. The Adolescent Media Practice Model (Steele & Brown, 1995) refers to lived experience being the backdrop for how adolescents use social media. Lived experience includes the individual's developmental stage, therefore, it is important to account for the adolescent phase of development when understanding social media use and the risk and benefits that come with it. Adolescence is typically associated with the teenage years; however, its physical or psychological expressions may begin earlier and end later ("Adolescence", 2021).

Adolescence is a phase of development that involves developing independence and identity (Papatraianou et al., 2014). As stipulated in Steele and Brown's Adolescents Media Practice Model (1995), identity plays a role in how social media is used. Teenage girls especially can become sensitive to how their image is presented and the views others may have of them (Li et al., 2018), which can contribute to their development of identity (Caspi, 2000). Social media is a place where images can be presented, and views can be obtained. Feedback online can be seen to be quantifiable through social media features such as likes and comments. In research carried out by Li et al. (2018), girls aged between 12-18 years completed a survey that investigated their perspectives on the significance of feedback from posting selfies online. Results showed that the significance of peer feedback is positively

linked with a depressed mood. This study however used a cross-sectional correlational analysis, which means it is hard to find causal relationships. Other factors in the participants lives such as pre-existing mental health conditions, or other life events could have also impacted their mood. This study was also carried out with girls in Singapore, so there may have been cultural differences making the data non generalisable.

Adolescence is also described as a period of turmoil, vulnerability, unpredictability (Bainbridge, 2009; Papatraianou et al., 2014) and a time of heightened stress levels and difficulties in emotional regulation (Bainbridge, 2009; Silk et al., 2003). There may be daily stressors from interpersonal difficulties or academic disappointments (Clarke, 2006). Research suggests that social media can be used when adolescents are having a break away from pressures as a teenager (Wartella et al., 2016). Bush and Russell (2016) reported that adolescents can use social media as a distraction from revising for exams, or peace away from difficult family circumstances. Further to this, young people may use social media as a platform to share difficult experiences and may look to others on platforms to gather advice (Bush & Russell, 2016).

Bainbridge (2009) also described adolescence as a time of perverseness and risk. It is because of this that a wide range of adults like to dictate how adolescents should live (Bainbridge, 2009). The frontal cortex is still developing in adulthood. This is a part of the brain that is responsible for reasoning and helps individuals to think before acting (American Academy of Child & Adolescent Psychiatry, 2016). This suggests that adolescents are more likely to take risks and act on impulse (American Academy of Child & Adolescent Psychiatry, 2016). Teenage years, however, offer the chance for young people to explore the world, yet it is a time where things can be over-analysed (Bainbridge, 2009). Research suggests that 12–15-year-olds are more exploratory when they are using social media (Ofcom, 2020a). 41% of children will go on platforms they have not used before. Adolescence may simply be a time for exploration and experimentation of identities and sexualities. A time where adolescents begin to learn for themselves (Bush & Russell, 2016).

Literature proposes that without risks, young people may not make mistakes which help them to learn (Ravert & Gomez-Scott, 2014). College students aged between 18-26 years old felt that taking risks were linked with personal growth, achievement, avoiding missing out and satisfaction (Ravert & Gomez-Scott, 2014). Consequently, taking risks whilst exploring social media may be highly beneficial when thinking about long term development.

1.4.2 Benefits and Risks Associated with Social Media Use

Parents acknowledge that although there are risks, there are many benefits to their children being online (Ofcom, 2020a). From reviewing the literature on risks and benefits of social media, I have noticed some common themes. These tend to be associated with friendships, interaction, emotional wellbeing, sense of self and content exposure. Further to

this, I have noticed that quite often, the reasons why CYP use social media are similar to the benefits of social media.

Friendships. The Stimulation Hypothesis suggests that social media provides young people with the opportunity to communicate with their friends and feel connected to them (Valkenburg & Peter, 2011). Research by Davis (2013) showed that online communication with friends was positively linked with the quality of friendships. These positives, however, were found to be dependent on the friendship quality offline (Davis, 2012, 2013). It therefore could be that being pre-disposed to positive existing relationships offline helps an adolescent to navigate better on social media.

Although online activities generally have a positive impact on friendships, the Displacement Hypothesis suggests that interacting in the online world diminishes the quality of friendships in the offline world (Valkenburg & Peter, 2011). Individuals replace the time they would have spent with friends in person to spending time communicating with them online (Valkenburg & Peter, 2011). It is possible that this new way of interacting with others has altered the concept of friendship (Livingstone & Palmer, 2012), however this is not necessarily negative.

Interaction. Literature has shown that 30% of European children have engaged in conversation online with someone they have not met in person (Livingstone et al., 2011). The nature of the relationship and whether the children viewed the people they interacted with online as friends was not established in this study. It is possible that there are risks for children meeting online friends in person, as the friend may not be who they say they are.

Bush and Russell (2016) reported that roughly half of young people found interacting online easier than face to face contact. This may be linked to a variety of reasons such as young people being able to take time to review what they are saying to others, in addition to the elimination of body language and facial expressions. However, this could cause difficulties when young people are expected to interact with others offline. It seems useful to view social media as an additional way to interact rather than a replacement method. Having a balance of both offline and online interaction seems most beneficial.

Social media can offer a space to interact with other people, and in some circumstances interactions can be negative. The rapid use of online devices for communication has resulted in new threats, such as cyberbullying which can negatively affect a young person's development (Livingstone et al., 2011; Soldatova & Zotova, 2013). Livingstone et al. (2011) recruited 25,142 children between the ages of 9-16 years old from 25 European countries to investigate online risks. Participants completed a survey, and the researchers interviewed the participants alongside one of their parents. 6% of the sample reported being sent nasty messages online, and 3% shared that they had sent nasty messages to others. Soldatova and Zotava (2013) replicated Livingstone et al. (2011)

methodology with children in Russia. Soldatova and Zotava (2013) found that online threats were significantly increased for Russian children, which indicates that culture and context may play a key role in understanding the impact of social media.

Emotional Wellbeing. Research suggests that social media can be used to help CYP manage the stressors of life. Research by Duvenage et al. (2020) used a focus group of 16 participants, made of a mixture of girls and boys, to explore the use of technology in helping young people manage stressors. Results showed that young people use technology to cope with emotional stressors, which suggests that it boosts their emotional health. However, this research did not account for the type of technology used. Other research suggests that specific digital devices may be more beneficial than others, yet this is hard to establish as young people regularly multi-task with devices (van Der Schuur et al., 2015).

Other literature also supports the notion that social media can help with emotional wellbeing. Eschenbeck et al. (2018) conducted a cross sectional, longitudinal study examining age differences in the use of six different coping strategies (with one of them being social media use). 917 children were assessed through a coping questionnaire (the German Stress & Coping Questionnaire for Children & Adolescents, by Lohaus et al., 2005) completed in the latter half of childhood and early adolescence. Results found that using the online space to cope with stressors increased as children got older. This may be due to adolescents developing an understanding of what works for them regarding coping with stressors, or potentially the availability of smart phones, which allows more access to social media.

Pittman and Reich (2016) found that social media platforms that used images such as Instagram and Snapchat resulted in users feeling more happy, more satisfied with life and more connected. Whereas more texted based platforms such as twitter did not result in the same feelings. However, Kross et al. (2013) found that an increased amount of time spent on Facebook was linked to a bigger decline in life satisfaction. In this research by Kross et al. (2013), as part of experience-sampling, participants were texted five times a day for two weeks to see how they felt over the day and how satisfied they were. A single bipolar scale was used to assess how good or bad participants felt. This could have potentially limited the richness of the data as there was no information on what other factors were influencing participants mood.

A range of research has highlighted the negative effects of social media on mental health (Elmquist & McLaughlin, 2017). Excessive usage was found to be damaging to an individual's mental health (Uysal et al., 2013). Uysal et al. (2013) had 297 undergraduate students from a university in Turkey complete The Bergen Facebook Addiction Scale (Andreassen et al., 2012), Subjective Vitality Scale (Ryan & Frederick, 1997) and the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999). Results found that Facebook

addiction negatively predicted subjective vitality and subjective happiness. This study focused on Facebook and no other social media platforms, which limits its results. Interestingly, both Kross et al. (2013) and Uysal et al. (2013) research emphasises that it is the excessive use of social media that can lead to difficulties. This highlights the need for social media to be used in moderation.

Previously within this section cyberbullying was touched on in regard to how some individuals interact on social media. Cyberbullying however also has other impacts on an individual's wellbeing. When compared with offline bullying (traditional bullying), cyberbullying is significantly related to the ideation of suicide (van Geel et al., 2014). Social media is constantly 'on', which suggests that cyberbullying can occur around the clock, and can create constant feeling of distress, potentially much more than traditional bullying could. Moreover, cyberbullying takes place on social media platforms where it could feel like the whole world is watching, adding to feelings of humiliation. Research has shown that those children recognised as having special educational needs were more prone to be continually cyberbullied over an extended amount of time (Livingstone & Palmer, 2012). This demonstrates just how vulnerable those with pre-existing difficulties can be on social media.

In 2012 a 15-year-old girl committed suicide due to being tormented by others because a photograph of her topless was being shared online ("Suicide of Amanda Todd", 2021). This high-profile case highlights the fact that once something has been posted or shared online, it is nearly impossible to retract it, which can have devastating effects. With people being able to use their devices to screen shot or video record screens, it seems images will never be private again. This can make social media seem like a place where although there are privacy settings, there is in fact no privacy, making people vulnerable to things like cyberbullying.

There could also be certain triggers online that could impact a person's wellbeing. In some instances, individuals may actively seek out specific topics e.g., self-harming. Dyson et al. (2016) shared that viewing such content could create a normalising effect. By looking at this content, maladaptive coping mechanisms can become fitting for the viewer. Further to this, exposure to others' suicides or graphic deaths can be a risk factor for young people who are finding it difficult to cope with their mental health needs. Also associated with this is the ability for content on social media to reinforce negative beliefs that users have about themselves (Perloff, 2014).

Social media sites, however, can provide a space for adolescents to discuss their mental health difficulties (Ehrenreich & Underwood, 2016). Knowing that others are going through the same thing can help to reassure adolescents, thereby creating a supportive environment. Yet it can also result in a co-rumination which may lead to adolescents increasingly internalising warning signs of difficulties (Schwartz-Mette & Rose, 2012).

Sense of Self. Davis (2012) has found that social media can lead to an increase in a young person's sense of belonging and self-disclosure. This is highly beneficial as adolescents are developing autonomy in various areas of their lives and becoming conscious of the world outside of their family and friends. Davis (2013) later found that social media led to an increase in adolescent's self-concept and sense of identity. Socially validated identity is a key developmental task during adolescence (Erikson, 1968), which highlights that social media is a positive facilitator for development.

Being on social media for a prolonged period gives the chance for social comparisons to be made. Research by Weinstein (2017) involved 507 teenagers browsing stimulated Instagram feeds, and then reporting any social comparisons. Participants also completed pre- and post-measures that looked at positive and negative affect. Results found that negative social comparison responses were found to be linked with an instant decline in emotional wellbeing (Weinstein, 2017). Nonetheless, the Instagram stimuli used in this study was para-social browsing (attractive strangers), which may not be a true representation of the content teenagers are immersed in on a day-to-day basis. Further to this, individuals play a role in creating their networking environment (Underwood & Ehrenreich, 2017), therefore adolescents can make themselves more susceptible to social comparison by following accounts of people who live a more luxurious life than themselves.

Biological differences can play a role in social comparison. Social comparison is thought to be the basis of competitive behaviour (Garcia et al., 2013). Testosterone (a hormone found more in biological males) increases competitive behaviour (Weisfeld & Shattuck, 2017), which suggests that males may be more likely to feel the effects of comparison on social media. However, increased levels of testosterone are found to result in self-esteem, self-confidence, and success (Dabbs et al., 2001), so perhaps males may be more confident when faced with social comparisons, as opposed to females who may be less confident. There is also evidence that proposes that testosterone contributes to the reduction in depression in both males and females (Booth et al., 2003), which may help to explain why females (who have less testosterone) are more susceptible to depression from social media. Nonetheless, regardless of sex, social media can make all individuals feel inferior about themselves (Ehrenreich & Underwood, 2016).

Content Exposure. Online risks may include encountering sexual content and being in receipt of inappropriate messages (including sexting) (Livingstone et al., 2011). When considering the Adolescents' Media Practice Model by Steele and Brown (1995), why CYP select and interact with such harmful content, should be questioned. There is a possibility that it may be due to curiosity and/or sexual urges as they enter puberty. However, it also could be down to the availability and accessibility of the content. Nonetheless, this would raise safeguarding concerns.

Children can benefit from inspiration on social media. They can be inspired by social media influencers, particularly those that they view as similar to themselves (van Dam & van Reijmersdal, 2019). Social media influencers can share sponsored content that can be extremely influential (De Veirman et al., 2019). Children are a vulnerable group when it comes to influences, and social media influencers can have a persuasive power over them. It could be argued that this takes away a child's ability to make their own choices. Children may struggle to recognise and manage persuasion power correctly (De Veirmann et al., 2019), as their advertising literacy skills are not yet developed. Nonetheless, social media influencers can have credibility, particularly when the influencers are also other children (De Veirman et al., 2019). It seems that social media influencers can blur the lines between entertainment and profitable content (De Veirman et al., 2019). There have only been a few studies investigating the influencer culture amongst children (De Veirman et al., 2019), which shows that it is something that still needs investigating.

Overall, a lot of the literature on social media seems to be from a range of European countries, which highlights that social media use is global. It also indicates that its use may have different impacts within different cultures, therefore in-depth research in different contexts is beneficial. A large amount of the literature also seems to focus on the emotional impact social media has on CYP. However, it seems as though it is the excessive amount of time spent on social media that can perpetuate negative effects. Although there are online risks, damage does not necessarily have to be caused (Vandoninck et al., 2013). Most young people who have grown up in this digitalised culture have embraced the positives (Davies & Eynon, 2012; Staksrud & Livingstone, 2009). It may be that some CYP are better able to cope with difficulties they face so social media becomes a place of positivity and growth.

In comparison to five years ago, fewer parents think the benefits of their child using the online world cancel out the risks (Ofcom 2020a). This suggests that parents are perhaps feeling more and more ill-equipped to manage the risks that may be present for CYP online, or perhaps the online world is becoming less safe. However, it could be argued that what a young person deems as an online risk may not necessarily be aligned to an adult's opinion (Vandoninck et al., 2013). Adults may hold a different narrative of social media and may project their views of online risk onto CYP, rather than fully understanding CYP's experience. The perception of 'difficult' or 'risky' may vary from person to person, in addition to how significant it is to that person (Marriage & Cummins, 2004).

1.5 Resilience to Risks of Social Media

1.5.1 Resilience and Digital Resilience

Resilience is often defined as a sequence of adaptive functioning in the face of difficulties (Masten et al., 1990). Historically, it has also been referred to as coping (Lazarus & Folkman, 1984). However, recent research suggests the two concepts (resilience & coping) are separate but linked (Wu et al., 2020). *Coping* is associated with cognitive and behavioural strategies to manage a stressful situation (Folkman & Moskowitz, 2004), whereas resilience focuses on the adaptive capacity to overcome stressful situations (Steinhardt & Dolbier, 2008). Individuals can build their capacity which suggests that resilience is a process. There is, however, a discrepancy in whether individuals consider resilience as a flexible developmental process or an outcome (Papatraianou et al., 2014), making resilience difficult to define. Further to this, there are continuing reviews on what counts as adaptive functioning (Papatraianou, 2012), as this could be subjective and dependent on contexts. Viewing resilience as an outcome may lead to it being viewed as something that can be taught, whereas perceiving it as a developmental process may put more responsibility on the individual.

Resilience can be developed in the context of risk (Masten, 2013). Research has highlighted the risks that come with social media use (Elmqvist & McLaughlin, 2017; Soldatova & Zotava, 2013), which shows that the concept of resilience is applicable to social media. *Digital resilience* is a term that has come along with the digital age. Digital resilience refers to the “social and emotional literacy and digital competency to positively respond to and deal with any risk” that individuals are faced with online (Bush & Russell, 2016, p. 9). Skills such as social and emotional literacy need to be present indicating that digital resilience is an advanced skill. Social and emotional literacy is likely to impact how risks are “perceived, encountered and responded” (Bush & Russell, 2016, p. 9). Those with increased resilience are better able to manage difficulties and quickly come back to a positive state highlighting that it is an important, valuable skill for CYP to have (Bush & Russell, 2016).

The United Kingdom's (UK) Council for Internet Safety (2020, p. 1) state that digital resilience, is “achieved primarily through experience, rather than learning and is fostered by opportunities to confide in trusted others and later reflect upon online challenges”. They suggest that digital resilience encompasses the ability to understand, know, learn, and recover as seen in Figure 3.

Figure 3

UK Council for Internet Safety, *Digital Resilience Framework (2020)*.



Bush and Russell (2016) believe that digital resilience in children is built through/from gathering skills and knowledge of the industry from educational settings, charities, and the government. This is consistent with the UK Council for Internet Safety (2020) who suggest that the environment is one of the domains that is important for digital resilience.

Interestingly, some CYP may have been raised in an environment with minimal technology, which makes one question how important digital resilience is for them. Samuel (2017) described CYP raised with minimal technology as *digital exiles*. *Digital orphans* refer to those CYP who have grown up with digital devices but have had limited guidance and *digital heirs* refer to CYP with remarkable digital skills that have been mentored by parents and adults around them (Samuel, 2017). These three types of digital users offer a lens to explore CYP's experience of being resilient using social media. It is likely that digital heirs are the CYP better able to cope with difficulties they face, therefore showing increased resilience.

1.5.2 Models of Resilience

There has been significant research into the field of resilience (Wang et al., 2014). Many models of resilience have been created. Older research on resilience tends to focus on individual qualities (Fleming & Ledogar, 2008), which suggests that context was not taken into consideration. The basis of current models is rooted in the ecological model developed by Bronfenbrenner in 1979 (Worsley, 2010). Bronfenbrenner's (1979) model suggests that the environment has a great impact on how individuals develop. Wang et al. (2014, p. 3260)

propose that developing resilience is quite complex, as it is an “adaptation process between individuals and the environment”, whilst also considering different levels of the environment and different factors within that having specific influences. An ecological model of resilience considers several domains, which include the individual, parents and carers, family, friends, school/setting, community and society and culture (Gallagher & Miller, 2018) in supporting resilience. This suggests that being able to cope with online risks does not necessarily need to fall only into the hands of CYP. Whilst being rooted in ecological theory, the development of models of resilience also tend to factor in the following elements: “personal traits, external protective factors” and the interaction between both (Wang et al., 2014, p. 3260). This takes into account both historical and current models of resilience. It also demonstrates that there are several factors at play that can help build digital resilience.

1.5.2.1 Personal Traits in Resilience. Garnezy et al. (1984) suggest that the negative impact of stress on adaptive behaviours can be reduced when an individual possesses positive characteristics. However, this study failed to identify what specific characteristics were needed. Extending Garnezy et al. (1984) research, Vanderpol (2002) suggested that those individuals with a comprehensive view on reality and a strong ability to self-reflect may have an increased level of resilience. As a result, these traits will allow the individual to be proactive when faced with a difficult situation (Alvord & Grados, 2005). However, as noted before, as adolescents are still developing, they may not have acquired certain skills e.g., the ability to be responsible or self-reflect. These skills may potentially be too advanced for their stage of development.

Prilleltensky et al. (2001) propose that the vital dimensions of resilience are locus of control, high self-esteem and feeling that there is a purpose. Prilleltensky et al. (2001) are of the belief that power and control help to encourage resilience, which is similar to some aspects of Rutter's (1987) four protective instruments for resilience. Rutter's (1987) protective mechanisms are self-efficacy, a sense of mastery and control, the prevention of negative chain reactions and opening up opportunities. Rutter's (1987) protective mechanisms could be seen to fit into the contexts outlined in the ecological theory (i.e., the prevention of negative chain reactions could fall under school context and home context), suggesting that internal traits can interact with external factors. However, Rutter's (1987, p. 316) research is dated and comes from a time where the concept of protective factors was “firmly established in the field of psychiatric risk research” and as detailed previously, there has since been a shift in researching protective factors into the lens of an ecological model.

1.5.2.2 External Protective Factors in Resilience. A focus should be given to developing protective environments (Livingstone & Palmer, 2012), which can act as a buffer to any adversity online. Papatraianou et al. (2014) suggested a conceptual framework which is grounded in the ecological theory to identify contextual factors that help protect young

people from online risk. The five crucial contexts were personal, home, school, public and cyber. Papatraianou et al. (2014) used two vignettes which detailed online risk scenarios to explore what supportive resources were available within the crucial contexts. Within the home context, the protective factors included increased level of parental education and supervision (Papatraianou et al., 2014). Livingstone and Palmer (2012) found that children were more at risk online if their parents lacked education or digital experience. They also found that parents being on social media themselves and having a way to access suitable information for the age of the child were protective factors. This suggests that parents need to be equipped themselves with digital resilience in order to support their children.

Researchers have also found that being able to confide in an adult and talk about a negative experience is a way that CYP can be supported with resilience (Kochenderfer-Ladd & Skinner, 2002; Livingstone et al., 2011). This suggests that developing secure attachments with any adult, whether that be a parent or teacher in school will give a space for this conversation to happen if needed. Potentially having a stronger relationship will give parents the opportunity to facilitate social media use better, without it being an invasion of privacy or hinderance of independence. Vandoninck et al. (2013) found that being restrictive with access to the online space did not boost a young person's online resilience, which suggests that CYP do not need constant facilitation and supervision.

Within the school context, protective factors included positive peer relationships and cyber awareness lessons (Papatraianou et al., 2014). Research by Livingstone et al. (2011) found that 58% of 9–16-year-olds felt that their teachers have supported them when faced with difficulties online, highlighting the importance of school in online resilience. Nycyk (2011) found that having supportive friends contributed to being digitally resilient. Research shows that 64% of 9–16-year-olds felt that friends have helped them with online difficulties (Livingstone et al., 2011). It could be said that the quality rather than the quantity of friendships is significant when considering increased resilience.

In the personal context protective factors included high self-esteem and problem-solving skills, which lends itself to personal traits, again highlighting the interaction between internal and external factors (Papatraianou et al., 2014). In the cyber context, protective factors included site age restrictions and proof of identity (Papatraianou et al., 2014).

1.5.2.3 Interaction between Personal Traits and External Protective Factors in Resilience. The five crucial contexts identified by Papatraianou et al. (2014), similar to the ecological model by Bronfenbrenner (1979) have the ability to work simultaneously and effectively with one another. This shows that no one context is necessarily more important than the other. Papatraianou et al. (2014) felt that individuals can have a shifting sense of control over each context. For example, there is likely to be high levels of control in the personal context, whereas in the public context there is minimal control (Papatraianou et al.,

2014). Prilleltensky et al. (2001) highlight the importance of feeling in control as a dimension of resilience. This suggests that the personal context, (where there are higher levels of control) is most significant. However, personal context can also refer to biological factors which may be harder to control.

1.5.3 Coping Style and its Impact on Resilience

Resilience and coping are linked but are separate constructs that have contrasting effects on behavioural changes. As stated previously coping is associated with cognitive and behavioural strategies to manage a stressful situation (Folkman & Moskowitz, 2004), whereas resilience focuses on the adaptive capacity to overcome stressful situations (Steinhardt & Dolbier, 2008).

Research suggests that there are three different coping styles: *emotion-focused coping*, *problem-focused coping*, and *avoidance-focused coping* (Folkman & Lazarus, 1985). Wu et al. (2020) describe problem-focused coping as a style where there are active task efforts to tackle the problem. Valkenburg and Peter (2011) highlight using the blocking and deleting feature on social media as a problem-focused strategy to manage difficulties online. Wu et al. (2020) describe emotion-focused coping as a style focused on diminishing negative emotions brought on by the problem. This may involve the individual regulating feelings and reviewing and reflecting on the self. If an individual, for example was having difficulties with comments on social media they may talk to someone and reflect on their feelings. Emotion-focused coping is more likely to be used when the individual views the situation as irrepressible or unchangeable (Carver et al., 1989). Lastly, Wu et al. (2020) describe avoidance-coping as avoidance of the situation by escaping or distracting. This may involve an individual ignoring certain content on social media.

The type of relationship between resilience and coping style has not yet been clearly determined, with the literature reporting inconsistent conclusions (Wu et al., 2020). Research by Li et al. (2018) suggests that using only problem-focused coping in response to a difficulty is ineffective. Both coping strategies are needed to help mitigate distress. However, contrastingly, research suggests that resilience is positively associated to problem-focused coping and negatively associated with emotion-focused coping (Chen, 2016). However, this research was conducted with individuals ranging from 18-25 years old and younger CYP may give different views on coping style.

Research suggests that the context helps to establish which type of coping strategy is more effective (Kochenderfer-Ladd & Wardrop, 2001). Social, emotional, and motivational resources have an influence on the coping strategy used (Lazarus, 1999). For example, a person who is perhaps not aware of their emotions or willing to express or share them, may benefit from problem-focused coping. Also, typically, problem-focused coping is used as the primary control, and the secondary control is emotion-focused coping (Hampel & Petermann,

2006), which suggests that both styles of coping do indeed complement one another. Research also suggests that sex plays a role in the coping strategy used. For example, girls who have been bullied are more likely to speak with someone (Kochenderfer-Ladd & Skinner, 2002), whereas boys are more physically expressive (Whitesell et al., 1993).

Reactive strategies and *preventive* strategies have also been identified by Parris et al. (2012). In the research by Parris et al. (2012) participants were involved in semi-structured interviews about their experiences of cyberbullying and coping strategies. Reactive strategies consisted of justifying, avoiding, accepting, and looking for social support. Preventive strategies consisted of face-to-face discussions to stop confusion and increasing security and awareness online. Both types of coping strategies may be deemed to fall under the umbrella of emotion-focused strategies. This study used a range of participants from different ethnicities and different ages (15-19 years old); however, this research was conducted in the United States of America (USA), therefore culturally their coping mechanisms may be different to that of CYP in the UK.

Davis et al. (2014) investigated the lived experiences of individuals and the coping strategies they used to respond to online bullies through an in-depth content analysis on comments on a blog. *Behavioural* and *cognitive* were identified as coping styles. They can be seen to be similar to problem-focused and emotion-focused strategies. Behavioural-coping strategies were found to be more popular, which may be because they externalise the problem and allow the individual to be more proactive. Therefore, the individual feels as though they are working towards making a change. This study provided an insight into a realistic context (comments on a blog), however the demographic of those providing the comments was not established. It may be that young people are better able to identify coping strategies than children.

d'Haenens et al. (2013) investigated a subsample of children from the European Kids Online Survey by Livingstone et al. (2011) where four types of online risks had been identified, this included: sexual content online, cyberbullying, sexting and meeting contacts online. d'Haenens et al. (2013, p. 2) asked 2828 of those children who "felt bothered" by three out of four of the online risks follow up questions on coping strategies used and how helpful they were (meeting new contacts online was excluded as a risk due to "only a small number of children being bothered"). d'Haenens et al. (2013) found that there were three different types of strategies used for online risk. The first being *fatalistic/passive*, which involves tackling the root of the problem. The second being *communicative*, which involves speaking with someone and the third being *proactive*, which involves a readiness to act when confronted with problems in hope to reduce or remove harm. Although this research (d'Haenens et al., 2013) used a large sample, and is therefore seen to be reliable, its coping strategies were based on three online risks. The study was quite specific and does not

account for other online risks e.g., CYP pretending to be someone they are not online. Other risks may have resulted in alternative coping strategies.

There is more research available on resilience than digital resilience, digital resilience is a newer concept that has come along in the digital age. The literature on digital resilience in CYP uses elements of both a qualitative and quantitative approach that results in pertinent findings. The findings highlight the different types of coping strategies (such as behavioural, cognitive, fatalistic, communicative, and proactive), used to manage adverse experiences such as cyberbullying (Davis et al., 2014, d'Haenens et al., 2013, Parris et al., 2012). The research can be quite limited as it focuses on certain types of online risk e.g., cyberbullying and those that have experienced it. There is likely to be value in hearing from those who have had positive experiences with social media, therefore future research may not include those who have had adverse experiences online as a criteria when recruiting. Further to this, there seems to be large samples used e.g., d'Haenens et al (2013) used 25,000 children, which generates a large amount of data, but one may question the depth of the data. Using less participants may enable deeper exploration into resilience.

Existing research that takes a more universal approach to digital resilience i.e., looking at a range of risks online and managing this (Bush & Russell, 2016), has suggested that future research needs to have participation of young people and have a transformative approach. Research is needed that has a participatory approach that seeks to make an active change to building digital resilience in CYP today. Fewer parents think the benefits of their child using the online world cancel out the risks (Ofcom 2020a), indicating that risk is increasing with minimal digital resilience. It may be that the responsibility of supporting CYP in building digital resilience shifts between contexts, with no one taking onus of it, which may be why there is yet to be an active change. Therefore, research that emphasises participation and specific action within the different contexts may be needed to make digital resilience more present amongst CYP.

1.6 Preparing CYP to be Resilient with Social Media

1.6.1 What Schools, Home and Public can do to Promote Resilience

Papatraianou et al. (2014) identified the public, home and school as significant contexts when thinking about protective factors in digital resilience. The Children's Commissioner (Life in Likes Report, 2018a) found that there is a change in the way social media is used as children transition into secondary school. It moves from being used for fun (e.g., playing games, using filters) to what the Children's Commissioner (2018b, para 3) described as becoming an "avalanche of pressure". It seems that secondary schools may have a key role in promoting digital resilience in CYP as they may witness the impact of

social media use within their environment. Further to this, schools are in an exclusive position where they can reach all children in a learning capacity (Livingstone et al., 2011).

Bush and Russell (2016) felt that digital resilience should be embedded within the school curricula, ensuring that it is differentiated for the needs of the CYP it is addressing. It was thought that teachers could provide more provision for navigating life online by formally and informally educating children on digital skills (Vandoninck et al., 2013). The Children's Commissioner's Growing Up Digital Report (2017) outlined potential steps needed to be taken to prepare children for life online. It included the development of a digital citizenship programme.

Bush and Russell (2016) found that a digital programme should focus on teaching CYP how to produce positive content and how to stay safe online and protect themselves. Also, a focus should be on how to develop empathy and responsibility offline and online and how to recognise, understand and manage difficult content (Bush & Russell, 2016). The overarching outcome of these interventions would give children resilience, information, and power (Children's Commissioner, 2017).

Bush and Russell (2016) stated that there may be a need for outreach from the school or the local community to help parents support CYP with digital resilience, as parents themselves may struggle with digital literacy and resilience. Research shows that digital resilience and confidence in parents and the use of digital devices by older siblings all contribute to how and when digital literacy skills are attained by CYP (Bush & Russell, 2016).

Lewis et al. (2012) suggested that educational professionals that work within mental health should become accustomed to the cultures and themes of social media. It is vital that EPs and other educational professionals make use of the research and work available surrounding this topic and integrate it where possible into their professional practice (Guadagno et al., 2016), as if there is an understanding of adolescents' online experience and difficulties they may face, professionals will be in a better position to support digital resilience.

1.6.2 What Social Media Platforms can do to Promote Resilience

Many social media platforms have worked to mitigate any risks that could arise on their platforms for CYP. The Children's Commissioner (2017) noted that terms and conditions on social media platforms should be changed to be more child friendly. Additionally, there should be a children's digital ombudsman who works with both children and social media platforms (Children's Commissioner, 2017). Bush and Russell (2016) also felt that using existing digital tools could help to boost resilience in CYP. Some platforms have ensured that certain topics cannot be searched, and some platforms have also given links to live chats with a member of staff on the team to help (Elmqvist & McLaughlin, 2017).

Moreover, users can flag if the content they are viewing is inappropriate and can block or change their profile setting to private viewing (Bush & Russell, 2016). Previously young people have also suggested strategies such as tools and timers within social networking sites (iRights, 2015). The literature therefore suggests that there is a role for the cyber context in resilience as outlined by Papatraianou et al. (2014). This however could be viewed as being reliant on social media platforms changes, rather than personal traits. However, as suggested in the literature, resilience is often an interaction of personal traits and external protective factors (Wang et al., 2014).

1.6.3 What Other CYP can do to Promote Resilience

CyberMentors have been found to be useful in supporting digital resilience (Livingstone & Palmer, 2012). *CyberMentors* are young people mainly between the ages of 11-25 who are trained to provide guidance and support to peers online. They have had a good effect through their engagement with vulnerable children in communities and schools (Livingstone & Palmer, 2012). The success of this may possibly be down to CYP being able to relate to the person/people supporting them as they are from an in-group (the in-group being CYP, as per the Social Identity Theory, [Tajfel & Turner, 1986]).

Literature emphasises that young people are “often best placed to offer solutions for how best adults can support them in managing risk and staying emotionally resilient online” (Bush & Russell, 2016, p. 47). This is most likely because young people are from the in-group and therefore have an exclusive understanding of the social context that adults may not have. Bush and Russell (2016, p. 58) suggest that future research should involve a more “in depth exploration with CYP”.

A large amount of research details the success of involving CYP in projects (Clark et al., 2001). The rise in the emphasis of children's rights has resulted in researchers acknowledging children as active participants in social issues (McTavish et al., 2012). A recent study by Johnson et al. (2020) involved CYP in a participatory project about sexuality and relationships education (SRE) teaching in school. CYP involved were identified as co-researchers and were involved in five workshops that focused on developing new ways to teach SRE. Johnson et al. (2020) reflected on the benefits of the project, sharing that it had high levels of engagement and fun, as well as critical thinking.

CYP are gradually being seen as individuals who have greater power and knowledge (Johnson et al., 2020). This links with Lloyd-Smith and Tarr's (2000, p. 61) view that “the reality experienced by CYP in educational settings cannot be fully comprehended by inference and assumption”. This indicates that no one knows CYP's experience better than themselves. Most of the research in this literature review has been planned and conducted by adults, and there is limited research that has involved CYP as active participants, despite there being many benefits. Adolescents should be seen as active participants and they

should be encouraged to help and guide their peers and give others knowledge (Livingstone & Palmer, 2012). Therefore, their input will be significant in gaining knowledge about digital resilience for CYP.

1.7 Conclusion

Social media is essentially used amongst CYP for communication, connection, and creation. The increasing prevalence of social media suggests it is something that is and will continue to be an integral part of CYP's life. It is evident that social media has an impact on CYP's development, whether that is positive or negative. Therefore, developing digital resilience to manage the risks on social media is important. Resilience tends to factor in personal traits as well as external protective factors. Additionally, coping strategies may play a role in how resilient an individual is. Schools and other professionals such as teachers and EPs can play a role in promoting resilience, as well as other CYP. Most importantly, actively involving CYP in research projects seems to be highly beneficial. However active involvement of CYP in research relating to digital resilience is somewhat limited. As said by Lloyd-Smith and Tarr (2000, p. 61), "the reality experienced by CYP in educational settings cannot be fully comprehended by inference and assumption". Therefore, future research on digital resilience needs a more in-depth exploration with active participation from CYP.

1.8 References

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PART II: EMPIRICAL PAPER

1.0 Abstract

Social media has become an integral part of daily life for young people (Crone & Konijin, 2018). It is evident that social media use comes with both benefits and risks (Office of Communications [Ofcom], 2020a). Whilst ways to be resilient to the risks of social media have been outlined in research, there has been limited research that has actively involved young people in the process, despite young people having lived through the evolution of social media. This qualitative study took a participatory approach to explore the advice young people (16-18 years old) would give to children (under 16 years old) about being digitally resilient. An interpretivist approach was used and four co-researchers in Year 12 were recruited. Co-researchers were involved in two focus groups and in the thematic analysis process, following the approach proposed by Braun and Clarke (2006). The results of the analysis suggest that 'education around social media', 'discreet and indiscreet online pathways to support', 'guidance and discussion with others', 'supervision that allows freedom' and 'maintaining parent-child relationship values' are all essential for children and young people's (CYP's) digital resilience. The results were used to inform a Social Media Resilience Framework that can be used in schools by educational professionals, such as Educational Psychologists (EPs), with the aim to enable CYP to be more resilient with social media use. Further research may involve schools actively using the framework and evaluating its effectiveness.

1.1 Introduction

Social media refers to “websites and software programs used for social networking” (Oxford Living Dictionary, n.d.). Social media platforms first emerged in the 1990s to 2000s (National Institute of Mass Communication & Journalism, 2019) and statistics have shown a sharp increase in its use by CYP in the past decade (Bush & Russell, 2016). It has now become an integral part of their daily life (Crone & Konijin, 2018). For the purpose of this paper, ‘child/children’ refers to a person(s) under the age of 16 (compulsory school age) and ‘young person/young people’ refers to a person(s) aged 16 and above but under the age of 18, as per the section 558 and 579 of the Education Act 1996.

Due to social media’s high prevalence in society and its importance to numerous stakeholders, many researchers have explored its use (Kapoor et al., 2018). The current coronavirus (COVID-19) pandemic has resulted in a shift in children’s digital behaviours and socialisation has moved to online, with children spending “more time than ever before on their screens” (Ofcom, 2020b, p. 4). This makes social media an even more prominent topic to explore.

The majority of research has focused on the behavioural aspects of social media (Kapoor et al., 2018), exploring its benefits and risks, using a quantitative methodology (e.g., Kross et al., 2013; Uysal et al., 2013). Managing the risks presented on social media has led to the concept of digital resilience. *Digital resilience* refers to “social and emotional literacy and digital competency to positively respond to and deal with any risk” that individuals are faced with online (Bush & Russell, 2016, p. 9). It has been argued that young people are often best placed to offer advice and guidance on how adults can help them to become digitally resilient (Bush & Russell, 2016).

This study, therefore, aims to contribute to the knowledge base by exploring young people’s advice to children about being digitally resilient, using a participatory approach. It is hoped that this advice will help to guide educational professionals such as EPs, teachers, parents and CYP themselves, resulting in increased resilience and therefore improved wellbeing.

In the following sections, the literature related to social media use and resilience is briefly reviewed. This is followed by the methodology section where research procedures are detailed. The thematic analysis is then presented and discussed in the results section. A Social Media Resilience Framework which is the output of the results is then noted. Lastly, the implications of this research for the practice of EPs, in addition to other educational professionals is discussed.

1.2 The Presence of Social Media in the Lives of CYP

YouTube is still the most favoured social media site used by children, with 52% of children sharing that they use this platform (Ofcom, 2020a). Facebook, Snapchat, and

Instagram are other common social media platforms used by children, with the popularity of WhatsApp increasing through 2019 (Ofcom, 2020a). Lately, new platforms such as TikTok and Twitch have gained popularity (Ofcom, 2020a), highlighting the ever-evolving nature of social media.

Social media platforms essentially allow their users to interact, engage and express themselves with others online using different features. Some platforms focus more on photo and video sharing (e.g., Instagram), whereas others are comparable to micro blogs (e.g., Twitter). Users can also use the hashtag feature when they post online. This allows them to connect to a particular conversation, topic, or theme (Olafson, 2020). These hashtags can also be used as a form of digital activism (e.g., the MeToo & Black Lives Matter movement [Internet Matters, 2020]). When users post content, they can receive feedback mostly in the form of comments, likes and number of followers (Chua & Chang, 2016; Li et al., 2018). Research shows that CYP are “active creators of online content” (Bush & Russell, 2016, p. 9), which shows how important social media platforms are for CYP today.

Producing content is particularly significant for *social media influencers*. The term refers to users who accumulate many followers on social media platforms (Abidin, 2015). Freberg et al. (2011) comment that social media influencers can influence users' attitudes through their posted content. Abidin (2015) explains that social media influencers can also “monetise their following by integrating advertorials into their blogs or social media posts” (2015, para 1). There are different types of social media influencers; high profile social media influencers and smaller scale social media influencers (e.g., nano, and micro influencers, Ofcom, 2020a). *Nano influencers* are those who can influence at a local level and *micro influencers* are those who are seen as specialists in a certain field e.g., fitness (Ofcom, 2020a). Research shows that children are following an increasing number of influencers, 50% of 12–15-year-olds and more than 34% of 8–11-year-olds watch YouTube influencers (Ofcom, 2020a). This demonstrates that children value influencers and therefore the social media platforms that enable the role of the influencer to exist.

The importance of social media platforms to CYP can be seen in the research. 70% of 12–15-year-olds and 21% of 8–11-year-olds have a social media account (Ofcom, 2020a). Research suggests that the availability of smart phones has contributed to the increased prevalence of social media (Lenhart, 2015). 50% of 10-year olds have an individual smart phone and between the ages of 9 and 10 years old the number of children who have their own individual smartphone doubles (Ofcom, 2020a). It is felt that this marks a milestone as children gain “digital independence” when they transition into secondary school (Ofcom, 2020a, p. 1). Interestingly, the Children's Commissioner (2018a) found that there is a change in the way social media is used as children transition into secondary school. It moves from being used for fun (e.g., playing games, using filters) to what the Children's Commissioner

(2018b, para 3) described as becoming an “avalanche of pressure”. Therefore, as children enter this stage of digital independence, it is even more important that they feel equipped and well prepared to manage any difficulties online.

1.3 Resilience to the Risks of Social Media

Digital heir is a term used to describe those who have been equipped with impressive digital skills (Samuel, 2017). These skills have been mentored by adults, such as parents and teachers. *Digital exile* refers to a child or young person who has been raised with minimal technology and *digital orphan* refers to a child or young person who has grown up with digital devices but has had limited guidance on how to manage this (Samuel, 2017). It is likely that those CYP who are viewed as digital orphans or digital exiles will find it particularly difficult to manage any difficulties online.

Resilience is often defined as a sequence of adaptive functioning in the face of difficulties (Masten et al., 1990). Historically, it has also been referred to as coping (Lazarus & Folkman, 1984). However, recent research suggests the two concepts (resilience & coping) are separate but linked (Wu et al., 2020). Coping is associated with cognitive and behavioural strategies to manage a stressful situation (Folkman & Moskowitz, 2004), whereas resilience focuses on the adaptive capacity to overcome stressful situations (Steinhardt & Dolbier, 2008). Individuals can build their capacity which suggests that resilience is a process. There is, however, a discrepancy in whether individuals consider resilience as a flexible developmental process or an outcome (Papatrianou et al., 2014), making resilience difficult to define. Further to this, there are continuing reviews on what counts as adaptive functioning (Papatrianou, 2012), as this could be subjective and dependent on contexts. Viewing resilience as an outcome may lead to it being viewed as something that can be taught, whereas perceiving it as a developmental process may put more responsibility on the individual. Regardless of how resilience is viewed, it is developed in the context of risk (Masten, 2013). Research has highlighted the risks that come with social media use (Elmquist & McLaughlin, 2017; Soldatova & Zotava, 2013), therefore resilience to the risks of the digital world is something that needs to be considered.

Digital resilience is a term that has come along with the digital age. The United Kingdom's (UK) Council for Internet Safety (2020, p. 1) note that digital resilience is the application of resilience to the online world. It is “achieved primarily through experience, rather than learning and is fostered by opportunities to confide in trusted others and later reflect upon online challenges” and encompasses the ability to understand, know, learn, and recover. Bush and Russell (2016, p. 9) define digital resilience as the “social and emotional literacy and digital competency to positively respond to and deal with any risk individuals may be exposed to when they are using social media or going online”. Skills such as social and emotional literacy need to be present indicating that digital resilience is an advanced

skill. Social and emotional literacy is likely to impact how risks are “perceived, encountered and responded” (Bush & Russell, 2016, p. 9). Those with increased resilience are better able to manage difficulties and quickly come back to a positive state highlighting that digital resilience is an important, valuable skill for CYP to have (Bush & Russell, 2016).

There has been significant research into the field of resilience (Wang et al., 2014) with many models of resilience created. Older research on resilience tends to focus on individual qualities (Fleming & Ledogar, 2008), which suggests that context was not taken into consideration. The basis of current models is rooted in the ecological model developed by Bronfenbrenner in 1979 (Worsley, 2010). Wang et al. (2014, p. 3260) propose that developing resilience is quite complex, as it is an “adaptation process between individuals and the environment”, whilst also considering different levels of the environment and different factors within that having specific influences. An ecological model of resilience considers several domains, which include the individual, parents and carers, family, friends, school/setting, community/society, and culture (Gallagher & Miller, 2018). This suggests that being able to cope with online risks does not necessarily need to fall only into the hands of CYP. Whilst being rooted in ecological theory, the development of models of resilience tend to factor in “personal traits” and “external protective factors”, and the interaction between both (Wang et al., 2014, p. 3260). This demonstrates that there are a variety of ways that the environment can support CYP in building digital resilience.

Papatraianou et al. (2014) noted external protective factors within five crucial contexts, that are also consistent with Bronfenbrenner's (1979) ecological model. Personal, home, school, public and cyber were the five contexts identified by Papatraianou et al. (2014). Within the school context the protective factors for resilience included positive peer relationships, cyber awareness lessons (Papatraianou et al., 2014) and having supportive friends (Livingstone & Palmer, 2012; Nycyk, 2011). Research by Livingstone et al. (2011) found that 58% of 9–16-year old's felt that their teachers have supported them when faced with difficulties online, highlighting the importance of school in promoting online resilience. Nycyk (2011) also found that having supportive friends contributed to being digitally resilient. Research shows that 64% of 9–16-year old's felt that friends have helped them with online difficulties (Livingstone et al., 2011). Viewing the school context as a protective factor for digital resilience is consistent with research by Bush and Russell (2016) and the Children's Commissioner (2017) who felt that digital resilience should be embedded within the school curricula. Bush and Russell (2016) proposed that this programme in school should focus on teaching CYP how to; produce positive content, protect themselves online, develop empathy and responsibility offline and online, and how to recognise, understand and manage difficult content. It would be useful to gain an insight into whether CYP feel this is needed to help them build digital resilience.

Livingstone and Palmer (2012) also found that CyberMentors (young people mainly between the ages of 11-25 who are trained to provide guidance and support to peers online) were useful. CyberMentors have had a good effect through their engagement with vulnerable children in communities and schools (Livingstone & Palmer, 2012), therefore they are able to support with digital resilience. It is unclear as to whether CYP would prefer to access CyberMentors within the home or school context to help them build digital resilience.

In the cyber context, protective factors included site age restrictions and proof of identity (Papatraianou et al., 2014). Further to this, the Children's Commissioner (2017) noted that terms and conditions on social media platforms should be changed to be more child friendly. Bush and Russell (2016) also felt that using existing digital tools could help to boost resilience in CYP. Some social media platforms have ensured that certain topics cannot be searched, and some platforms have also given links to live chats with a member of staff on the team to help (Elmqvist & McLaughlin, 2017). Moreover, users can flag if the content they are viewing is inappropriate and can block or change their profile setting to private viewing (Bush & Russell, 2016). Previously young people have also suggested strategies such as tools and timers within social networking sites (iRights, 2015). Young people's suggestions are extremely valid due to them understanding the experience of social media use as a young person in society today.

Within the home context, the protective factors for resilience included increased level of parental education and supervision (Papatraianou et al., 2014). Being able to confide in an adult and talk about a negative experience (Kochenderfer-Ladd & Skinner, 2002; Livingstone et al., 2011) and having parents who facilitate their child's social media space was found to be supportive of digital resilience (Livingstone & Helsper, 2008). Moreover, Livingstone and Palmer (2012) found that children are more at risk online if their parents lack education or digital experience. This links to Samuel's (2017) term digital orphans and emphasises the importance of finding ways to support those CYP who perhaps have had limited guidance on digital resilience from the home environment.

To support CYP in building digital resilience, consideration needs to be given to how they cope. As stipulated previously, resilience and coping are linked, but are separate constructs that have contrasting effects on behavioural changes. Coping is associated with cognitive and behavioral strategies to manage a stressful situation (Folkman & Moskowitz, 2004), whereas resilience focuses on the adaptive capacity to overcome stressful situations (Steinhardt & Dolbier, 2008). Research suggests that there are three different coping styles: *emotion-focused coping*, *problem-focused coping*, and *avoidance-focused coping* (Folkman & Lazarus, 1985). Wu et al. (2020) describe problem-focused coping as a style where there are active task efforts to tackle the problem, emotion-focused coping as a style focused on

diminishing negative emotions brought on by the problem and avoidance-coping as avoidance of the situation by escaping or distracting.

Other types of coping strategies have been identified by researchers. For example, Parris et al. (2012) identified *reactive* and *preventive* strategies. Reactive strategies consisted of justifying, avoiding, accepting, and looking for social support. Preventive strategies consisted of face-to-face discussions to stop confusion and increasing security and awareness online. Davis et al. (2014) identified behavioural and cognitive coping strategies and they were found to be similar to problem-focused and emotion-focused strategies. Behavioural strategies were found to be more popular. Moreover, d'Haenens et al. (2013) found that there were three different types of strategies used for online risk. The first being *fatalistic/passive*, which involves tackling the root of the problem. The second being *communicative*, which involves speaking with someone and the third being *proactive*, which involves a readiness to act when confronted with problems in hope to reduce or remove harm.

It seems the coping strategies identified by researchers tend to fall into the umbrella of problem-focused or emotion-focused coping strategies. Research suggests that the context helps to establish which type of coping strategy is more effective (Kochenderfer-Ladd & Wardrop, 2001). Additionally, social, emotional, and motivational resources also have an influence on the coping strategy used (Lazarus, 1999). However, the literature also highlights that typically, problem-focused coping is used as the primary control, and the secondary control is emotion-focused coping (Hampel & Petermann, 2006), which suggests that both styles of coping do indeed complement one another. Research by Li et al. (2018) suggests that using only problem-focused coping in response to a difficulty is ineffective. Both coping strategies are needed to help mitigate distress. However, contrastingly, research suggests that resilience is positively associated with problem-focused coping and negatively associated with emotion-focused coping (Chen, 2016). This shows that the type of relationship between resilience and coping style has not yet been clearly determined, with the literature reporting inconsistent conclusions (Wu et al., 2020). This highlights the need to further explore which coping styles within different contexts can best support digital resilience.

The literature on digital resilience in CYP is still developing. There seems to be research that uses elements of both a qualitative and quantitative approach that results in pertinent findings. However, these findings are not seen to actively make a change to building digital resilience in CYP today. It may be that the responsibility of supporting CYP in building digital resilience shifts between contexts, with no one taking onus of it. Therefore, research that emphasises participation and action within the different contexts may be needed to make digital resilience more present amongst CYP.

Furthermore, Bush and Russell (2016, p. 58) suggest that future research into digital resilience should involve a more "in depth exploration with CYP". CYP are gradually being seen as individuals who have greater power and knowledge (Johnson et al., 2020). This is most likely due to the fact that young people have an exclusive understanding of the social context that adults may not have. Therefore, young people are "often best placed to offer solutions for how best adults can support them in managing risk and staying emotionally resilient online" (Bush & Russell, 2016, p. 47).

1.4 Purpose of this Study

This study explores young people's advice to children on being resilient using social media. This is relevant due to the view that children gain "digital independence" as they get ready for the transition to secondary school (Ofcom, 2020a, p. 1). Further to this, there is a change in the way children use social media as they transition to secondary school, the Children's Commissioner (2018b, para 3) described social media use as becoming an "avalanche of pressure". Therefore, children will need to know how to become digitally resilient. Digital resilience is a relatively new concept, therefore there has only been a small number of studies looking into this area. The majority of this research has been planned and conducted by adults, with limited involvement from CYP as active participants, despite young people being seen as most useful at offering solutions for how adults can support them in being digitally resilient (Bush & Russell, 2016). Therefore, this study uses a participatory approach with the aim of exploring young people's advice to children about being digitally resilient. It is hoped that this advice will help to guide educational professionals such as EPs, teachers, parents and CYP themselves, resulting in increased resilience and therefore improved wellbeing. To do so, the subsequent research question was: 'Based on their experiences what advice would young people give to children and the systems around them about being resilient living their lives online?'

2.0 Methodology

2.1 Research Paradigm

This qualitative study was designed from an interpretivist paradigm. Interpretive research is a research paradigm that assumes that social reality is not singular or objective. The interpretivist believes that every person has their own, "dispositions, acceptances, assumptions, values and prior knowledge" (Tekin & Kotaman, 2013, p. 85), and from this they construct their own reality. The ontological approach (what reality is) of the interpretivist is relativism. Relativism is the view that reality is subjective (Guba & Lincoln, 1994, p. 110). Reality depends on how people perceive it therefore different realities can co-exist.

Interpretivism is an example of a subjectivist epistemology, meaning that knowledge is constructed through interactions between individuals and the world around them (Crotty,

1998). "To experience a world is to participate in it, simultaneously moulding and encountering it" (Heron & Reason, 1997, p. 3). The world is understood from the perspective of the individuals who are active in it (Cohen et al., 2007). Therefore, to know and understand more about the world of digital resilience for CYP, one must understand how CYP interpret their world from their standpoint.

Contrary to an interpretivist paradigm, a positivist paradigm assumes that knowledge is objective, there is a single reality (Bisman, 2010). Due to this belief, researchers have questioned whether a positivist approach is suitable for research into social science (Houghton, 2011). Within social science there is an exploration of societies and relationships amongst individuals. It therefore seems reductionist to believe that all individuals have the same reality. This further emphasises my position as an interpretivist, where there is recognition of the meaning of every individual's experience.

2.2 Participatory Research

Interpretivists use flexible research procedures and can look to acquire new knowledge with the help of participants (Carson et al., 2001). This research therefore used a participatory qualitative design. Participatory research approaches involve planning and operating the research process with those individuals whose lived experience and actions are being investigated (Bergold & Thomas, 2012). It allows questions to be generated from both a science and practice perspective (Bergold & Thomas, 2012). This research sought to explore the concept of digital resilience (science) and looked to find strategies and tips (practice) to support this.

As stated previously, participatory research involves planning and operating with others. This is a form of co-production. Research shows that in participatory approaches, co-researchers exist (Bates et al., 2018). Therefore, the CYP involved in this research were identified as co-researchers. *Co-researchers* is the term used to describe individuals who are partners of the research. They are involved in some or all of the research activities together with the researcher(s) (Marks et al., 2018). In this study, the co-researchers' level of participation in the research activities took place across a range of phases.

In Phase 0, the co-researchers were part of the pilot study. The pilot study was a condensed version of the main study and involved co-researchers participating in data collection and parts of the analysis (this is further detailed in the procedure and samples section). In Phase 1 and 2 (the main study) different co-researchers were involved as the focus was on one school. The co-researchers in the main study also participated in data collection and analysis and helped to create a Social Media Resilience Framework.

2.3 Data Collection Method: Focus Group

Focus groups were selected as the method of data collection. This created a space to elicit the personal views, attitudes, and experiences (Nyumba et al., 2017) of the co-researchers towards digital resilience. The co-researchers construct the meaning of digital resilience in different ways, so gathering as a group allowed for the truth to be a consensus formed by co-constructors (Pring, 2000, p. 251). Although interviews would have also offered a space to understand digital resilience from each co-researcher's perspective, it would not have allowed for a collaborative approach, and therefore may have been inconsistent with the participatory approach. Similarly, a survey may have not allowed co-researchers to expand on their views and as an interpretivist I am of the belief that knowledge is understood through the interaction between the researcher and those being investigated. Furthermore, focus groups are thought to be a way to connect scientific research and local knowledge (Cornwall & Jewkes, 1995) which is why it is often associated with participatory research (Morgan, 2002).

Based on the research objectives, questions were prepared that were used to guide the discussion in the focus groups, which is a common feature of focus groups (Nyumba et al., 2017). (See Appendix A for pilot study focus group questions and Appendix B for main study focus group questions, please note questions for the main study were modified slightly following reflections and feedback from the pilot study). The research objectives also helped to inform the composition of the focus group i.e., young people (in Year 12) giving advice to children. Krueger (1994) explains that the willingness to participate in a focus group conversation is vital for generating valuable data. This is something Krueger (1994) states can be achieved more easily through group homogeneity. There was a sense of group homogeneity in the main study due to the co-researchers being from the same school, same year and being of the same gender (please note gender was not an inclusion criteria).

2.4 Data Analysis Method: Thematic Analysis

The data was analysed using thematic analysis. Thematic analysis is widely used in qualitative research (Braun & Clark, 2006). It is useful for analysing the perspectives of different researchers (Braun & Clarke, 2006) which is particularly relevant in this study as co-researchers were recruited. Thematic analysis is a flexible approach that can support the researchers to identify key patterns and themes (Braun & Clark, 2006). It is flexible as it has the ability to be used across all the co-researchers' varying epistemological positions and there are few prescriptions and procedures in its process (Braun & Clark, 2006). There are six steps (see Table 1), which makes analysing in a group easier to manage. Nonetheless, its flexibility can lead to lack of coherence when themes are identified (Holloway & Todres, 2003). However, in this research there were opportunities to analyse the data on two

occasions (see section 2.5 Procedures and Samples), which helped to make the analysis more comprehensive.

There is limited literature available on thematic analysis in comparison to an analysis such as grounded theory (Nowell et al., 2017). However thematic analysis was chosen over other analyses because it is accessible and quick to learn and is also useful for those starting their research career (Braun & Clarke, 2006), which was important as the co-researchers were new to research and were limited with time. Moreover, there is existing research on social media so thematic analysis would further identify key patterns and themes whereas another analysis such as grounded theory is more suitable when little is known about a topic (Tie et al., 2019).

The six-step thematic analysis procedure by Braun and Clarke (2006) was used (see Table 1).

Table 1

Braun and Clarke (2006) Six Step Thematic Analysis Procedure

Stage	Procedure
1. Familiarising oneself with the data	Transcribing data, reading, noting down initial codes
2. Generating initial codes	Collating data relevant to each code
3. Searching for the themes	Collating codes into possible themes
4. Reviewing the themes	Checking if the themes work in relation to the different codes
5. Defining and naming themes	Names for each theme
6. Producing the report	Discussion of the analysis

Note. Adapted from Szediak et al. (2015)

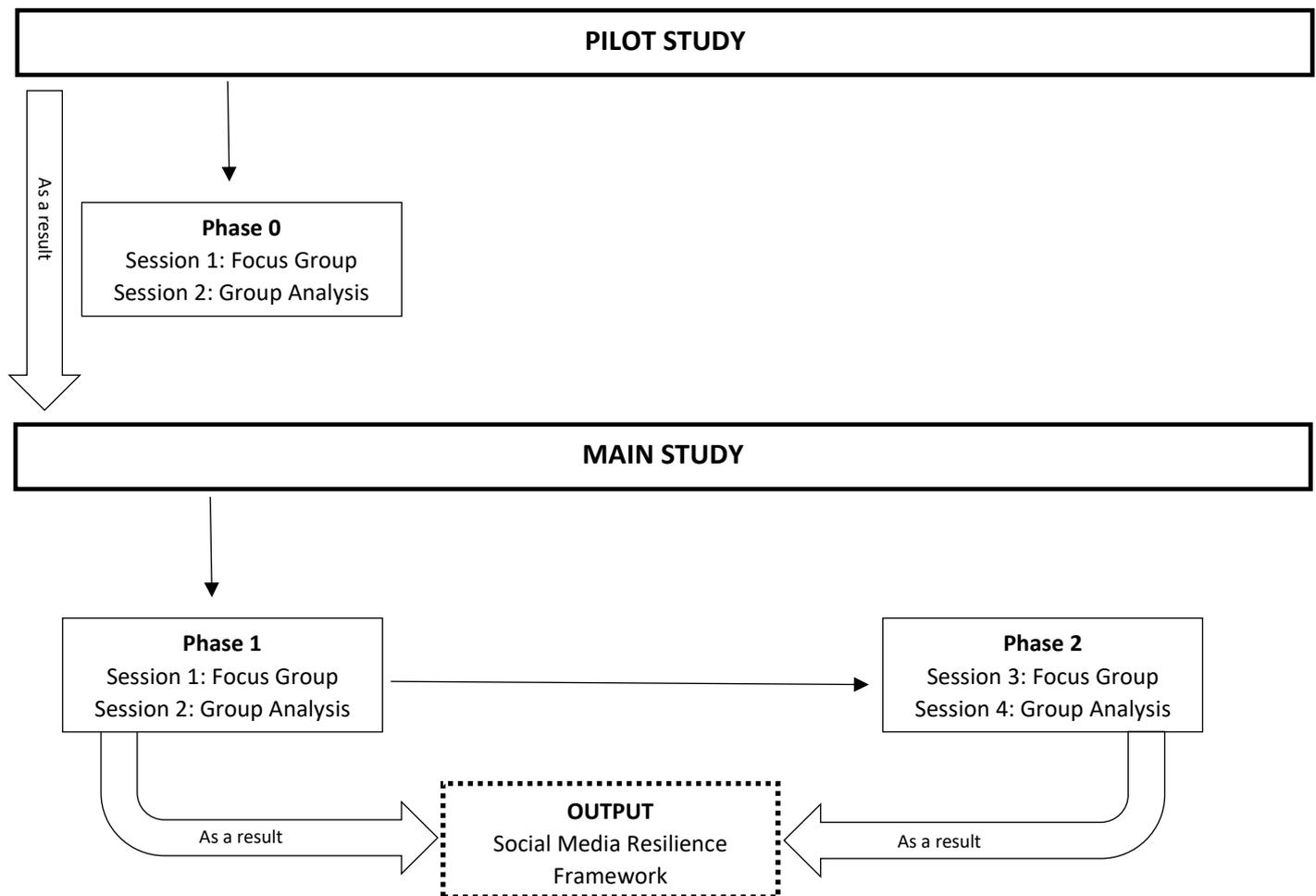
The co-researchers in the pilot and main study contributed to stage three, four and five of Braun and Clarke's (2006) thematic analysis procedure. Involving co-researchers within the analysis stage of the research enables myself as a researcher to develop a more reliable and greater understanding of the world of the co-researchers (Grover, 2004), which in turn increases the validity of the research (Thomas & O'Kane, 1998). Further to this, co-constructed research "facilitates the co-construction of knowledge at its core" (Horner, 2016, p. 8). This is consistent with the view of the interpretivist that there are multiple realities and meanings (Levers, 2013) that need exploring to allow for a consensus of the truth of reality to be formed by co-constructors (Pring, 2000, p. 251). As reality is subjective, as a

researcher I am impacted by what is being explored (Tekin & Kotaman, 2013). Therefore, I affect and can be affected by digital resilience. However, the research question is specifically about CYP's experience and "to experience a world is to participate in it, simultaneously moulding and encountering it" (Heron & Reason, 1997, p. 3). Therefore, co-researchers being part of the analysis process allows for their world to be understood from their perspective without being analysed and misinterpreted by my own experiences.

Some may argue and say perhaps the co-researchers were not equipped with the skills to analyse correctly. However, Kellett et al. (2004) suggests that co-researchers can be taught how to analyse data and strategies can be put into place to simplify this. In this research, a PowerPoint was made to teach co-researchers about thematic analysis and the skills they would be using (see Appendix C for thematic analysis explained PowerPoint slides). Further to this, the thematic analysis process was a joint process, therefore my role was to facilitate and support the analysis.

2.5 Procedure and Samples

The research was carried out remotely via Microsoft Teams (due to COVID-19) over a series of phases that are detailed below. Co-researchers had access to electronic devices which enabled them to be a part of the research from home. Each phase informed the next phase. The co-researchers involved in Phase 0 (pilot study) were different to the co-researchers involved in Phase 1 and Two (main study). Please see Figure 4 for the research procedure.

Figure 4*Research Procedure*

2.5.1 Phase 0: Pilot Study. Phase 0 was a pilot study that involved three students from mainstream schools in the UK who were aged 16+. The co-researchers were recruited through word of mouth (see acknowledgements) and volunteered themselves to take part in the pilot study. The purpose of this pilot study was to trial the quality and efficiency of the research tools, particularly as the research would be carried out remotely. The pilot study involved two sessions, three days apart, on Microsoft Teams. The first session was a focus group. Co-researchers were asked six open ended questions (see Appendix A) about their views on digital resilience. By answering these questions, co-researchers were given chances to build on comments made within the group. The focus group was recorded and later transcribed by me. I then conducted the initial two stages of Braun and Clarke's (2006) thematic analysis.

The second session with the pilot co-researchers involved a brief explanation of thematic analysis via Microsoft PowerPoint (see Appendix C). Following this, as a group the co-researchers contributed to stages three, four and five of thematic analysis of the data. The initial codes were shown on screen on a Microsoft Word document and co-researchers were asked to search, review, and define themes from the codes. After the data had been analysed, co-researchers were asked to feed back on the process as a whole and the research tools used, which resulted in some changes to the main study. Changes were made to the focus group questions to avoid duplication of answers (see Appendix B), and a decision was made to have two separate focus groups with the same co-researchers (therefore Phase 1 & Phase 2) to allow a chance for reflection and therefore more rich, detailed knowledge on digital resilience. It also accommodated for suitable screen time.

Although this pilot study was a smaller, condensed version of the main study, it was treated as an external pilot study and the results were not included as part of the main study. In some research, pilot study results are included in the main study results. However, the purpose of this pilot study was to trial the research tools used. Furthermore, it is felt that because this research is quite bespoke to the co-researchers' school, it might contaminate the findings (Van Teijlingen & Hundley, 2002), therefore the pilot study findings are not included in the results.

2.5.2 Phase 1. Phase 1 was the main study that involved four Year 12 pupils aged 16+ from one mainstream school. The school had been known to me previously, and I had developed a good working relationship with the Head of Year 12. I sent an email to the school outlining the research (see Appendix D for gatekeeper email). After the school had expressed interest, I created a recruitment video to be shared with the Year 12 students. This was uploaded by the Head of Year 12 to the Year 12 area on Microsoft Teams. The students interested were asked to reply to the video post. More than four students showed interest which exceeded the amount needed for the research. All students were numbered by the Head of Year 12 and I then picked four numbers at random.

The purpose of Phase 1 was to collect data about digital resilience through a focus group and allow co-researchers to become acquainted with thematic analysis process so that they were able to contribute to the analysis on the data. This took place across two sessions. The first session involved the focus group, which involved answering and discussing six questions (see Appendix B). The questions were slightly different to the questions asked in the pilot study, following the pilot study co-researchers' feedback about merging and refining the questions. The focus group was recorded and later transcribed by me. I then conducted the initial two stages of Braun and Clarke's (2006) thematic analysis (see Appendix E for an extract of the main study transcript & coding process).

The second session with the co-researchers involved a brief explanation of thematic analysis via Microsoft PowerPoint (see Appendix C). Following this, as a group the co-researchers contributed to the remaining stages of thematic analysis of the data. The initial codes were shown on screen on a Microsoft Word document and co-researchers were asked to search, review, and define themes the codes.

2.5.3 Phase 2. Phase 2 was a continuation of Phase 1. It involved the same co-researchers from Phase 1 (four co-researchers in Year 12 from one mainstream school). The purpose of this phase was to build on the themes identified in Phase 1 to check that the themes were accurate and to continue to build a rich picture about digital resilience. This involved another focus group where questions were based on the themes identified in Phase 1 (see Appendix B). I recorded and transcribed the data and completed the initial two stages of Braun and Clarke's (2006) thematic analysis, consistent with the process in Phase 1.

The next session with the co-researchers involved checking themes identified in Phase 1. The initial codes/subthemes from Phase 2 were shown on screen on a Microsoft Word document and co-researchers were asked to contribute to searching, reviewing and defining themes.. Some theme names were changed and merged as a result of the new data.

To end the session, co-researchers worked together to co-create an output, which summarised the data from both Phase 1 and Phase 2 into a framework (this can be seen in Figure 5 in the results and discussion section).

2.6 Ethical Considerations

2.6.1 Protection From Harm. This research needed to consider the co-researchers protection from harm. This research is based on the topic of social media, a place that may have negative connotations for some individuals, igniting feelings of discomfort and upset. To manage this risk, co-researchers were provided with a disclaimer prior to involvement and were offered the chance to speak to myself or the Head of Year 12 should they wish throughout the study and after. If the co-researchers were to have a negative experience, the following steps had been planned:

- i. The co-researcher is told this would be shared with the pastoral team at school.
- ii. The pastoral team will meet with the co-researcher to discuss the best way to support, in addition to weekly check in sessions.

Please note the co-researchers in the pilot study were offered the opportunity to talk to myself if they had a negative experience during the research process.

2.6.2 Recording Materials/Data Protection. The focus groups took place on Microsoft Teams, and the sessions were recorded by Microsoft Teams in order to aid transcription. Data was stored on my work laptop, which is encrypted and has a password. Co-researchers names were not included in the transcription. This also links to general data protection regulation (GDPR). Following transcription, the video records were destroyed.

2.6.3 Informed Consent. The research was approved by University of East Anglia ethics committee (see Appendix F for ethics application). Approval was also given from the local authority (LA) in September 2019 where the research was set to take place. When a school had been identified, the Head of Sixth Form and Head of Year 12 were sent an information email (see Appendix D). When the school had expressed interest, a meeting was set up between me and the Head of Year 12 for further discussions about the procedure.

In the pilot study and main study information and consent forms were sent to co-researchers for this project as per The British Psychological Society (BPS) Code of Human Ethics (2014, 10.1), "consent should be sought, by means appropriate to their age and competence level". All co-researchers were above the age of 16 and had mental capacity so were able to consent for themselves (as per Gillick Competence & Mental Capacity Act 2005). Please see Appendix G for information and consent forms for the pilot and main study. Please note there are slight modifications from the pilot study version to accommodate for amendments following the pilot study reflections and potential publishing queries I had.

2.6.4 Confidentiality and Anonymity. As this research involved co-researchers, it raised concerns in regard to confidentiality and anonymity. Co-researchers were informed about the possibility of co-publication of the research and their potential involvement in this. It was important that they were aware that they could be named for their role in the research. The consent form made this clear.

2.6.5 Right to Withdraw. Co-researchers were reminded about their right to withdraw at various points during the phases, and it was also included in the information and consent form. I was mindful that the co-researchers were Year 12 students so may be busy with examinations. The co-researchers were, however, reminded that I would not be able to withdraw anything from the focus group as it would be part of a conversation and would link to things other people have said.

2.7 Assessing Quality of Research

There has been a continuing debate regarding how to assess the quality of qualitative research. Yardley (2000) has suggested four criteria that should be used to quality assure research, those being sensitivity to context, commitment and rigour, transparency and coherence and impact and importance.

This research shows sensitivity to context as it explores a topic that is heavily prevalent in the lives of CYP in society today. Further to this, it seeks to contribute to supporting CYP as they gain digital independence as they transition into secondary school (Ofcom, 2020a, p. 1). This research demonstrates commitment, rigour, transparency, and coherence throughout, as it was first proposed in September 2019 and has since been continuously explored through reflections and conversations in supervision. This research

also had a pilot study which helped to trial and test its feasibility, in addition to detailed phases of the research procedure. Lastly, it displays impact and importance. It contributes to the EP profession, as well as being useful for schools and CYP themselves through the creation of the social media resilience framework, which is a practical tool.

3.0 Results and Discussion

Thematic analysis of the data in Phase 1 and Phase 2 resulted in the identification of key themes which can be seen in Table 2. This showed what advice young people would give to children about being resilient living their lives online.

Table 2

List of Main Themes and Subthemes

Theme number	Theme Name	Subthemes
1	Education around social media	<ul style="list-style-type: none"> • Understanding platform features and its impact • Awareness of safe online practice
2	Discreet and indiscreet online pathways to support	<ul style="list-style-type: none"> • Access to multi-media resources • Direct personal contact • Restriction tools on social media
3	Guidance and discussion with others	<ul style="list-style-type: none"> • Advice from friends and family • Hearing from experienced speakers • Discussions across home and school
4	Supervision that allows freedom	<ul style="list-style-type: none"> • Monitoring engagement and time limits • Knowing when to intervene
5	Maintaining parent-child relationship values	<ul style="list-style-type: none"> • Trust • Honesty • Communication

3.1 Theme 1: Education Around Social Media

The first theme 'education around social media' indicates the need to develop knowledge to become digitally resilient. Co-researchers (CR) described the need for lessons in school and discussed what topics/areas children needed to be educated on. This included topics such as 'awareness of safe online practice' and 'understanding the features and impact' of social media. CR1 suggested the following in regard to safe online practice:

"...like a lesson a week or something on how to stay safe and some of them would be on other stuff. I think bring that to maybe year 6 age would be better cos they would understand more and not be sucked in so quickly..."

The findings show that education surrounding safe practice on social media needs to be accessed prior to children transitioning into secondary school. It may be that children receiving education at a later stage is not as beneficial as they may have already encountered several difficulties on social media that were not managed successfully. Further to this, younger children may not have yet developed their digital independence, therefore it may be easier for adults around them to notice any difficulties they are having online and work through them together. However, it could be argued that it may be hard to notice if a child is engaging in safe online practice if they have their own individual smart phone. Therefore, it is possible that education around safe practice on social media is most useful prior to children having access to their own individual smart phone. If children are educated earlier, they will be better prepared when they encounter risks or may avoid risks. They may be able to prevent negative chain reactions, which is a protective mechanism for resilience identified by Rutter (1987). In regard to social media, this means that children will be able to prevent themselves from being exposed to a risk and the negative interactions that follow this. Nonetheless, the UK Council for Internet Safety (2020, p. 1) state that digital resilience is "achieved primarily through experience, rather than learning", which can be seen to be contradictory to what the findings suggest about learning from an early age being particularly important.

This research has highlighted the importance of age when thinking about education to aid resilience. Existing literature has highlighted the importance of an individual's developmental stage in relation to media use. The lived experience component is the backdrop of the Adolescent Media Practice Model (Steele & Brown, 1995) that accounts for an individual's developmental stage when considering how an individual uses social media for identity, selection, interaction, and application. Therefore, age may be the backdrop for considering how an individual may manage risks on social media and therefore build resilience. This is suggestive of a person-centred targeted approach where the education around social media for one year group may differ to another year group. 'Awareness of safe

online practice' was further explored with findings indicating the importance of protecting wellbeing when using social media. CR1 shared that CYP should learn to consider "the options they would have if they found themselves in a position where they wanted to kind of back off from social media". Further to this, CR3 highlighted the importance of "taking time for yourself" and "taking breaks...remembering that it's all online and there's a real life out there". This shows that CYP need to develop an understanding on the difference between the online and offline world and know when to take a break from the online world as this will mean they are safely engaging with social media. This is consistent with some of the content Bush and Russell (2016) feel the digital resilience programme in schools should consist of. In essence, protecting oneself online and developing empathy and responsibility offline and online. Further to this, distinguishing between the offline and online world could be seen to align with the notion of social literacy. Bush and Russell (2016) stated that social literacy is needed to respond to any risks online. Social literacy may give CYP the skills to recognise the difference between the online and offline world. Therefore, as part of 'awareness of safe online practice' to develop digital resilience, social literacy skills will need to be taught. Having social literacy skills can be seen as a personal trait. Models of resilience in existing research tend to factor in personal traits, external protective factors, and the interaction between them both (Wang et al., 2014). In relation to social media resilience, the interaction can be seen when children are educated (external protective factor), which then helps them develop their social literacy skills (personal trait). Therefore, children may need both for optimum resilience.

CR1 commented on the importance of 'understanding platform features and its impact' in digital resilience by stating that there should be "some stuff about the...terms and conditions that no one ever reads...sort of making that simpler so people can understand what they're actually signing up for...". This suggests that the terms and conditions are not often read by CYP, which implies that there is minimal knowledge on the legal agreement between the users (CYP) and the social media platform. This means that CYP are signing up to social media platforms without understanding how they should appropriately use the platform and the possible impact of its use. It seems these conditions are not read because they are difficult to understand, which is why they should be simplified. It could be argued that this form of education should come from the social media platforms themselves rather than education staff in schools, as they will have more knowledge about the platform. Nonetheless, educational staff would have had the appropriate training to know how to differentiate material for the needs of the learner that perhaps social media platform staff may not have.

It is important to consider the range of social media platforms that CYP are accessing. Research has highlighted that YouTube, Facebook, Snapchat, Instagram,

WhatsApp and TikTok are some of the common social media platforms used by children (Ofcom, 2020a). Simplifying the terms and conditions for all platforms CYP use would be a time-consuming process, and it could be argued that school staff do not have the capacity to fulfil this role. Therefore, as stipulated previously social media platforms should take more responsibility in ensuring that its users are educated. Research by the Children's Commissioner (2017) suggests that a children's digital ombudsman role would be useful in working with both children and social media platforms. This research provides further evidence for the great benefit of this role in educating CYP on digital resilience.

The need for 'education around social media' found in this research has also been discussed in existing literature. The school/setting context is a domain in the ecological model of resilience (Bronfenbrenner, 1979) that is found to influence resilience. Therefore, the findings from this current research further emphasise the role the environment plays in how individuals develop. The Growing Up Digital report by the Children's Commissioner (2017) also highlights the need for a digital citizenship programme alongside research by Bush and Russell (2016). CR1 and CR2 conveyed the importance of regularity when it comes to education, as indicated by comments such as a "lesson a week", "monthly lessons". Social media is ever evolving and new unsafe situations regularly present itself, which means that it is important to keep up to date with social media culture. Regular lessons will give opportunity to discuss arising safety concerns and address them appropriately. It is evident that one stand-alone lesson will not suffice in building digital resilience. It may also be that the school context works alongside other contexts, as the five crucial contexts (personal, home, school, public and cyber) identified by Papatraianou et al. (2014), similar to the ecological model by Bronfenbrenner (1979) have the ability to work simultaneously and effectively with one another.

3.2 Theme 2: Discreet and Indiscreet Online Pathways to Support

The second theme 'discreet and indiscreet pathways to support' highlights 'access to multi-media resources', the 'direct personal contact', and the 'restriction tools on social media' available to help build digital resilience. CR3 commented on the different multi-media avenues, sharing that "...posters and...different websites...links and videos to watch" would be useful in building digital resilience. CR3 added that the "school can give out...letters or leaflets" and the availability of "YouTube...the internet in general" and "columns" would contribute to digital resilience. Ironically, it seems ways to support digital resilience suggested by the co-researchers are forms of mass communication. The range of pathways suggested show that there is no one size fits all approach. CYP will have preferences in regard to what media they would access for support. Some forms of media will have more visuals e.g., posters, and others will have more written text, e.g., leaflets. This may be useful for CYP who have additional needs and perhaps need information to be simplified. The

findings also suggest that it can be the responsibility of schools to signpost CYP to the different multi-medias available to support digital resilience. This links with theme one, 'education around social media'. By sharing resources staff can be seen to be educating CYP. However, CYP would be left to independently explore these resources with minimal support, so one may argue that this is not a supportive way of educating CYP.

CR3 commented on the importance of 'direct personal contact' to help build resilience by stating that emails can be sent "personally to you" or "you could ask for it" and CR1 shared how someone "could discretely get more support" and the best way to do this was through "email... 'cause then you don't have to physically go anywhere, you can literally just do it from home or school". It is possible that receiving information on digital resilience directly may make an individual more inclined to attend and engage with the information. Whereas displays may be ignored or missed unless they are specifically pointed out by an adult. Having a range of pathways that are direct and indirect to access support for digital resilience builds on the notion that digital resilience is fostered by opportunities (UK Council for Internet Safety, 2020), as the range of pathways would offer different chances.

CR1 commented on the use of 'restriction tools on social media' as a way to support digital resilience:

"... I think it's really easy now, if there's like a particular person who's making you feel a certain way negatively on social media, you can just block them easily, and...they don't actually see that you block them, so... it won't cause any problems with them I don't think..."

This statement also suggests that a user will need to be aware of their own feelings when using social media, to recognise when something is negative, possibly making them feel sad or angry. This aligns with the view from Bush and Russell (2016) that emotional literacy is needed for digital resilience. Furthermore, this links with Vanderpool's (2002) suggestion that being able to self-reflect is a personal trait needed for resilience, as it could be argued that an individual being aware of their own feelings as suggested by CR1 requires self-reflection.

There also seems to be a sense of anonymity when using the blocking feature on social media that co-researchers deemed useful. The discreet nature of blocking is likely to not raise any attention to the fact that the user is feeling discomfort. Using the blocking feature is also echoed in the research by Bush and Russell (2016). They detail that users can block or change their profile setting to private. Having the ability to block someone on social media could be seen as an individual gaining control which is consistent with existing protective mechanisms for resilience by Rutter (1987) who suggests that a sense of mastery and control is important for resilience.

It could be argued that although blocking is a practical way of managing difficulties online, it does not necessarily address any emotional difficulties the user has encountered. Research shows that typically problem-focused coping is used as the primary control and emotion-focused coping is used as the secondary control (Hampel & Petermann, 2006). This suggests that following blocking there needs to be an emotion-focused strategy used. The need for an emotion-focused strategy was further emphasised when CR3 shared that “blocking people online can be quite... a big deal but if they are...being threatening towards you in real life then...people can definitely sort out the problem...”. It is possible that using the blocking feature may be perceived quite negatively by the individual being blocked, despite it being used to make the user feel better. However, in turn the user may feel worse due to the threat from the person who has been blocked. It is possible that this is seen more as a threat when all parties involved are attending the same school. This may give room for in person confrontation. However, there are adults available in school to help to support in resolving and diffusing the situation, and therefore building digital resilience.

Using the online world to help develop digital resilience is consistent with existing literature by Elmquist and McLaughlin (2017) who shared that some social media platforms have given links to chats with someone on the other end to help. This idea could be extended with the views from the co-researchers as help on social media platforms could be incorporated through columns or videos. For example, having a YouTube channel about resilience that allows those watching to interact and ask questions, all which will help build digital resilience. The community/society context is a domain in the ecological model of resilience (Bronfenbrenner, 1979) that is found to influence resilience. The online world could be seen to be a community of support. However it could be argued that community needs to consist of the physical presence of individuals. Nonetheless, this may be a very dated outlook of community that does not necessarily reflect the modern world of technology.

3.3 Theme 3: Guidance and Discussion with Others

The third theme '*guidance and discussion with others*' highlights the need to seek 'advice from family and friends', 'hear from experienced speakers' and have 'discussions around home and school' to aid digital resilience. CR4 felt that siblings played a key role in this:

“I think... older siblings have a probably the biggest role in it... because younger kind of children do...really look up to their older siblings...I think it could be a bit unhealthy if they see their kind of role model on social media all the time. I think it's also important to educate the older children as well on like not being addicted to social

media. Erm because they do, whether they admit it or not, they do copy the older sibling..."

This comment suggests that CYP can be heavily influenced by their older siblings. It is possible that CYP are inspired by their siblings and hope to follow in their footsteps, therefore they feel they should act similarly to them in managing any difficulties. However, this is with the assumption that the older sibling has managed difficult situations online appropriately as CYP will need positive role models to turn to. Interestingly this highlights the importance of older children having been educated in order to support others. This links with theme one 'education around social media' and suggests that there is a cyclical nature in supporting digital resilience as those educated can help to educate. This is consistent with research by Livingstone and Palmer (2012) that CyberMentors were useful. Older siblings could be seen to take the role of CyberMentors in helping to build digital resilience in children.

It could be argued that a good relationship is needed between the individual and their older sibling/CyberMentor to increase digital resilience. A good relationship would mean that CYP feel safe and comfortable to share any difficulties that they may be going through online. They would also need to trust their older sibling. However, the older sibling will need to consider talking to others for further support for their sibling if there is a safeguarding risk. This suggests that older siblings will need to have a level of understanding of safety.

Seeking support from family members and friends seems to take precedent over accessing online support. CR3 shared that "...videos and...columns...if people read those as well they might help if they don't have...family members or siblings to help or friends to help them...". This indicates that family and friends are a high sought out resource for CYP when being resilient living life online, possibly because it allows an open line of dialogue which multimedia resources may not provide. The dialogue with family may make it feel like they are being listened to. Furthermore, a more person-centred support will be available from family members and siblings as they will understand the CYP and perhaps the social media context where difficulties are arising. However, one might question the family or friend's digital competence, as this could impact how much they can support a young person with digital resilience. This is supported by Livingstone and Palmer (2012) who found that children are more at risk online if their parents lack education or digital experience. Further to this, it is consistent with research that reports that positive peer relationships (Nycyk, 2011; Papatraianou et al., 2014) have helped with online resilience.

On the other hand, hearing experiences from those unfamiliar to the CYP has been found to support digital resilience. CR2 shared that "outside speakers coming in" would be useful and CR4 added to this sharing that "...first-hand people who are like older than

them...year elevens could talk to year sevens or something about experiences, so it's more like catered to the experiences that they've had...". This suggests that CYP really value experiences when learning about social media. It may be that 'hearing from experienced speakers' enables CYP to better learn. The UK Council for Internet Safety (2020, p. 1) state that digital resilience is "achieved primarily through experience, rather than learning", but this research suggests that the experience does not necessarily need to be one's own.

The Social Identity Theory (Tajfel & Turner, 1986) explains that individuals esteem needs can be fulfilled if they are part of a social group. Hearing about others negative experiences on social media and the way they use social media can give an individual a sense of connection and they may feel they are part of an in-group. Therefore, they may be more likely to engage with tips to become digitally resilient with someone they can relate to.

Having 'discussions across home and school' help to promote digital resilience. CR4 shared that "...starting up a conversation with people...like getting people to have like class discussions in...table groups or... sitting with their friends but having a conversation specifically about this stuff..." would be helpful. This relates to the school context. Conversations in school will be amongst other CYP who may also be going through difficulties on social media too. This is similar to the communicative coping strategy suggested by d'Haenens et al. (2013), which involves speaking with someone to help build resilience. Conversations will give a space for CYP to share their experiences as well as strategies to help one another. As stipulated previously learning about experiences is important. However, CYP will need to want to be vocal, this means they will need to feel comfortable in expressing their views. This theme could be seen to be similar to theme one, 'education around social media', as within a lesson one would expect there to be discussions. Nonetheless, it may be that some discussions about digital resilience are more structured than others. Or perhaps some conversations need to take place without the presence of a teacher, as existing research suggests that young people are "often best placed to offer solutions for how best adults can support them in managing risk and staying emotionally resilient online" (Bush & Russell, 2016, p. 58).

CR3 also considered discussions in the home context and the importance of being "vocal with friends and family". It could be questioned as to whether seeking advice is the same as being vocal. Some CYP may wish to vent rather than come up with a solution for their problem online. Having conversations in both the home and school environment is consistent with the crucial contexts identified in existing literature in being protective factors for resilience (Papatraianou et al., 2014). Erikson (1968) discussed the importance of context in influencing a person's identity. Therefore, for a young person to see themselves positively it would be important for their context to feel safe and feel like a place where they

belong. Furthermore, conversation in both environments will help to share the support, so neither family nor school feel entirely responsible for building digital resilience in children.

Consideration should be given to when 'guidance and discussion from others' is needed. As mentioned in theme one, it may be useful to have conversations regarding digital resilience prior to children having access to their own individual smart phone. The guidance and discussion should then be continued, which could serve as a way of monitoring a child's engagement with social media. This aligns with research by Papatraianou et al. (2014) who noted that increased level of parental supervision was a protective factor for resilience. Further to this, the parents and carers, family, friends are all domains in the ecological model of resilience (Bronfenbrenner, 1979) that are thought to influence resilience. Therefore, this theme emphasises the role the family context plays in building resilience.

3.4 Theme 4: Supervision That Allows Freedom

'Supervision that allows freedom' was the fourth theme identified that highlighted how 'monitoring engagement and time limits' on social media and 'knowing when to intervene' when there is an issue is beneficial for digital resilience. CR1 shared their view on time limits:

"...if parents said...you're not allowed to go on Instagram or something I think that's...not really the way to go about it because then the child will want to do it more...I would say a time limit is more important than kind of checking what they are actually doing on social media because I think there does need to be some element of trust...but then obviously you don't want someone to be on social media like 24/7, so a certain agreed time limit..."

Further to this, CR3 noted that social media was a "space to share things" and "you can put what you want" as "it's not determined by anyone else other than yourself". These comments highlight the individuality and freedom that should come with social media use. This indicates that others will struggle to dictate how CYP should use social media, as well as for how long. This is consistent with the sense of mastery and control mechanism from Rutter's (1987) protective mechanisms for resilience. Being able to regulate your online space and focusing on who oversees it is key. It appears having parents who ban social media use is ineffective. Parents who take this approach may be seen to be raising as Samuel (2017) termed it, digital exiles. Raising digital exiles could be seen to be damaging. Banning access increases CYP's curiosity and their want to explore social media further. Exploring and being exposed to potential risks online is important in building digital resiliency (UK Council for Internet Safety, 2020). Therefore, it is indeed important that CYP have some level of engagement in social media.

Interestingly it seems that having a time limit is more important than monitoring. It is likely that a time limit is something that can be enforced on a personal level, so is therefore less of an invasion of privacy. With a time limit CYP are still able to maintain a level of digital independence and have a sense of freedom to explore. It is unclear as to what this time limit should be, and it is likely that this will be relative to each individual and their circumstances. For example, an individual who regularly has difficulties on social media may reduce their time significantly compared to someone who rarely has difficulties on social media. Furthermore, what CYP are engaging with may have an impact on their time limit. They may be using social media to connect with a particular conversation or as a form of digital activism. Moreover, CYP may be social media influencers and may need to monetise from posting. Nonetheless, it could be argued that regardless of the use, social media use should be done in moderation, as one would apply to other areas of life. This aligns with existing research by iRights (2015) who found that timers within social media platforms were effective for digital resilience. Furthermore, this highlights that the cyber context should be involved in 'supervision that allows freedom'.

CR2 further explained why time limits was important. This was because "...the more time you spend on it, the more trapped...in the thought you will get...". This highlights the importance of balance when engaging with social media. It insinuates that less time spent on social media is likely to result in less online risk. However, it could be argued that if CYP are discussing their thoughts with those around them then they will perhaps be less trapped in negative thoughts. CYP may engage in discussion with family and friends to release negative thoughts. As stipulated previously, parental supervision is a protective factor for online resilience (Papatraianou et al., 2014). During parental supervision, parents will conversate with their children about social media. This theme therefore links in with theme three, 'guidance and discussion with others'. It may be that within discussions, CYP have a sense of autonomy on how they would like their monitoring of engagement to look. This will also help to give CYP a sense of freedom.

CR1 commented on the importance of adults 'knowing when to intervene' and supervise:

"I feel like school wouldn't get involved unless asked just because...people might not trust the school...if they were kind of monitoring what they were doing on their own time on their own phone...but I guess they could intervene...after something..."

This suggests that school could be involved in the supervision of social media use however only when asked. It may be that CYP feel more confident in discussing difficulties with the school if there is a positive relationship with staff and they trust that it will be solved.

Furthermore, it could be argued that because social media use occurs outside of school time it is not necessarily a school issue. However, if the issue is affecting the child or young person's engagement with learning then it would need to be further explored by school and/or other external agencies e.g., an EP.

'Knowing when to intervene' will help to balance the idea of supervision and freedom. It is through supervision that CYP can be mentored into being digitally resilient which will result in them becoming digital heirs (Samuel, 2017). It would be important to discuss with CYP how this supervision may look as co-researchers emphasised the need for the monitoring process to be relaxed. However, it may be difficult to know when to intervene as it has been suggested that experience/exposure to risk is needed to build resilience (UK Council for Internet Safety, 2020). This highlights the notion of taking a preventative or a reactive approach to digital resilience. It is possible that the first encounters of risk on social media result in a reactive approach that leads to a preventative approach for future encounters. Further to this, the UK Council of Internet Safety (2020, p. 4) state that "an individual can recover when things go wrong online by receiving the appropriate level of support to aid recovery". What counts as appropriate support can be interpreted in many ways and may vary for different incidents online. Too much support may take away an individual's independence, which emphasises why knowing when to intervene is important.

3.5 Theme 5: Maintaining Parent-Child Relationship Values

The notion of 'maintaining parent-child relationship values' highlights the huge role parents play in helping a child become resilient using social media. Key aspects of the relationship that the co-researchers discussed were 'trust', 'honesty', and 'communication'. CR3 shared that to keep a stable relationship between parent and child, CYP should "just keep communicating...and just keep on...voicing concerns...". This is similar to theme three, 'guidance and discussion with others', which reemphasises the importance of opening up dialogue about social media to build resilience.

Through communication, both parents and children will be able to share concerns. This is however reliant on a level of expressive and receptive language skills. Both parties should be able to express themselves in a clear, coherent manner. This adds to Bush and Russell's (2016) definition of digital resilience that states that digital resilience involves social and emotional literacy skills. This research suggests that it is also communicative skills that play a role in digital resilience. This is supported by research by Livingstone et al. (2011) and Kochenderfer-Ladd and Skinner (2002) who found that being able to talk and confide in an adult about a negative experience is particularly supportive of online resilience.

Nonetheless, it is important for parents to acknowledge that behaviour can be a form of communication, so CYP may not necessarily verbally discuss what difficulties are happening online. Therefore, some children's behaviour may change which may be an

indicator of a difficulty they are experiencing on social media. However, this may be difficult to recognise, therefore direct verbal communication is more beneficial. Interestingly, CYP having this line of dialogue with parents can be seen to relate to the dynamics of the relationship digital heirs have with their parents or other adults around them.

CR3 noted the importance of 'trust' in the parent-child relationship, sharing that "them (parents) letting you know that they trust you using that platform is really important...". This suggests that parents should have faith in the ability of their child to use and manage their time on social media platforms appropriately. One may argue that the reason why parents may not trust their child on social media needs to be explored. It could be that the parent is highly anxious and is projecting their worries onto the child. This may be because the parents themselves lack education or digital experience.

If parents trust their child more, they may be less likely to engage in monitoring their child's engagement and time limit which links to theme four, 'supervision that allows freedom'. The parent has trust that their child can exercise freedom and communicate any concerns they may have so that digital resilience can be built. If there is distrust in the relationship, it may result in parents wanting to monitor their child's social media use more which co-researchers have explained needs to be relaxed. Excessive monitoring may be detrimental to the parent-child relationship.

'Honesty' also plays a role in the parent-child relationship when building digital resilience. CR3 shared that "...parents being honest with children and children being honest with parents is the main sort of thing there...". This indicates that building digital resilience is a two-way process between a parent and child. CR1 further built on this and said that:

"complete transparency...of both people...so the parent would be honest that they...do want to kind of check that the child's ok...so there's no kind of going behind anyone's back, the child can still trust the parents ...that there not just...checking on their phone".

It seems that 'honesty' links closely with 'communication'. Both parties would need to communicate honest thoughts, as this will allow for the online difficulty to be addressed appropriately. A parent going behind their child's back and checking their child's phone may be seen as a betrayal resulting in the child no longer trusting their parent and then the child potentially not communicating any online difficulties, therefore reducing digital resilience.

A child may struggle to be honest with their parent if they are perhaps embarrassed by what has happened online. As a result, they may require a more discreet way of communicating their honest thoughts as detailed in theme two, 'discreet and indiscreet online pathways to support'. However, it could be argued that if the child or young person

feels safe and comfortable with their parent, they may be more likely to be honest. This is consistent with the secure attachment style developed by Ainsworth (1970). Ainsworth (1970) suggested that children who are securely attached will seek comfort from their parents when they are frightened, and they will be confident that their caregiver will be there to meet their needs. In this instance, parents will be there to help the child manage any difficulties online. It may be that those children who are insecurely attached may be less likely to discuss online difficulties with parents, resulting in decreased digital resilience.

Although the literature suggests that parents should be well informed about social media (as there is more risk online for children if their parents lack education or digital experience [Livingstone & Palmer, 2012]), the findings of this research suggest that this is not entirely necessary. It seems that having values such as honesty, trust, and communication i.e., being securely attached to an adult is better for digital resilience than knowledgeable parents. This is consistent with Maslow's Hierarchy of Needs (1943) which states that individuals need to have their 'love and belonging' needs met. Individuals who have a great amount of love and community will have support during hardships (Maslow, 1987).

3.6 Output: The Social Media Resilience Framework

This study had the aim of exploring the advice young people would give to children about being resilient living their lives online. The goal was to create a document/practical tool with advice that could be used by members of staff in school. Co-researchers created a Social Media Resilience Framework (see Figure 5).

The framework is a visual representation of themes and subthemes and further detail from the transcript (please see Appendix H for further supporting quotations). It was felt that it was appropriate to make the framework with subthemes and some initial codes to maintain a level of detail that the themes alone would not provide.

Figure 5

The Output: Social Media Resilience Framework

WHAT	HOW <i>Can also be used as a checklist</i>		
Education around social media	Understanding platform features and its impact		Awareness of safe online practice
	Monthly lessons focusing on safety online, taking a break online, cyberbullying (victim and perpetrator), offline and online comments, effects of social media, using social media correctly, and simplified terms and condition of platforms		
Discreet and indiscreet online pathways to support	Access to multi-media resources	Direct personal contact	Restriction tools on social media
	Resources could include posters, leaflets, booklets, videos, columns. Contact can be made directly through letters or emails. Blocking and deleting features on social media can be used. The forms of support should be as needed and discreet if possible.		
Guidance and discussion with others	Advice from friends and family	Hearing from experienced speakers	Discussion across home and school
	Older young people can talk about their lived experienced as well as outside people. Discussions should be encouraged during tutorials and in class.		
Supervision that allows freedom	Monitoring engagement and time limits		Knowing when to intervene
	Set times on phone would be useful. Supervision is particularly beneficial after an incident or when there has been a difficulty online. Supervision should take a relaxed approach and there should be minimal pressure.		
Maintaining parent -child relationship values	Trust	Honesty	Communication
	Parents should have initial 'joining social media' conversations with their children. They should continue to be open about concerns and avoid being accusatory. They should check in and strive to work as a team with their children.		

The Social Media Resilience Framework created can be seen to contribute to knowledge by extending on elements of the UK Council for Internet Safety (2020) digital resilience framework. The UK Council for Internet Safety (2020) digital resilience framework suggests that individuals need to understand, know, learn and recover. The Social Media Resilience Framework in this research extends on understanding and knowing what is needed to build digital resilience. It details that 'awareness of safe online practice' and 'understanding the platform features and its impact' is important to know and understand. The UK Council for Internet Safety (2020) highlights the need to learn from experiences which this research framework embodies yet suggests needs to be done with a level of supervision. The UK Council for Internet Safety (2020) stresses the importance of recovering when things go wrong. This Social Media Resilience Framework within this research suggests that recovery may come from a variety of avenues e.g., 'discreet and indiscreet pathways of support' and 'guidance and discussion with others'. Therefore, this Social Media Resilience Framework, is an extension of an existing framework.

4.0 General Discussion

The findings show that 'education around social media', 'discreet and indiscreet online pathways to support', 'guidance and discussion with others', 'supervision that allows freedom' and 'maintaining parent-child relationship values' were pieces of advice young people would give to children about being resilient living their lives online. The advice seems to encompass a balance of both problem-focused and emotion-focused coping strategies. 'Education around social media' aligns with problem-focused coping strategies, 'discreet and indiscreet online pathways' tends to align with both problem-focused coping and emotion-

focused coping strategies, and 'guidance and discussion with others', 'supervision that allows freedom' and 'maintaining parent-child relationship values' align more with emotion-focused coping strategies. This suggests that both coping styles complement each other which is consistent with the literature by Hampel and Petermann (2006). However, it is inconsistent with the literature by Chen (2016) that found that resilience is positively associated with problem-focused coping and negatively associated with emotion-focused coping. Furthermore, this research suggests that to access some emotion-focused coping strategies, communicative skills need to be present, e.g., in maintaining parent-child relationship. Therefore, those with increased communicative skills may be more likely to use an emotion-focused coping strategy to increase digital resilience.

The advice young people would give to children about being resilient using social media also seems to encompass both reactive and preventive coping strategies (Parris et al. (2012). For example, in 'guidance and discussion with others', discussions at home and at school can happen reactively and preventively. For, however, the theme 'education around social media' it seems as though preventive-coping strategies are most useful, as co-researchers noted that education should occur in Year 6 before children reach secondary school. Therefore, there is value in both strategies for digital resilience, yet this can be seen to be age dependent.

The advice on CYP being digitally resilient seemed to draw on a range of contexts, such as home, school, and cyber, which is consistent with the ecological model (Bronfenbrenner, 1979) of resilience, in addition to Papatraianou et al. (2014) external protective factors within five crucial contexts. 'Guidance and discussion with others', 'supervision that allows freedom' and 'maintaining parent-child relationship' draw on the home context, 'education around social media', 'discreet and indiscreet online pathways to support', 'guidance and discussion with others' draw on the school context. 'Discreet and indiscreet online pathways' to support was also seen to draw on the cyber context. It is evident from this research that there are a variety of domains that need to be considered when supporting CYP with digital resilience. Interestingly, personal, and public context were not identified as protective contexts for digital resilience in this research. Not seeing the personal context as a protective factor for digital resilience is consistent with recent research on resilience that has moved away from focusing on individual qualities to looking at environmental factors (Fleming & Ledogar, 2008).

This research suggests that resilience is both a developmental process and outcome. 'education around social media', indicates that digital resilience can be taught therefore it is an outcome. However, 'guidance and discussion with others', 'supervision that allows freedom', 'maintaining parent-child relationship', and 'discreet and indiscreet online pathways to support' suggest that building digital resilience is a developmental process. This

is because all these themes involve a form of interaction, which indicates that it is a two-way process, consequently, the child is developing with the help of the support they are accessing.

4.1 Implications for Educational Psychologists

The Social Media Resilience Framework created can be used as a preventative or reactive tool by EPs or school staff. EPs could use the framework when carrying out systemic, group or individual work with a school when there is or when a school is preempting difficulties with social media. At a systemic level, an EP could work with a school using a Red, Amber, Green (RAG) system on the framework to see which areas need further development. Within each area on the framework, particularly 'maintaining parent-child relationship values', there is also room for EPs to apply further psychological formulation e.g., pertinent theories such as Ainsworth's (1970) secure attachment. An EP may also work with a school to focus on 'education around social media' and differentiating it for CYP with additional needs. At a group or individual level, an EP could use the framework with CYP to assess their personal understanding of resilience and make suggestions (using the how side of the framework) of what to do next. As suggested by Lewis et al. (2012) educational professionals that work within mental health should become familiar with the cultures and themes of social media so that they can integrate it into their practice. This tool aligns with Lewis et al. (2012) suggestion and gives space for educational professionals to be in touch with social media in a clear, systematic way.

In addition to creating a practical tool, this research can also be seen to contribute to increasing wellbeing by supporting CYP in managing adverse experiences online. There are "rising reports of anxiety, self-harm and even cases of suicide – against a backdrop of inadequate support in schools" (Weale, 2019). Therefore, by using this tool, which is an output of the research, EPs and other educational professionals will be helping to provide better support to help to alleviate some of the pressures from the mental health crisis that is present amongst pupils in England. Although it is acknowledged that this mental health crisis is not solely down to the use of social media, as there are other factors at play.

4.2 Contribution to Knowledge

The use of co-researchers and a participatory approach has been effective. Co-researchers' active involvement ensured that their true views on digital resilience were upheld throughout the analysis process. Thematic analysis was accessible and co-researchers were able to contribute effectively to this process. Therefore, the findings were reliable and valid and this approach to conducting a study was a new innovative way of carrying out research into digital resilience. This research was quality assured as per Yardley's (2000) four criteria. The pilot study contributed to the commitment and rigour of the

main study, by providing opportunity for reflection and changes. Therefore, this study will be of value to the knowledge base.

Furthermore, as stipulated previously this research has provided a practical tool that can be used in schools. This tool extends on existing frameworks and provides a way to monitor digital resilience in the hope of supporting children as they gain digital independence and transition into secondary school. This tool will provide means to manage the “avalanche of pressure” (Children’s Commissioner, 2018b, para 3) that is thought to occur from social media use in secondary school and can therefore guide all educational professionals.

To summarise this research found that ‘education around social media’ ‘discreet and indiscreet online pathways to support’, ‘guidance and discussion with others’, ‘supervision that allows freedom’ and ‘maintaining parent-child relationship values’ to be key themes in building digital resilience in children. ‘Education around social media’ is a theme that is most prominent in current literature, this research extends this further by highlighting the importance of the timing of education around social media. This research suggests that education around social media in Year 6 would be highly beneficial and also emphasises the importance of the regularity of these lessons, in addition to education also being through other means such ‘guidance and discussion with others’ and ‘discreet and indiscreet online pathways to support’. The ‘maintaining parent-child relationship values’ and ‘supervision that allows freedom’, has created new knowledge that emphasises what values (e.g., honesty, communication, trust) are most important to enable healthy interactions and relationships for supporting children with digital resilience. Lastly, this research has highlighted that it is a range of contexts e.g., school, home, cyber that need to take action to help children build resilience.

4.3 Future Research

This research has provided a valuable framework that can be used in schools. It would be useful for this framework to be put into practice and evaluated for its effectiveness by users. This may take a longitudinal approach to give users time to implement the framework. There may also be individual differences in the effectiveness of some factors for digital resilience that have been suggested in the framework. Research has suggested that individuals with the ability to self-reflect (Vanderpol, 2002), and have a high locus of control and high self-esteem (Prilleltensky et al., 2001) have increased levels of resilience. Future research may therefore involve these traits being measured/considered in CYP ahead of using the framework with them or discussing digital resilience in general.

This research was carried out with co-researchers from one school, therefore further research into other schools would add to the depth and breadth of the knowledge base across multiple and diverse contexts.. However, this does mean it is a very targeted framework for the co-researchers’ specific school. Future research might involve more co-

researchers from other schools within different areas, therefore creating a more diverse sample. There is also potential for the findings to be compared to see the differences between what is needed to help children with digital resilience in different areas. Additionally, future research would be useful carried out in person outside of a global pandemic. It would eliminate any technical delays, any additional stressors caused by the pandemic as well as giving room for people to read body language more easily and build rapport. Furthermore, it would ensure that co-researchers were involved in the method of data collection in a space away from other individuals not involved in the research (i.e., not at home around parents), who may influence how much or what is said.

Lastly, the findings have indicated five key themes/areas that are beneficial for digital resilience. Future research could investigate each theme in further detail and may involve other stakeholders' perspectives from different contexts, for example teaching staff, parents, staff from social media platforms themselves, particularly as this research has shown that there are a variety of domains that support CYP's digital resilience.

4.1 Conclusion

This research explored the advice young people would give to children about being resilient living their lives online. This research overcomes the gaps in literature by taking a participatory approach and actively involving CYP as co-researchers. The results demonstrate that 'education around social media', 'discreet and indiscreet online pathways to support', 'guidance and discussion with others', 'supervision that allows freedom' and 'maintaining parent-child relationship values' are needed for digital resilience. These key themes can be seen to fall into the key contexts within the ecological model of resilience e.g., home, school. The findings have informed a Social Media Resilience Framework tool that can be actively used within education to support digital resilience. It is hoped that educational professionals such as teachers and EPs can use this to guide them in supporting CYP with digital resilience at school. From this, it is also anticipated that social media use in secondary school will shift from what the Children's Commissioner (2018b, para 3) described as an "avalanche of pressure" to what I hope is a space of resilience.

4.2 References

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PART III: REFLECTIVE ACCOUNT

1.0 Introduction

As a Trainee Educational Psychologist (TEP), I am continuously encouraged to “demonstrate self-awareness and work as a reflective practitioner” (as per the British Psychological Society [BPS], 2019, 10b). This reflective account offers an insight into the factors that impacted my decision making throughout the research process. This was a research process heavily impacted by an unprecedented global pandemic. In this reflective account, I evaluate both my successes and difficulties and reflect on how I might modify my future practice in light of this. I reflect on the journey I have embarked on from the initial stages of research development to now, as I write up.

1.1 Rationale for Topic

The origin of my research proposal came about through my personal and professional experiences over the past decade. I have witnessed the rapid growth in social media and have recognised the way it has become an integral part of mine and many other individuals' lives. I was particularly interested in what Prensky (2013) coined, *digital natives*, and how their experience of life is significantly different to previous generations. I started to reflect on my own anecdotal experience of social media and how it has fluctuated throughout the years, which is representative of the evolution of social media discussed by McIntyre (2014). Moreover, I noticed a shift in how I accessed social media. It went from being through a computer and therefore, at the time, only made accessible to me when I was at home, to being on a smartphone. Research suggests that the availability of smart phones has contributed to the high prevalence of social media (Lenhart, 2015). Now, with the increase in the number of children and young people (CYP) obtaining smartphones at a younger age and having social media accounts (Office of Communications [Ofcom, 2020]), I became intrigued into what this would mean for their lives.

When I first began to review the literature, I noticed that there was an abundance of research available on the behavioural aspects of social media in CYP lives (Kapoor et al., 2018). Research tended to explore the advantages and disadvantages of this. I noted that the majority of findings highlighted the detrimental impact social media can have on CYP's wellbeing (Kross et al., 2013; Uysal et al., 2013). The mental health of CYP was, and still is, a significant topic for society today (Department of Health and Social Care [DHSC] & Department for Education [DfE], 2017). Research suggests that at least one in eight CYP have a diagnosable mental health condition (Local Government Association, n. d.). I was particularly alarmed at research carried out by the Children's Commissioner, Anne Longfield in 2018. Anne found a change in how CYP use social media between primary school and

secondary school, stating that children become more anxious using social media as they get older (Children's Commissioner, 2018). Social media use moves from being used for fun (e.g., playing games, using filters) to what the Children's Commissioner (2018, para 3) described as becoming an "avalanche of pressure" that children were ill equipped for. This made me wonder about what I could do as a practitioner within education to support these CYP.

My role as a practitioner within education involves working towards local and national priorities. My local authority (LA) (where the research took place) CYP's Plan for 2016 onwards, aims to give CYP good quality education so that they can lead "happy and healthy lives". As part of the LA's strategic partnership plan, concerns were raised by practitioners specifically about the negative effects of social media. This further reinforced my rationale for focusing my research on social media, in which my LA was happy for me to do. When considering my specific role as a TEP I adhere to guidance from the BPS. As per the BPS (2019, p. 8) the Educational Psychologist (EP) role involves promoting "improved outcomes for all service users taking account of their context and needs".

I reflected on what my improved outcomes would be from exploring social media, and quickly knew that the aim would be to prepare CYP for the pressures of social media. Further reading introduced me to the concept of digital resilience. *Resilience* is referred to "as a process to harness resources to sustain wellbeing" and *digital resilience* is this concept applied to technology (The United Kingdom [UK] Council for Internet Safety, 2019, p. 1).

With self-care being an important area in my life, I considered the ways that I practise resilience and recognised that this was my reality. I believe everyone will have different experiences with resilience as there are multiple realities. This is consistent with a relativist ontology (Pham, 2018). I knew that to support CYP in building digital resilience, I needed to understand their realities. And to understand their realities, I needed to understand how each child and young person interprets their world. This is known as an interpretivist paradigm (Scotland, 2017).

Whenever I seek to know more about a phenomenon, I always feel perspective is important. I think it is important to understand an individual's cultural and historical context which has contributed to their reality. When I reflect on my own experiences, I feel cultural and social contexts have impacted on who I am and what I know today. To acquire knowledge, I feel it is important to be open-ended in your approach to enable the context to be further uncovered, which is contrary to a scientific paradigm (Scotland, 2017). A scientific paradigm is one of objectivism, therefore there is "absolute knowledge" (Scotland, 2017, p. 10) about a reality, which is reductionist to me. It dismisses one's experiences and how they may have contributed to their reality. I feel it does not give a chance for an individual to tell their story, whereas an individual's narrative can be unfolded with an interpretivist paradigm.

Understanding my paradigm led me to a suitable research question, which was, 'based on their experiences, what advice would young people give to children and the systems around them about being resilient living their lives online?'

On reflection, the line of enquiry into resilience has its limitations. Everyone will have a different definition of what resilience is. Therefore, prior to investigating this concept, I could have perhaps explored the definition of resilience with those involved to ensure that there was the same level of understanding, as there are continuing reviews on what counts as adaptive functioning (Papatriaianou, 2012). However, it could be said that this is part of the data collection process, as young people reflecting on their experiences will highlight their understanding of resilience.

1.2 Reflection on Research Design Decisions

1.2.1 Choosing Participatory Approach

Interestingly, my stance of gaining knowledge was consistent with discussions I had seen in the literature. The literature emphasises that young people are "often best placed to offer solutions for how adults can best support them in managing risk and staying emotionally resilient online" (Bush & Russell, 2016, p. 47). Interpretivists can look to acquire new knowledge, with the help of participants by using flexible research procedures (Carson et al., 2001).

Participatory research approaches involve planning and operating the research process with those individuals whose lived experience and actions are being investigated (Bergold & Thomas, 2012). It was from attending an educational psychology projects and research conference that I was first introduced to the idea of participatory research in practice. I observed a presentation of the findings of a participatory research approach that involved a young girl, who was actively involved in the research and identified as a co-researcher. The young girl's active involvement in the research process made this piece of research incredibly powerful, and for me, increased its validity.

Initially in my research proposal, I was interested in participatory action research, and if I had more time in the future, I would endeavor to fulfill this approach. Participatory action research is a subcategory of action research which looks at the "systematic collection and analysis of data for the purpose of taking action and making change" (Gills & Jackson, 2002, p. 264). The change I felt I wanted to make was equipping children with the tools to cope with social media in secondary school. This approach followed a cycle of; 'plan, act, observe, reflect'. I had originally intended to gather the data, make plans on sharing it and then observe how it was received by children and then reflect. Feedback from my research proposal suggested that I may not have enough time to complete this cycle. This was something that I had not considered, and I believe I was slightly ambitious with my plans. I

was also asked to consider the research's relevance to EP practice. I therefore made the decision to remove the action research approach and focus solely on the participatory approach.

On reflection, having completed the research, I feel modifying the approach was appropriate, particularly as the pandemic would have impacted various stages in the cycle. I therefore feel that having a research proposal is useful as it allows room for research development and encouragement from others to push me to think more realistically and critically. This in turn increases the commitment and rigor of the research.

1.2.2 Choosing Co-researchers Over Participants

As I began to research into participatory research further, I recognised just how this methodology helped to generate rich knowledge when exploring the social world (Bergold & Thomas, 2012). It therefore seemed to be very relevant to the topic of social media. Once I had established participatory methodology, I needed to decide the level of engagement the CYP would have in the research. Individuals actively involved in a variety of stages of a project are known as *co-researchers* (Pope, 2020). Research showed that co-researchers exist in participatory approaches across a variety of disciplines (Bates et al., 2018). The title of co-researchers seemed far more fitting than participants. I was aware that the BPS Code of Human Research Ethics (2014) referred to those involved in research as participants. However, I was aware that Morse (1991) explores four different terms for those involved in research, moving from subject, respondent, informant to participant. It felt that there is a sense of hierarchy within those terms. This seems to further stretch the power imbalance between researcher and those involved. It seemed likely that the term co-researcher would fall above participant in the hierarchy. The BPS Code of Ethics and Conduct (2018, 3.3) comment on the issues of power and the importance of "power of influence being properly managed". This was my way of managing the inevitable power imbalance in research.

As mentioned before, I needed to decide the level of participation from the co-researchers. This took careful consideration as I wanted to ensure they were involved in as much as possible, but also was conscious of the fact that they were young people who were amidst exam period (albeit exams were cancelled due to the pandemic). I was keen for this not to become another burden or additional stressor. It therefore felt appropriate to have them involved in the data collection and some of the analysis process.

The pandemic also resulted in a change to the number of co-researchers involved in the research. As I had to conduct the research remotely, I had to use Microsoft Teams. At the time of collecting the data, Microsoft Teams only allowed four faces to be seen at once on the screen. I felt it was important to be able to see all co-researchers on a screen when in the focus group. Therefore, the co-researcher size was reduced from eight to four.

If I were to conduct this research again, I would look to have a more diverse group of co-researchers so that there is a range of gender representations. I most likely would increase the number of co-researchers I had back to eight to generate more information. However, I would need to be mindful as it may be more difficult to manage. Moreover, I would have liked to have co-researchers involved from the very beginning to help identify the research question. It may have been useful to have an initial focus group to discuss the topic of social media and identify what themes were coming up to further refine my research question specific to that school.

As a whole, I believe having co-researchers was successful. Having them actively involved in the process, made the research a collaborative effort and it felt as though tasks were shared appropriately between us. I believe having a school that I had previously worked with made the recruitment process of co-researchers easier, as they were more willing to get on board. It is likely that they also were invested as this topic was consistent with local and national priorities.

1.2.3 Choosing Qualitative Methodology

Qualitative research is “concerned with aspects of reality that cannot be quantified, focusing on the understanding and explanation of the dynamics of social relations” (Queirós et al., 2017, p. 370). I wanted to understand the social relations between CYP and digital resilience, therefore qualitative methodology seemed appropriate. Qualitative methodology offers a higher flexibility and exploratory analysis and there is a bigger focus on understanding the context of the problem (Queirós et al., 2017). Nonetheless, it could be argued that quantitative methodology could have offered more information on the degree of association between different variables (Queirós et al., 2017), such as digital resilience and personal traits. However, this still would not have provided a conclusive reason for the presence of the relationship between the two variables.

Interestingly, there is a dominance of research carried out on social media that has used a quantitative methodology (e.g., Kross et al., Uysal et al., 2013). I believe this may be because social media was a new field of research, therefore researchers were most interested in patterns and trends between social media and other variables. As time has progressed, there has been more of a mixed methods approach (Snelson, 2016), showing that perhaps researchers have recognised more depth is needed to uncover social media's impact, in addition to social media being a huge topic with many layers that need unpacking. I therefore would be taking a different stance by using qualitative methodology and adding more of a balance to the literature available. On a personal level, my previous research in my undergraduate course had been quantitative, therefore I felt that exploring qualitative methodology would also be useful for my professional development.

1.2.4 Choosing Focus Groups

When considering my method of data collection, I wondered about the use of semi-structured interviews and focus groups. Focus groups seemed more suitable due to its collaborative nature, which was consistent with the participatory methodology. Focus groups are useful for obtaining adequate information on both an individual and group level (Queirós et al., 2017). Less time is also needed for gathering the data (Queirós et al., 2017). On reflection, I wonder if I had chosen semi-structured interviews whether co-researchers would have felt even more able to share their views without the judgement of another young person. This may be due to young people feeling more able to be honest in an environment where the people are not affiliated with the school. Therefore, it is less likely that they would feel their views may be shared around school despite there being a confidentiality agreement.

The focus group at times needed prompting from myself as a researcher and I wondered how much depth I was getting from the co-researchers. I considered the potential role the pandemic and remote data collection had on the depth of information acquired. It is also likely that the co-researchers had spent a lot of time on their screen throughout the pandemic and had additional stressors so perhaps were quite tired of this way of engaging. However, I noted this in the pilot study, which was carried out remotely too, and accommodated for this by having two shorter focus groups, which ran a week apart.

Semi-structured interviews may have resulted in the gathering of more information and would have allowed me to have a larger sample size. However, I do not believe a large sample was needed due to the role those involved were taking as co-researchers. It may have been difficult for co-researchers to agree on a decision with more people present. This is because co-researchers may have had many bold conflicting views so it would be hard to find a way to present everyone's views in a concise way. Alternatively, co-researchers may have felt intimidated in a large group and perhaps 'sat on the fence' with their views, in fear of saying the 'wrong' thing, making it hard for a joint decision to be made.

1.2.5 Choosing Thematic Analysis

I believed thematic analysis developed by Braun and Clarke (2006) was suitable for my data analysis. It is commonly used in qualitative research and is known to be a flexible tool that can be used across a range of epistemological positions (Braun & Clarke, 2006). This is fitting for my research because my co-researchers came from a range of positions. Thematic analysis is found to be an accessible form of analysis, and one that is fairly quick to learn (Braun & Clarke 2006). This suggested to me that it would be appropriate for young people to access and learn within the timescales we had. The thematic analysis PowerPoint (see Appendix C) that I shared with co-researchers explaining the process was reported by

the co-researchers in the pilot study to be “clear”, which confirmed my view that it was accessible.

I had attended a workshop at the Division of Educational and Child Psychology (DECP) conference in early 2020, where a trainee shared their experience of using thematic analysis collaboratively. This was something that was shared and retweeted on Twitter by Braun and Clarke – the researchers who originally created thematic analysis. The trainee trialed collaborative thematic analysis on attendees at the DECP conference as a group, making use of post-it notes and using the classroom board to arrange people's thoughts and feelings. This way of working was how I had intended to carry out thematic analysis, but was unable to do so due to the pandemic. I relied on sharing my screen and highlighting words on Microsoft Word to help with categorising the codes with the co-researchers. This process actively involved the co-researchers who were all forthcoming with ideas. However, it was rare for them to question another co-researcher's theme name, and I wondered whether they perhaps had run out of ideas themselves or wanted to remain polite.

I was aware that there is limited literature on thematic analysis in comparison to an analysis such as grounded theory (Nowell et al., 2017). Grounded theory is known as a reputable methodology within the literature (Tie et al., 2019). Findings with this methodology can contribute towards a service provision (Tie et al., 2019). However, it seems that this methodology is most fitting when little is known about a topic, additionally it is seen as a complex methodology (Tie et al., 2019), therefore may have been harder to access. As I was working alongside co-researchers it was important that the analysis process was simple and accessible for them. Therefore, my view was confirmed that thematic analysis was an appropriate choice.

1.2.6 Choosing My Procedure: The Phases

It was necessary for my research procedure to include phases as it was a piece of research that was developed over time from the input and decisions from co-researchers, with the results leading to a Social Media Resilience Framework. Further to this, breaking it down into chunked phases made it clearer and easier to understand. I initially started with five phases, and quickly realised that I could merge steps rather than making it overcomplicated.

Research should be carried out in a systematic manner that enables new developments (Gelling, 2014). Having a pilot study as part of this system was highly beneficial, particularly when I realised that my data collection would need to take place remotely. I was keen to have a pilot study to trial the technology. Research shows that by conducting a pilot study, a researcher will be better equipped to face any challenges that arise (Malmqvist et al., 2019). Further to this, a pilot study has the ability to increase the quality of research (Malmqvist et al., 2019). I believe the pilot study did serve its purpose.

Not only did it help me get to grips with the technology used, but it also created a space where co-researchers could provide feedback on the tools and systems used. For example, I was able to modify some of the questions asked in the focus group in the main study as a result (see Appendix B).

On reflection, I would have liked to have added an additional stage for evaluating the framework that was created as part of the research. This evaluation may not have necessarily been with the young people, but perhaps with EPs or other educational professionals who would be using the framework.

1.2.7 Considering Ethics

The University of East Anglia (UEA) ethics committee requested that I resubmit my ethics form, adding more detail and specificity to my phases and the logistics of recruitment and debrief (see Appendix F). One key issue was related to safeguarding and wellbeing. The ethics team were concerned about the negative experiences young people were having online and were keen to know how I would manage this. As a result of this, I created a clear protocol for school engagement and working guidelines for co-researchers should they experience discomfort. This involved the pastoral team and I having time to contain their emotions and offer additional support.

This led me to reflect on rapport. In my experience, when I have felt discomfort, I have tended to confide in someone who I have a relationship with, or I see to have some level of understanding. Rapport is important for people to feel that they can openly share their discomfort. Research has suggested that some practitioners use self-disclosure to build trust with others (Zink et al., 2017). Therefore, I considered ways in which I could allow the co-researchers to get to know me to build up a relationship prior to their involvement. The recruitment video offered an opportunity for this. I chose a recruitment video as it offered a chance for co-researchers to see who I was before agreeing to take part in the research. In the video, I disclosed my name, my role and what it entails on a day-to-day basis. I made reference specifically about my role supporting young people like them, to emphasise my want to help their community specifically. This was followed by detail about the research procedure and the benefits of taking part. I really emphasised the advantage of hearing their voice because I wanted them to feel confident and wanted, which also aligned with my participatory approach. I did not disclose any other information about my personal likes, dislikes etc. as I did want to make the video as short and concise as possible to make sure it was watched. However, on reflection a one-page profile may have been a useful document to support this video, to give them more personal information about me.

Another ethical dilemma was related to anonymity. As per the BPS Code of Human Research Ethics (2014, p. 9) I have a duty to ensure that "information or data collected about individuals are appropriately anonymised". However, by being co-researchers and being a

huge part of the research, I wanted them to feel comfortable in being named should the research be published, which was included in the consent form that they completed. I decided that the decision to be named in the research would need to be made by them, and I would need to respect this.

As stipulated in the BPS Code of Human Ethics (2014, p. 16), "for children under 16 years of age and for other persons where capacity to consent may be impaired then additional consent of parents or those with legal responsibility for the individual should normally also be sought". Co-researchers were aged 16+ so were able to self-consent. I checked with the school that all co-researchers had capacity to do so. I continuously reminded co-researchers of their right to withdraw and was vigilant to any signs (e.g., looking away, withdrawing from conversation), that they were experiencing discomfort. However, admittedly, this was hard to monitor via a remote device as body language cannot necessarily be read as well.

1.3 Reflection on the Development of Research Skills

Alongside the growth of the research itself came the development of my research skills. I quickly learnt the importance of time management and having a contingency plan. My ability to problem-solve with viable solutions was developed. I also learnt new ways to adapt with the use of new information and technology (IT) systems such as Microsoft Teams. Following the pilot study, I had to use decision making skills and critically think about next steps. I actively listened to the feedback provided by the pilot co-researchers and put this into practice. Good communication skills e.g., using simplified terms, checking for understanding, were needed to explain the different phases within my research. I also had to be reflexive in the moment and make myself relatable to my co-researchers to develop rapport.

"A researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions" (Malterud, 2001, p. 483-484). I was very much aware of this, and ensured I used reflection and reflexivity to explore how my own values impacted the research and would sometimes use supervision as a space for this. I also used a research diary to note down ideas that came to mind and I was appreciative of peer supervision to further explore ideas.

1.4 Reflection on Contribution to Knowledge and Impact

The BPS Code of Human Research Ethics (2014, p. 9) states that "research should be designed, reviewed and conducted in a way that ensures its quality, integrity and contribution to the development of knowledge and understanding". This research has contributed knowledge in the world of CYP, school staff and other educational professionals

(namely EPs). A Social Media Resilience Framework has been created that is a clear and concise tool that can be easily used by those identified above. Users can treat the framework like a checklist, ensuring that all areas have been addressed. The framework can be used reactively and preventatively at an individual, group and systemic level, as a way of assessing whilst simultaneously providing insight on provision. At an individual level, it can be used with a child/young person who is having difficulties in managing the risks of social media. A professional working with the child/young person may look at the framework through a red, amber, green (RAG) system and check for example, the child or young person's rating in 'education around social media', 'guidance and discussions with others' etc. In my practice I would also start by identifying what areas needed development by asking questions linked to the framework such as "what education have you had on social media?". In essence the framework could be used to create an individualised programme of support.

At a group level, an EP may support a school in running an intervention that looks at a particular area of the framework and help with differentiating this for those learners with additional needs. For example, a school may run an intervention that targets 'education around social media' or may run a parent workshop that focuses on 'maintaining parent-child relationship values'.

At a systemic level, an EP could provide training to a school on the framework, particularly discussing how to use it and implement it as a resource. This may also include training for a cluster of schools. However, I am aware that this framework was created from information from one school, so may not necessarily be generalisable. Nonetheless, the concept of having a template framework per school can be generalised. Schools can use the headings from the framework in this research e.g., 'what' and 'how' and work with CYP in their school to complete it. As part of the training an EP could apply some of the framework's content e.g., 'maintaining a parent-child relationship values' to other pertinent theories in psychology, such as attachment. To conclude, this is a flexible framework that can be used as a base for wider discussion to support CYP.

1.5 What's next?

1.5.1 Future Research

The BPS Code of Human Research Ethics (2014, p. 37), states that student research "may form part of a larger study". The creation of the Social Media Resilience Framework with the co-researchers means that there is a resource available for schools and educational professionals to use. Future research may look into the use of this framework and evaluate its effectiveness from its users. The framework may be used at either an individual, group, or

systemic level, so could therefore be evaluated at each level. Feedback could result in the framework being further refined.

Additionally, the key areas identified within the Social Media Resilience Framework (namely the 'what' area) could be explored further and become research questions within themselves. For example, 'what are CYP experiences of guidance and discussions with others in supporting their digital resilience?'. Further to this, it may be that joint research is carried out with a social media platform to explore how online support is able to build resilience.

What became evident from the research was the fact that digital resilience is a collaborative process that involves many contexts, such as home, school, cyber. Therefore, it is important to understand what people within these contexts deem their role to be in supporting digital resilience. A larger project could involve a representative from each context. This would ensure other voices are being heard. It will also help to develop a level of consistency and understanding in digital resilience across contexts.

1.5.2 Proposed Dissemination Plans

Firstly, and most importantly, I would hope to share this work with the co-researchers at their school. I feel their part in the process needs to be acknowledged, particularly as they are currently in Year 13 so shall be leaving the school shortly. It is important that their contribution to something the school can implement going forward is recognised.

Secondly, I would like to share this at a service-wide projects and research conference for EPs at my LA. I would hope that co-researchers could also be involved in this. I think this would be powerful as EPs would be able to hear from those this topic actively impacts. It would also offer an opportunity for EPs to ask any questions, and answers to be shared by the co-researchers without my interpretation.

This research could also be shared at a wider level through conferences such as the Eastern Region Conference. It could then be shared at an even larger scale at the DECP trainee conference. These conferences would give an opportunity for other EPs, particularly other trainees, to be inspired to conduct further research into this area.

The BPS Code of Human Research Ethics (2014, p. 37), states that "data may be intended for publication". By publishing this research, I would be able to reach more educational professionals across the country and raise awareness around how to develop digital resilience in CYP on a wider scale.

When considering dissemination, I need to consider the co-researchers and any ethical implications. As per the BPS Code of Conduct (2018, 1.8), "it is important for psychologists to be aware of research that has relevance to ethics". As stipulated previously, as part of publication, I would hope that the co-researchers would be named. Therefore, I would need to confirm that they were happy for this. The Health and Care Professions

Council [HCPC] (2016, 5.2) highlights the importance of only disclosing confidential information if you have permission to do so. Although information on publication was mentioned in the consent form which main study co-researchers signed and agreed to, a year has passed since then, so it would be appropriate to reconfirm their consent.

1.6 Summary

Research is an important tool for understanding more about individuals and the world around them. On reflection, my experience of conducting research has been insightful, thought-provoking, and somewhat challenging. I feel my ability to make decisions on how best to navigate the research process based on analysing existing evidence and contextual circumstances e.g., the pandemic, has developed rapidly. This research process has made me recognise the importance of collaborative working and seeing those involved as co-researchers rather than participants. It has enabled me to view the powerful ways in which individuals can have their voices heard. Personally, I feel that being able to come away from this research with a tangible tool like the Social Media Resilience Framework, that reflects the voices of those involved is an achievement. This is a tool that can be readily shared with others which ensures that the research is indeed contributing to existing knowledge as per the BPS Code of Human Research Ethics (2014).

1.7 References

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Appendices

Appendix A: Pilot Study Focus Group Questions

1. Tell me about your current use of social media? (What apps are used, how often etc).
2. How has your social media usage changed throughout your school years?
3. On reflection, what did you need to prepare for social media use in secondary school?
4. What difficulties might you experience using social media in secondary school?
5. How would you manage any difficulties?
6. What's the best way to pass your advice onto younger pupils (e.g. in Year 7)?

Appendix B: Main Study Focus Group Questions

Focus Group Questions Phase 1

Focus Questions	Probes
1 Tell me about your current use of social media	<ul style="list-style-type: none"> • What social media platforms do you use most? • What do you use them for? • What content are you viewing/posting?
2 Tell me about your social media use in primary school/year 7	<ul style="list-style-type: none"> • What social media platforms did you use in year 7? • What did you use them for? • What content were you viewing/posting?
3 What are the 'must knows' about social media use in secondary school?	<ul style="list-style-type: none"> • What should Year 6's know about social media use in secondary school? What should teachers know that they don't know already about social media use? • What will Year 6's enjoy about it? • What should Year 6's watch out for/what difficulties might they have?
4 What is your understanding of being resilient using social media?	<ul style="list-style-type: none"> • What does it mean to be 'resilient' using social media'? • How might someone be resilient/manage difficulties? (practical steps and emotional steps?)
5 What more can we be doing to support resilience with social media use?	<ul style="list-style-type: none"> • What should schools be teaching younger children about social media? • What should parents be doing to help their children with social media use? • What can other adults/children be doing to help?

Focus Group Questions Phase 2

How might we use *education around social media* to support online resilience?

How might we use *online support* to support online resilience?

How might we use *guidance and discussion with others* to support online resilience?

How might we use *supervision that allows freedom* to support online resilience?

How might we *maintain a parent-child relationship* to support online resilience?

Appendix C: Thematic Analysis Explained PowerPoint Slides

Example of Coding and Themes in Thematic Analysis

EXAMPLE

What is your view on giving children under the age of 10 mobile phones?

I am not really a fan of this idea because I think it is hard to monitor what children are exposed to via the internet and I am wary of the influences they may encounter. Because children under 10 can't really be left alone, I cant think of any reason for them to have a phone. I think that there are better ways to communicate with them and to encourage them to be responsible and I want to preserve their innocence.

(highlighted everything that stands out and creating a bank of keywords which are codes!)

CODES:

- Monitoring difficulty
- Exposure on the internet
- Influences on the internet
- Lack of independence
- Better ways to communicate
- Better way to be responsible
- Preserving innocence

CODES:

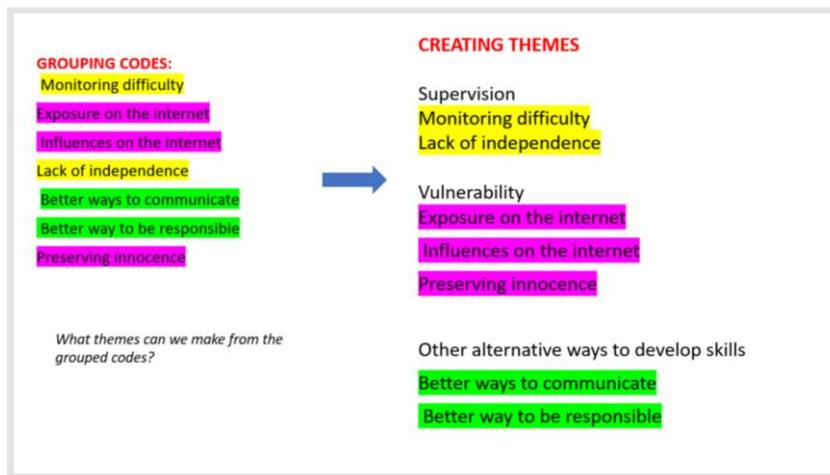
- Monitoring difficulty
- Exposure on the internet
- Influences on the internet
- Lack of independence
- Better ways to communicate
- Better way to be responsible
- Preserving innocence



GROUPING CODES:

- Monitoring difficulty
- Exposure on the internet
- Influences on the internet
- Lack of independence
- Better ways to communicate
- Better way to be responsible
- Preserving innocence

What codes are similar/can be categorised together?



Appendix D: Gatekeeper Email

I had hoped to continue working with Year 12 students at X in the summer term, through my research on social media and resilience; specifically looking into the advice teenagers would give children about being resilient using social media in secondary school. I am still keen to do this and wondered whether this was something you would be interested in in the Autumn term this year?

It would involve 8 Year 12 students being part of three sessions, which would consist of; a focus group, co-analysing the data and then putting together the advice in whatever form they see fit. I thought it would be great for them to help younger children in their school community and get experience in research which may be beneficial in their UCAS applications too. I was wondering who else would need to be involved in approving this research at X? I am happy to supply any information that helps with this

Appendix E: Extract of the Main Study Transcript and Coding Process

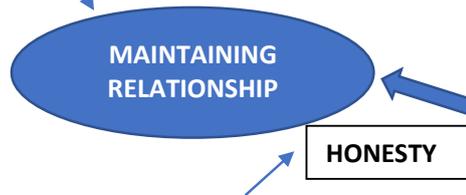
CR2: monitor what they're doing on it and monitor the amount of time they spend on it, cos the more you the more the more time you spend on it, the more trapped, the more trapped in the thought you will get basically of like social media is everything but its not



CR3: I think they can I think they should monitor what you do but I think also them letting you know that they trust you using that platform is really important



CR1: yeah I was gonna say if parents said kind of you're not allowed to go on Instagram or something I think that's not that's not really the way to go about it because then the child will want to do it more.



CR3: I think just parents being honest with children and children being honest with parents is the main sort of thing there

Appendix F: University of East Anglia Ethics Committee Application**UNIVERSITY OF EAST ANGLIA****SCHOOL OF EDUCATION AND LIFELONG LEARNING RESEARCH ETHICS COMMITTEE****APPLICATION FOR ETHICAL APPROVAL OF A RESEARCH PROJECT**

This form is for all staff and students across the UEA who are planning educational research. Applicants are advised to consult the school and university guidelines before preparing their application by visiting <https://www.uea.ac.uk/research/our-research-integrity> and exploring guidance on specific types of projects <https://portal.uea.ac.uk/rin/research-integrity/research-ethics/research-ethics-policy>. The Research Ethics page of the EDU website provides links to the University Research Ethics Committee, the UEA ethics policy guidelines, ethics guidelines from BERA and the ESRC, and guidance notes and templates to support your application process: <https://www.uea.ac.uk/education/research/research-ethics>.

Applications must be approved by the Research Ethics Committee before beginning data generation or approaching potential research participants.

- Staff and PGR (PhD, EdD, and EdPsyD) should submit their forms to the EDU REC Administrator (edu.support@uea.ac.uk) and Dr Kate Russell (Kate.russell@uea.ac.uk) at least two weeks prior to each meeting.
- **Undergraduate students and other students must follow the procedures determined by their course of study.**

APPLICANT DETAILS	
Name:	Nicole Emanuel
School:	School of Education and Lifelong Learning
Current Status:	EdPsyD student
UEA Email address:	nicole.emanuel@uea.ac.uk
If PGR, MRes, or EdD/EdPsyD student, name of primary supervisor and programme of study: Dr Andrea Honess – Educational Psychology Doctorate	
If UG student or MA Taught student, name of Course and Module: N/a	

The following paperwork must be submitted to EDU REC **BEFORE** the application can be approved. Applications with missing/incomplete sections will be returned to the applicant for submission at the next EDU REC meeting. Please combine the forms into **ONE** PDF

Required paperwork	✓ Applicant Tick to confirm
Application Form (fully completed)	✓
Participant Information sheet and Consent Form (EDU template appropriate for nature of participants i.e. adult/parent/carer etc.)	✓
Other supporting documents (for e.g. questionnaires, interview/focus group questions, stimulus materials, observation checklists, letters of invitation, recruitment posters etc)	✓

2. PROPOSED RESEARCH PROJECT DETAILS:

Title:	Exploring teenager's advice to children on how to be resilient living their lives online
Start/End Dates:	June 2020 – April 2021

3. FUNDER DETAILS (IF APPLICABLE):

Funder:	N/A
	Has funding been applied for? N/A Application Date: N/A
	Has funding been awarded? N/A
	Project code if known: N/A
Will ethical approval also be sought for this project from another source? N/A	
	If "yes" what is this source?

4. APPLICATION FORM FOR RESEARCH INVOLVING HUMAN PARTICIPANTS:

Please use the guidance notes to support your application as this can clarify what the committee needs to see about your project and can avoid any unnecessary requests for further information at a later date.

4.1 Briefly outline, using lay language, your research focus and questions or aims (no more than 300 words).

Social media has become an integral part of daily life for youth and young people interacting (Berryman, Ferguson & Negy, 2018). In 2017, the United Kingdom's (UK) Children's Commissioner, investigated 'Growing Up Digital' which highlighted the increasing number of children engaging with the internet, a place

some may deem not intended for their use. It is reported that there is a change in the way social media is used as children transition into secondary school. It moves from being used for fun (playing games etc) to what the Children's Commissioner (2018) described as becoming an 'avalanche of pressure'. Questions have been raised as to whether pre-teen children are prepared with how to manage the emotional impact of the change of social media use in secondary school. Emotional wellbeing is crucial in our ability to develop and succeed and the government is investing more than it has before into mental health services for children and young people (CYP) (Department of Health and Social Care & Department for Education, 2018), making this a national priority. Young people are, "often best placed to offer solutions for how best adults can support them in managing risk and staying emotionally resilient online" (Ecroys & Young Minds, 2016, pg. 47).

My research question therefore is; "Based on their own experiences, what advice would teenagers give children about being resilient to social media use in secondary school?".

I hope that from completing this research, I will develop a resource that can support younger children in being resilient to the change in social media use in secondary school. Additionally, I hope to share a bank of strategies with EPs that they can recommend to schools on how to manage difficulties triggered by social media use.

4.2 Briefly outline your proposed research methods, including who will be your research participants and where you will be working (no more than 300 words).

- **Please provide details of any relevant demographic detail of participants (age, gender, race, ethnicity etc)**

The research will take place remotely with a mainstream secondary school. I will be using participatory qualitative methodology which will aim to ensure the voices of children and young people are heard. I will recruit 4 participants in Year 12 (aged 16+) who have a smart phone, at least one of the following social media accounts; Instagram, Snapchat or WhatsApp and deem themselves to be happy with the way they use social media and/or have overcome a difficulty they have had on social media. There is no criteria set regarding gender, race or ethnicity for any participant.

Appendix A illustrates a diagram of my research methods. In 'Phase 0: Piloting', I will be trialing out the research methodology with teenagers who are family friends to gain some feedback about how it worked. 2-3 teenagers will join a session on Teams and will be asked the questions intended to be used in the research which are outlined in the appendix. We will then collectively look at the response to one question in detail and will analyse this as a group and discuss how we might present this advice. In essence we will be briefly touching on the phases described below.

'Phase 1: Gathering Advice' I will meet with the Year 12 participants and conduct a focus group. The questions to be asked in the focus group can be seen in appendix B. The focus group will take place online via Microsoft Teams and will be recorded and transcribed by features in this tool. I will also use a Dictaphone to record as a backup. The focus group will last up to 2 hours with 10-minute breaks every 30 minutes

In 'Phase 2: Analysing the Advice'. Participants and I will analyse the advice as a group. A copy of the transcript will be provided to all participants. Participants will be allocated a question each to code. I will model this for participants first by sharing my screen on Microsoft Teams, so they are aware of what is expected of them. All codes generated individually will be reviewed together as a group, to then create a theme. The analysis will take up to 2 hours with 10-minute breaks every 30 minutes.

In 'Phase 3: Putting Together Advice', participants and I will produce a document detailing their advice in a visual way. The title of the advice will be "Advice on how to cope with social media in secondary school", but the wording of this can be changed if the group feels this is best. How the advice is presented visually will be discussed in the group; the options will be in a leaflet, in a poster or a booklet. Putting together the advice will take 2 hours. The first half of the session will be planning this on paper, where my screen on Microsoft Teams will be shared and the second half will be creating this.

Please note that all phases will take place on different days, during school hours, the suitable time to avoid minimal disruption to learning will be identified by staff.

4.3 Briefly explain how you plan to gain access to prospective research participants. (no more than 300 words).

- **Who might be your gatekeeper for accessing participants?**
- **If children/young people (or other vulnerable people, such as people with mental illness) are to be involved, give details of how gatekeeper permission will be obtained. Please provide any relevant documentation (letters of invite, emails etc) that might be relevant**
- **Is there any sense in which participants might be 'obliged' to participate – as in the case of pupils, friends, fellow students, colleagues, prisoners or patients – or are volunteers being recruited?**

Participants will be from a secondary school within the LA I am currently completing placement in.

It will be a school I have visited most as I will be most familiar with the systems and staff at the school. I will ask that a generic email about the research is sent by the Head of Year 12 to Year 12 students. Pupils will be asked to respond 'yes' to the email if they are interested. If there are more than four Year 12 participants; then participants will be chosen at random (picking names from a hat).

I have the contact details for the head teacher and SENCo for all secondary schools I work with. My initial key contact will be the headteacher who I will email with the information form. Following this communication, I will involve the SENCo, Head of Year 12 and Head of Sixth Form.

I will ask that staff outlined above let me know of any safeguarding concerns or difficulties with any of the participants involved. I will liaise with the Head of Year 12 to see how best to encourage involvement as it may be that being actively involved in this piece of research for Year 12s could contribute to school community-based work experience, or a form of enrichment.

If a safeguarding concern arises during the project e.g., harmful sexual behaviour online, I will need to report this to the safeguarding lead. I will make sure I know who this is and have their details before the project begins.

Once four Year 12 participants have been recruited, they will be emailed the information form and consent from myself. They will be asked to complete this in full and email it back to me. Year 12 pupils will be aged 16+ so will be able to consent themselves.

Following collection of consent forms, participants will be sent Microsoft Teams calendar invites of the dates of the three phases (which would have been decided prior collectively with the Head of Year 12).

4.4 Please state who will have access to the data and what measures will be adopted to maintain the confidentiality or anonymity of the research subject and to comply with data protection requirements e.g. how will the data be anonymised? (No more than 300 words.)

All data will remain confidential unless a safeguarding concern arises. My supervisor will have access to the raw data from the focus group once it has been anonymized.

4.5 Will you require access to data on participants held by a third party? In cases where participants will be identified from information held by another party (for example, a doctor or school) describe the arrangements you intend to make to gain access to this information (no more than 300 words).

I will not need access to any of the participants records. The SENCo will inform me if any of the participants have additional needs.

4.6 Please give details of how consent is to be obtained (no more than 300 words).

Identify here the method by which consent will be obtained for each participant group e.g. through information sheets and consent forms, oral or other approach. Copies of all forms should be submitted alongside the application form (do not include the text of these documents in this space).

- **How and when will participants receive this material and how will you collect forms back in?**

As briefly outlined previously, if Year 12's have been recruited and information form and consent from (see appendix D) will be emailed to them to complete. This will need to be completed and emailed to myself by a set date.

4.7 If any payment or incentive will be made to any participant, please explain what it is and provide the justification (no more than 300 words).

There is no incentive currently. However, if I am struggling to recruit Year 12 participants, I will liaise with school staff to see how best to encourage involvement as it may be that being actively involved in this piece of research could contribute to school community-based work experience, or a form of enrichment. The reason I would do this is because I understand that Year 12's have exams and may prefer to use any free time to study rather than be involved in research. However, the research could account for other obligations.

4.8 What is the anticipated use of the data, forms of publication and dissemination of findings etc.? (No more than 300 words.)

The data will be used in my thesis and I hope to present these findings at a projects and research conference in my local authority. It may also be published, all which will be highlighted within the consent forms.

4.9 Findings of this research/project would usually be made available to participants. Please provide details of the form and timescale for feedback. What commitments will be made to participants regarding feedback? How will these obligations be verified? If findings are not to be provided to participants, explain why. (No more than 300 words.)

The write up of the piece of research is due to be submitted in April 2021, following this I will be involved in a VIVA – after this VIVA I intend to share the findings as described in the consent forms (see appendix D).

4.10 Please add here any other ethical considerations the ethics committee may need to be made aware of (no more than 300 words).

- Are there any issues here for who can or cannot participate in the project?
- If you are conducting research in a space where individuals may also choose not to participate, how will you ensure they will not be included in any data collection or adversely affected by non-participation? An example of this might be in a classroom where observation and video recording of a new teaching strategy is being assessed. If consent for all students to be videoed is not received, how will you ensure that a) those children will not be videoed and/or b) that if they are removed from that space, that they are not negatively affected by that?

The research will be open to all pupils in Year 12. If a pupil is identified to have significant social and emotional needs that may be triggered from discussing social media then their involvement will be reconsidered and risks discussed.

Participants are free to withdraw at any time before the focus group has started recording.

4.11 What risks or costs to the participants are entailed in involvement in the research/project and how will you manage that risk?

- **Are there any potential physical, psychological or disclosure dangers that can be anticipated? What is the possible harm to the participant or society from their participation or from the project as a whole?**
- **What procedures have been established for the care and protection of participants (e.g. insurance, medical cover, counselling or other support) and the control of any information gained from them or about them?**

Although there will not be a focus on the negative implications of social media, this may be briefly mentioned, which may ignite feelings of discomfort and upset. I will manage this risk by providing a disclaimer prior to involvement about the research possibly being emotive and asking that participants only participate if they deem themselves to be happy with the way they use social media and/or have overcome a difficulty they have had on social media.

The safeguarding lead at the school alongside pastoral will be spoken to before the project begins informing them of the possibility of disclosures of incidents in the focus group. It will be imperative that the school pastoral team are on board to support pupils if any safeguarding concerns/harm arises or if students need further support. I intend to have a conversation over the phone with the pastoral team or Head of Year 12 pre and post research project. The pre meeting will be to establish the protocol if students are distressed by negative experiences or if safeguarding concerns arises. Safeguarding protocol will already be in place at school which I will adopt. If a disclosure is made during the focus group, at the focus group I will pull the individual aside to ensure that they are safe currently, and I will tell them that I will be informing the safeguarding lead.

If a child has negative experiences, the following steps will be taken

- i. Student told that this will be shared with pastoral team
- ii. Pastoral team will meet with student to discuss concern and next steps (may be that other external support is required)
- iii. Pastoral team will check in with student weekly

4.12 What is the possible benefit to the participant or society from their participation or from the project as a whole?

I hope that Year 12 participants will feel empowered as they have helped their school community and offered ways to resolve a difficulty based on their own experiences.

4.13 Comment on any cultural, social or gender-based characteristics of the participants which have affected the design of the project or which may affect its conduct. This may be particularly relevant if conducting research overseas or with a particular cultural group

- **You should also comment on any cultural, social or gender-based characteristics of you as the researcher that may also affect the design of the project or which may affect its conduct**

I am from an ethnic minority so I need to be aware that some participants may feel that they cannot relate to me and may find it difficult sharing things with me, which will have an impact on data collection. However, I will give participants the option to write things down rather than speak in the focus group, if I perceive this to be a problem. I am also a female; male participants may find it more difficult to open up and share feelings due to the unfortunate stereotype of men needing to show minimal emotions.

4.14 Does your research have environmental implications? Please refer to the University's Research Ethics Guidance Note: [Research with a Potential Impact on the Environment](#) for further details. Identify any significant environmental impacts arising from your research/project and the measures you will take to minimise risk of impact.

N/A

4.15 Will your research involve investigation of or engagement with terrorist or violent extremist groups? Please provide a full explanation if the answer is 'yes'.

N/A

4.16 Please state any precautions being taken to protect your health and safety? This relates to all projects and *not just* those undertaken overseas.

- **What health and safety or other relevant protocols need to be followed e.g. a DBS for work in schools? Have you completed this?**
- **If you are travelling to conduct your research, have you taken out travel and health insurance for the full period of the research? If not, why not.**

- **If you are travelling overseas, have you read and acted upon FCO travel advice (<https://www.gov.uk/foreign-travel-advice>)? If not, why not. If acted upon, how?**
- **Provide details including the date that you have accessed information from FCO or other relevant organization**
- **If you are undertaking field work overseas you are required to submit a Risk Assessment Form with your application. This is even if you are a researcher 'going home' to collect data (check EDU REC website).**

The focus group will involve myself and the Year 12 participants, no other member of staff will be present, however the Head of Year 12 will be aware of when we are meeting. I will ask that a member of staff checks joins the meeting when it is expected to end. My field work supervisor on placement will also be aware of when my meetings are taking place. The focus group will take place at a suitable time identified by the school so that participants do not miss any learning.

I have a DBS that is attached to an updated service, therefore it is automatically renewed each year. If any concerns are raised about anything going on in the background of a participants environment when signed on Microsoft Teams, this will be reported to the safeguarding lead at the school.

4.17 Please state any precautions being taken to protect the health and safety of other researchers and others associated with the project (as distinct from the participants or the applicant).

Year 12 participants will be actively involved in the research as I will take a participatory approach. I will need to protect the time taken to complete this and the impact that might have on their wellbeing.

4.18 The UEA's staff and students will seek to comply with travel and research guidance provided by the British Government and the Governments (and Embassies) of host countries. This pertains to research permission, in-country ethical clearance, visas, health and safety information, and other travel advisory notices where applicable. If this research project is being undertaken outside the UK, has formal permission/a research permit been sought to conduct this research? Please describe the action you have taken and if a formal permit has not been sought please explain why this is not necessary/appropriate (for very short studies it is not always appropriate to apply for formal clearance, for example).

N/A

4.19 Are there any procedures in place for external monitoring of the research, for instance by a funding agency?

N/A

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5. DECLARATION:

Please complete the following boxes with YES, NO, or NOT APPLICABLE:

I have read (and discussed with my supervisor if student) the University's Research Ethics Policy, Principle and Procedures, and consulted the British Educational Research Association's Revised Ethical Guidelines for Educational Research and other available documentation on the EDU Research Ethics webpage and, when appropriate, the BACP Guidelines for Research Ethics.	✓
I am aware of the relevant sections of the GDPR (2018): https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/ and Freedom of Information Act (2005).	✓
Data gathering activities involving schools and other organizations will be carried out only with the agreement of the head of school/organization, or an authorised representative, and after adequate notice has been given.	✓
The purpose and procedures of the research, and the potential benefits and costs of participating (e.g. the amount of their time involved), will be fully explained to prospective research participants at the outset.	✓
My full identity will be revealed to potential participants.	✓
Prospective participants will be informed that data collected will be treated in the strictest confidence and will only be reported in anonymised form unless identified explicitly and agreed upon	✓
All potential participants will be asked to give their explicit, written consent to participating in the research, and, where consent is given, separate copies of this will be retained by both researcher and participant.	✓
In addition to the consent of the individuals concerned, the signed consent of a parent/carer will be required to sanction the participation of minors (i.e. persons under 16 years of age).	✓
Undue pressure will not be placed on individuals or institutions to participate in research activities.	✓
The treatment of potential research participants will in no way be prejudiced if they choose not to participate in the project.	✓
I will provide participants with my UEA contact details (<i>not</i> my personal contact details) and those of my supervisor (if applicable), in order that they are able to make contact in relation to any aspect of the research, should they wish to do so. I will notify participants that complaints can be made to the Head of School.	✓
Participants will be made aware that they may freely withdraw from the project at any time without risk or prejudice.	✓
Research will be carried out with regard for mutually convenient times and negotiated in a way that seeks to minimise disruption to schedules and burdens on participants	✓
At all times during the conduct of the research I will behave in an appropriate, professional manner and take steps to ensure that neither myself nor research participants are placed at risk.	✓
The dignity and interests of research participants will be respected at all times, and steps will be	✓

taken to ensure that no harm will result from participating in the research	
The views of all participants in the research will be respected.	✓
Special efforts will be made to be sensitive to differences relating to age, culture, disability, race, sex, religion and sexual orientation, amongst research participants, when planning, conducting and reporting on the research.	✓
Data generated by the research (e.g. transcripts of research interviews) will be kept in a safe and secure location and will be used purely for the purposes of the research project (including dissemination of findings). No-one other than research colleagues, professional transcribers and supervisors will have access to any identifiable raw data collected, unless written permission has been explicitly given by the identified research participant.	✓
Research participants will have the right of access to any data pertaining to them.	✓
All necessary steps will be taken to protect the privacy and ensure the anonymity and non-traceability of participants – e.g. by the use of pseudonyms, for both individual and institutional participants, in any written reports of the research and other forms of dissemination.	✓

I am satisfied that all ethical issues have been identified and that satisfactory procedures are in place to deal with those issues in this research project. I will abide by the procedures described in this form.

Name of Applicant:	Nicole Emanuel
Date:	22.05.20

PGR/EdD/EdPsyD/MRes Supervisor declaration (for PGR/EdD/EdPsyD/MRes student research only)

I have discussed the ethics of the proposed research with the student and am satisfied that all ethical issues have been identified and that satisfactory procedures are in place to deal with those issues in this research project.

Name of PGR Supervisor:	Dr Andrea Honess
Date:	22.05.20

MA taught/Undergraduate Supervisor declaration (for MA Taught/Undergraduate student research only)

I confirm that I have read and discussed the ethics of the proposed research with the student and am satisfied that all ethical issues have been identified and that satisfactory procedures are in place to deal with those issues in this research project. I also confirm that all of the relevant documents are appropriate to conduct the proposed research.

Name of Supervisor:	Dr Andrea Honess
Date:	22.05.20

Appendix G: Information and Consent Forms

Pilot Study Information and Consent Form

Nicole Emanuel
Trainee Educational Psychologist

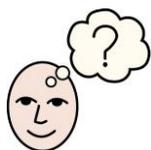
Faculty of Social Science
School of Education and Lifelong
Learning

University of East Anglia
Norwich Research Park
Norwich NR4 7TJ
United Kingdom

Email: nicole.emanuel@uea.ac.uk
Web: www.uea.ac.uk

Exploring teenager's advice to children on how to be resilient living their lives online

Study Information Sheet: Exploring teenager's advice to children on how to be resilient living their lives online



Hello. My name is Nicole Emanuel and I am training to be an Educational Psychologist at the University of East Anglia. I am doing a project to find out what advice you would give to younger children about being resilient using social media.

I am asking you to be part of my study because you are an older student in the school and have experience of using social media.

You can decide if you want to take part in the study or not. You don't have to - it's up to you.

This sheet tells you what we will ask you to do if you decide to take part in the study. Please read it carefully so that you can make up your mind about whether you want to take part.

If you decide you want to be in the study and then you change your mind later, that's ok. All you need to do is tell us that you don't want to be in the study anymore.

If you have any questions, you can ask us or your family or someone else who looks after you. If you want to, you can email us anytime on nicole.emanuel@uea.ac.uk

What will happen if I say that I want to be in the study?

If you decide that you want to be in our study, we will ask you to do these things via Microsoft Teams:

- Come along to Phase 1 Gathering Advice; a one focus group, where you will talk with three other Year 12 students and myself about what advice you would give children being resilient using social media.
- Come along to a Phase 2 Analysing Advice; a meeting with three other Year 12 students and myself, to co-analyse the advice.
- Come along to Phase 3 Putting Together Advice; collectively creating a visual document of the advice

All sessions will take place via Microsoft Teams

When we ask you questions, you can choose which ones you want to answer. If you don't want to talk about something, that's ok. You can stop talking to us at any time if you don't want to talk to us anymore.

If you say it's ok, we will record the focus group.

When you talk with us and other people in a group, we won't be able to take out the things you say after you have said them. This is because you will be talking in a group and our notes will have all the things that everyone else said as well.

Will anyone else know what I say in the study?



We won't tell anyone else what you say to us, except if you talk about someone hurting you or about you hurting yourself or someone else. Then we might need to tell someone to keep you and other people safe.

All of the information that we have about you from the study will be stored in a safe place and we will look after it very carefully. We will write a report about the study and show it to other people but we won't say your name in the report and no one will know that you were in the study, unless you tell us that it's ok for us to say your name.

How long will the study take?



Phase 1 Gathering Advice: The Focus Group – this will last up to 1 hour. There will be breaks throughout the session.

Phase 2 Analysing Advice: This will last up to 2 hours. There will be breaks throughout the session.

Phase 3 Putting Together Advice: This will last up to 2 hours. There will be breaks throughout the session.

Are there any good things about being in the study?



You will help new younger children to manage social media in secondary school and you will also help me to do my research.

Are there any bad things about being in the study?



This study will take up some of your time, but we don't think it will be bad for you or cost you anything.

Will you tell me what you learnt in the study at the end?

Yes, we will if you want us to. There is a question on the next page that asks you if you want us to tell you what we learnt in the study. If you circle Yes, when we finish the study we will tell you what we learnt.

What if I am not happy with the study or the people doing the study?



If you are not happy with how we are doing the study or how we treat you, then you or the person who looks after you can:

- Write an **email** to a.honess@uea.ac.uk

This sheet is for you to keep.

Consent Form 1

If you are happy to be in the study, please

- **write** your **name** in the space below
- **sign** your **name** at the bottom of the next page
- put the **date** at the bottom of the next page.

You should only say 'yes' to being in the study if you know what it is about and you want to be in it. If you don't want to be in the study, don't sign the form.

I, [PRINT NAME], am happy to be in this research study.

In saying yes to being in the study, I am saying that:

- ✓ I know what the study is about.
- ✓ I know what I will be asked to do.
- ✓ Someone has talked to me about the study.
- ✓ My questions have been answered.
- ✓ I know that I don't have to be in the study if I don't want to.
- ✓ I know that I can pull out of the study at any time if I don't want to do it anymore.
- ✓ I know that I don't have to answer any questions that I don't want to answer.
- ✓ I know that the researchers won't tell anyone what I say when we talk to each other, unless I talk about being hurt by someone or hurting myself or someone else.
- ✓ I understand that the results of this study may be published. Although every effort will be made to protect my identity, they may be identifiable in these publications due to the nature of the study or results

Now we are going to ask you if you are happy to do a few other things in the study. Please circle 'Yes' or 'No' to tell us what you would like.

Are you happy for us to make **videos** of you? **Yes / No**

Are you happy for us to **audio record** your voice? **Yes/ No**

Do you want us to tell you what we **learnt** in the study? **Yes/ No**

Signature

Date

Main Study Information and Consent Form

Nicole Emanuel

Trainee Educational Psychologist

Faculty of Social Science

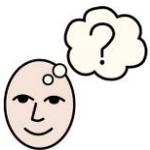
School of Education and Lifelong Learning

University of East Anglia

Norwich Research Park

Norwich NR4 7TJ

United Kingdom

Exploring teenager's advice to children on how to be resilient living their lives online**Study Information Sheet: Exploring teenager's advice to children on how to be resilient living their lives online**

Hello. My name is Nicole Emanuel and I am training to be an Educational Psychologist at the University of East Anglia. I am doing a project to find out what advice you would give to younger children about being resilient using social media.

I am asking you to be part of my study because you are an older student in the school and have experience of using social media.

You can decide if you want to take part in the study or not. You don't have to - it's up to you.

This sheet tells you what we will ask you to do if you decide to take part in the study. Please read it carefully so that you can make up your mind about whether you want to take part.

If you decide you want to be in the study and then you change your mind later, that's ok. All you need to do is tell us that you don't want to be in the study anymore.

If you have any questions, you can ask us or your family or someone else who looks after you. If you want to, you can email us anytime on nicole.emanuel@uea.ac.uk

What will happen if I say that I want to be in the study?

If you decide that you want to be in our study, we will ask you to do these things;

- Come along to Phase 1 Gathering Advice; a one focus group, where you will talk with three other Year 12 students and myself about what advice you would give children being resilient using social media.
- Come along to a Phase 2 Analysing Advice; a meeting with three other Year 12 students and myself, to co-analyse the advice.
- Come along to Phase 3 Putting Together Advice; collectively creating a visual document of the advice.

All sessions will take place via Microsoft Teams

When we ask you questions, you can choose which ones you want to answer. If you don't want to talk about something, that's ok. You can stop talking to us at any time if you don't want to talk to us anymore.

If you say it's ok, we will record the focus group.

When you talk with us and other people in a group, we won't be able to take out the things you say after you have said them. This is because you will be talking in a group and our notes will have all the things that everyone else said as well.

Will anyone else know what I say in the study?



We won't tell anyone else what you say to us, except if you talk about someone hurting you or about you hurting yourself or someone else. Then we might need to tell someone to keep you and other people safe.

All of the information that we have about you from the study will be stored in a safe place and we will look after it very carefully. We will write a report about the study and show it to other people but we won't say your name in the report and no one will know that you were in the study, unless you tell us that it's ok for us to say your name.

How long will the study take?



Phase 1 Gathering Advice: The Focus Group – up to 45 minutes

Phase 2 Analysing Advice - up to 90 minutes. There will be breaks throughout the session.

Phase 3 Putting Together Advice – up to 30 minutes.

Are there any good things about being in the study?



I will get to hear your voice, you will get to gain experience in being a part of research and you will help new younger children to manage social media in secondary school and you will also help me to do my research.

Are there any bad things about being in the study?



This study will take up some of your time, but we don't think it will be bad for you or cost you anything.

Will you tell me what you learnt in the study at the end?

Yes, we will if you want us to. There is a question on the next page that asks you if you want us to tell

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Are you happy for us to make videos of you?	Yes	No
Are you happy for us to audio record your voice?	Yes	No
Do you want us to tell you what we learnt in the study?	Yes	No
Are you happy to be a co-researcher ?	Yes	No
Are you happy to be re- contacted about being a co-author in publication at a later date?	Yes	No

.....

Signature

Date

Appendix H: Supporting Quotations

Theme	Subthemes	List of Quotes
Education Around Social Media	<p data-bbox="568 324 778 414">Understanding platform features and its impact</p> <p data-bbox="568 629 738 719">Awareness of safe online practice</p>	<p data-bbox="815 324 1362 533">...CR1: I think erm potentially doing cos I remember in year 8 sort of thing we do PSHE on kind of how to like deal with stuff on social media, I think bringing that to younger years because I don't think you can stop them actually going on social media....(line 225-227)</p> <p data-bbox="815 568 1369 777">And we had a, um, at the beginning of the year a kind of PSHE day thing um and they gave us a really good booklet of all the different websites and numbers and stuff. So I guess at the end of a lesson or something that was in the curriculum, there could be follow up information....(line 389-392)</p> <p data-bbox="815 813 1369 992">...like a lesson a week or something on how to stay safe and some of them would be on other stuff. I think bring that to maybe year 6 age would be better cos they would understand more and not be sucked in so quickly I think...(line 229-231)</p> <p data-bbox="815 1028 1347 1117">....R1: Ah kay, and what topics would you want them to focus on? CR2: Uh, like how to remain safe on it...(line 300-301)</p> <p data-bbox="815 1153 1369 1294">....CR1: Could you also have some stuff about the you know the terms and conditions that no one ever reads? Sort of making that simpler so people can understand what they're actually signing up for....(line 340-342)</p>
Discreet and Indiscreet Online Pathways To Support	<p data-bbox="568 1303 770 1361">Access to multi-media resources</p> <p data-bbox="568 1429 754 1487">Direct personal contact</p> <p data-bbox="568 1554 766 1612">Restriction tools on social media</p>	<p data-bbox="815 1303 1347 1422">CR3: Maybe putting up like posters and stuff of different websites and like different umm like links and videos to watch and stuff....(line 372-373)..</p> <p data-bbox="815 1458 1369 1637">CR3: Uh, well the school can give out like letters or leaflets or send emails as well, like it doesn't all have to be like displayed everywhere they can send them like personally to you. Or you could ask for it. Either via like email....(line 385-387)</p> <p data-bbox="815 1673 1362 1821">CR3: umm I mean on YouTube and you know just the internet in general there's loads of good advice umm, videos and like er columns and stuff like that so if people read those as well they might help..(line 232-234)</p> <p data-bbox="815 1856 1347 2033">CR1: um also I think it's really easy now, if there's like a particular person who's making you feel a certain way negatively on social media, you can just block them easily, and erm they don't actually see that you block them, so like it doesn't really, it won't cause</p>

		<p>any problems with them I don't think....(line 185-188)</p> <p>CR4: Yeah and as CR1 said, getting rid of everything like to do with other er like if people are bringing you down, getting rid of them, no matter like the consequences, if you think er you know you'll be better off without them on social media, you can get rid of them and it doesn't matter....(line 190-193)</p> <p>Err well, I blocked some people and then came into school and it was like a big deal, but I like quickly passed you know, they weren't happy at the time, but I knew it was the right decision so...(197-199)</p> <p>CR3: I think if people are like confrontational if you've blocked then you can always like there's the school that can help as well like that can sort that out, you know, obviously, blocking people online can be quite like a big deal but if they are like being threatening towards you in real life then like people can definitely sort out the problem...(line 203-206)</p>
<p>Guidance and Discussion with Others</p>	<p>Advice from friends and family</p> <p>Hearing from experienced speakers</p> <p>Discussions across home and school</p>	<p>....I think erm older siblings have a probably the biggest role in it, erm because younger kind of children do ac do really look up to their older siblings..(line 264-265)</p> <p>...videos and like er columns and stuff like that so if people read those as well they might help if they don't have like family members or siblings to help or friends to help them..(line 233-235)</p> <p>.. CR4: Starting up a conversation with people maybe like getting people to have like class discussions in like table groups or like sitting with their friends but having a conversation specifically about this stuff...(line 419-421)..</p> <p>CR3: Just being like vocal with friends and family (line 438)</p> <p>CR2: In like tutorial form time When they like take the register after lunch. But they could do those kind of discussions then...(line 427-428)</p>
<p>Supervision That Allows Freedom</p>	<p>Monitoring engagement and time limits</p> <p>Knowing when to intervene</p>	<p>...: I feel like they should know how, I know it would be difficult, but I feel like they should know how to spot when things are becoming an issue for people like on social media..(line 144-145)</p> <p>its your space to share things and you can put what you want like its not determined by anyone else other than yourself...(line 168-170)</p>

		<p>...if parents said kind of you're not allowed to go on Instagram or something I think that's not that's not really the way to go about it because then the child will want to do it more (line 250-252)</p> <p>...I guess um I would say a time limit is more important than kind of checking what they are actually doing on social media because I think there does need to be some element of trust...(line 252-254)</p> <p>...monitor what they're doing on it and monitor the amount of time they spend on it, cos the more you the more the more time you spend on it, the more trapped, the more trapped in the thought you will get...(line 243-245)</p> <p>... I guess they could intervene if after something with brought up..(line 466)</p> <p>... so that there not just kind of checking on their phone and stuff all the time....(473-474)</p>
<p>Maintaining Parent-Child Relationship Values</p>	<p>Trust Honesty Communication</p>	<p>... but I think also them letting you know that they trust you using that platform is really important...(line 247-248)</p> <p>.. I think just parents being honest with children and children being honest with parents is the main sort of thing there...(line 256-257)</p> <p>.... just keep communicating with each other and just keep on like voicing concerns....(line 476)</p>