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Dr. Sameer Hinduja is a Professor in the School of Criminology and Criminal Justice at Florida Atlantic University and Co-Director of the Cyberbullying Research Center. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social networking, concerns that have paralleled the exponential growth in online communication by young people. He works with the U.S. Department of Education and many state departments of education to improve their policies and programming related to the prevention and response of teen technology misuse. Dr. Hinduja is a member of the Research Advisory Board for Harvard University's Internet Safety Task Force. His co-authored book - *Bullying beyond the Schoolyard: Preventing and Responding to Cyberbullying* - was named Educator Book of the Year by ForeWord reviews. His latest book for educators - *School Climate 2.0: Preventing Cyberbullying and Sexting One Classroom at a Time* - became available in April, 2012. In December, 2013, his newest co-authored book specifically written for teens was released (*Words Wound: Delete Cyberbullying and Make Kindness Go Viral*). Outside of research and evaluation expertise, Dr. Hinduja provides training to schools, youth organizations, parents, and teens on how to avoid online victimization and its real-world consequences. His interdisciplinary research is widely published in a number of peer-reviewed academic journals, and has been featured on numerous local, state, national, and international media programs, including: CNN's "Anderson Cooper 360," NPR's "All Things Considered," BBC, and The New York Times. He has also been interviewed and cited by hundreds of online and print media outlets. He received his Ph.D. and M.S. in Criminal Justice from Michigan State University (focus area: cybercrime) and his B.S. in Criminal Justice (minor in legal studies) from the University of Central Florida Honors College. At FAU, Dr. Hinduja has won both Researcher of the Year and Teacher of the Year, the two highest honors across the entire university.

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I don't really have a list of ongoing projects. We just work on things, and then finish things, and then we go public with them.

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I am just going to include a few of the most recent here, not all:

BOOKS

Patchin, J. W. & Hinduja, S. (2014). Words Wound: Delete Cyberbullying and Make Kindness Go Viral. Minneapolis, MN: Free Spirit Publishing. ISBN: 978-1575424514. <http://www.wordswound.org>

While several books have emerged on the market in the last few years that target adults who work with teens, there are few resources for teens. This book will serve as a resource specifically written for teens on what they can do to prevent and respond to cyberbullying – and is the first to do so. Most importantly, it is written in a way that connects with their age and developmental stage through a compelling and accessible writing style and examples with which youth can deeply relate. The majority of the book's content is made up of numerous detailed ideas and research-based best practices that can be implemented to make schools and communities into places where cyberbullying simply doesn't happen. This is the best feature of the book - the presentation of activities that teens can undertake - individually, in groups, at school, and in the community - to apply the lessons learned and build a culture in which cyberbullying is not tolerated, but rather replaced with kindness, tolerance, and peer respect. My co-author and I put in the same amount of effort with this book.

Hinduja, S. & Patchin, J. W. (2012). School Climate 2.0: Preventing Cyberbullying and Sexting One Classroom at a Time. Thousand Oaks, CA: Sage Publications (Corwin Press). ISBN: 1412997836. <http://www.schoolclimate20.com>

There is little question that what goes on online affects what happens at school and vice versa. My research has shown that while most teens use technology in a safe and responsible manner, some do make mistakes or use technology in ways that create significant problems for others. For this book, my colleague and I conducted field work and collected data from a random sample of more than 4,400 students from 33 middle and high schools in one large school district in the southern U.S. We were able to identify that students who reported a better climate at their school also reported fewer online and offline behavioral problems, and that teachers who talk about these issues with their students are making a difference. As such, educators must work on transforming the classroom and school into a place where students feel safe, respected, involved and connected. Ancillary benefits for educators who harness the power of a positive climate at school may include better attendance, higher school achievement, and more cooperative attitudes across the student body and among staff. A school with a positive climate is definitely more enjoyable to work and learn in, and can therefore lead to many other beneficial outcomes for students and staff alike. Strategies outlined in the book include tactics such as building a sense of community; peer mentoring; social norming; youth grassroots campaigns; data-driven action plans; and multi-pronged policy and programming approaches. My co-author and I put in the same amount of effort with this book.

Patchin, J. W. & Hinduja, S. (2012). Cyberbullying Prevention and Response: Expert Perspectives. New York: Routledge. ISBN: 0415892376. <http://cyberbullying.us/blog/cyberbullying-prevention-and-response-expert-perspectives.html>

This book voices the views and experiences of the best and brightest youth online risk professionals in the United States. The knowledge and resources shared in this book are guided by research, but presented in an accessible way that will be useful for all who work with teens. What is more, they can be considered some of the “best practices” currently known regarding preventing and responding to cyberbullying. I loved working on this book because I was able to immerse myself among the brightest in my field, and learn so much more about legal issues, youth perspectives, the role of bystanders, curriculum enhancements, response strategies for

educators and parents, and how law enforcement can contribute. If anyone wants to garner insight and strategies from the smartest online risk professionals in the field, they should read this book. My co-author and I put in the same amount of effort with this book.

Hinduja, S. & Patchin, J. W. (2009). Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying. Sage Publications (Corwin Press). ISBN: 1412966892. <http://www.cyberbullyingbook.com>

I am so proud of this book. My colleague and I worked extremely hard to make sure that it was comprehensive, instructive, and devoid of fluff. It is, in my humble opinion, by far the best book out there on the topic. It is an invaluable resource for educators, parents, and others interested in learning how to identify, prevent, and respond to instances of adolescent aggression carried out online. It includes the following: a review of the latest research; illustrations which help to illuminate what cyberbullying looks like; a summary of important court cases and legal rulings; warning signs to help identify cyberbullies or targets; strategies for safe and responsible social networking; dozens of Breakout Boxes highlighting hundreds of important strategies to deal with cyberbullying; discussion questions after each chapter; and a host of distributable resources and materials. It also has a companion web site that I created: <http://www.cyberbullyingbook.com>. Here, additional downloads are available for those interested in promoting Internet safety among youth and stemming the tide of online cruelty. My co-author and I put in the same amount of effort with this book.

ARTICLES

Patchin, J. W. & Hinduja, S. (2013). Cyberbullying among Adolescents: Implications for Empirical Research. Journal of Adolescent Health, 53(4), 431-432. (double-blind peer review)

Public attention to the problem of cyberbullying is at an all-time high. As such, good research is necessary to more precisely elucidate the nature and extent of this behavior, along with its associated causes and consequences. The science of cyberbullying must continue to advance by improving methodological standards, including the use of validated measures, representative samples, and, where possible, longitudinal data. Supplementing quantitative findings with those from detailed qualitative inquiries will also help to better understand the precise nature of some of these relationships. We flesh out these considerations to help inform scholarship in this area, so that it can equip educators, parents, policy makers, and others with the information they need to make a positive difference in the lives of adolescents, online and offline.

There has been a veritable explosion in research on the topic of cyberbullying over the last handful of years, and my colleague and I have tried to lead the way. This piece discusses best practices when conducting a study in this area, and fleshed out definitional distinctions, methodological issues, and strategies to maintain rigor when examining cyberbullying among a population of teenagers. It was received well, and we were happy for the publication acceptance in a journal with a very high impact factor.

Sabella, R. A., Patchin, J. W., & Hinduja, S. (2013). Cyberbullying myths and realities. *Computers in Human Behavior*, 29(6), 2703-2711. (double blind peer-review)

Bullying has long been a concern of school counselors and other adults who work with youth. Recently, cyberbullying (bullying perpetrated through online technology) has dominated the headlines as a major current-day adolescent challenge. Existing cyberbullying research is reviewed to examine the accuracy of commonly-perpetuated claims about the problem. This analysis revealed several myths that need to be clarified so that school counselors have an accurate understanding of the nature and extent of online harassment. Implications for school counseling in light of these clarifications are also discussed.

Reporters and writers constantly contact me and allude to inaccurate statistics and fear-mongering anecdotes and sensationalistic stories related to cyberbullying. We wanted to distinguish between fact and fiction based on our research and the research of other scholars in this field. We also wanted to provide specific guidance to counselors, who are perhaps the first points of contact for targets in schools.

Hinduja, S. & Patchin, J. W. (2013). Social Influences on Cyberbullying Behaviors Among Middle and High School Students. *Journal of Youth and Adolescence*, 42 (5), 711-722. (double blind peer-review)

Cyberbullying is a concern affecting a meaningful proportion of youth as they embrace online communication and interaction, and research has identified a number of negative real-world ramifications for both victims and offenders. During adolescence, many positive and negative behavioral choices are influenced and conditioned by the role of major socializing agents. The current work analyzes data from a random sample of 4,400 middle- and high-schoolers to determine the predictive role of peers in contributing to cyberbullying, and the insulating or buffering role that parents and educators have through instruction, deterrence, and sanctioning opportunities. Implications for schools and families are discussed in conclusion so that all stakeholders can work together in order to reduce interpersonal harm among this vulnerable and impressionable population.

We have long known that there is a strong correlation between a youth's behaviors and those of his or her friends. We wanted to then see if that findings played out in our study of cyberbullying. Students who reported to us that many of their friends had bullied others (at school, using a computer, and using a cell phone) were significantly more likely to have also reported to us that they too had bullied and cyberbullied others. In the end, perceptions can be just as important as reality in terms of influencing behaviors, and the data show that teens generally do behave in concert with what they believe their friends are doing. This is even more evidence in support of working to create a climate at school where no form of bullying is tolerated. If students don't see bullying and cyberbullying happening, or if they see it but the behaviors are immediately condemned by people they care about (their peers and adults), then hopefully they will learn that the norm in their school is to treat each other with respect.

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<http://www.fau.edu/~hinduja>