

EU Kids Online qualitative analysis - definitions

AREA

- ✓ Every quote receives a minimum of one and a maximum of two codes for each area.
- ✓ Only the quotes within the areas of risk experience, risk impact, risk awareness, preventive coping and mediation are further analyzed and are coded for the subsequent fields.
- ✓ If the quote is about risk awareness + preventive coping + mediation (e.g. my mother tells me not to accept friendship request from strangers because they could harass you), only preventive coping + mediation are coded.

Topics/themes	Definitions	Examples
Risk experience	<p>Direct and indirect experiences with online risks.</p> <ul style="list-style-type: none"> ✓ Own/personal risk experiences ✓ Risks experiences that children hear about from friends, peers, siblings, parents, teachers, mediad , other people <p>Absence of experience: explicit statement that no experience/exposure to online risks took place.</p>	<p><i>Direct experience:</i> child was exposed to shocking content, was a victim of online bullying, etc.</p> <p><i>Indirect experience:</i> schoolmate has been victimized, younger sister has seen shocking content, story in on the news about a victim of cyberbullying, etc.</p> <p><i>Absence of experience:</i> child never encountered sexual images, child was never a victim of online bullying, the child never had contact with strangers, etc.</p>
Risk impact	<p>Emotional impact: negative consequences or signs of harm after risk experience, indicated by (negative) feelings, emotional reactions, changes in opinion.</p> <p>Behavioral impact: what children do after risk experiences, indicated by coping strategies, behavioural responses and changes in behaviour.</p>	<p><i>Negative emotional impact:</i> child talks about feeling bad, shocked, threatened, uncomfortable, unpleasant, being bothered, etc.</p> <p><i>Neutral of positive emotional impact:</i> child explicitly talks about feeling OK, not being bothered, etc.</p> <p><i>Behavioural impact:</i> trying to solve the problem, seeking social support, taking revenge, avoiding the situation, accepting what happened, trying to live with the situation, etc.</p>
Risk awareness	<p>Children’s knowledge, subjective opinions, thoughts and judgments about online risks.</p> <ul style="list-style-type: none"> ✓ Why something is (not) problematic, risky, dangerous or unpleasant ✓ Under which circumstances something is (not) problematic, risky, dangerous or unpleasant ✓ Opinions, thoughts and judgments related to the nature of the problematic situation itself ✓ Evaluations or comparisons with other risky or problematic situations 	<ul style="list-style-type: none"> - Thoughts and beliefs about what to be careful of - Why disclosure of personal information can be risky - Meeting another youngster is OK but meeting adults is not OK - It’s stupid to take sexy pictures of yourself - People can misuse your personal information, - Nasty comments on pictures are worse than spam

Preventive coping	<p>Strategies to avoid or protect children from problematic situations or negative experiences online. Any act or behavior with the intention to prevent unpleasant experiences online.</p> <ul style="list-style-type: none"> ✓ Actions or preventive initiatives initiated by children themselves, by parents or other caregivers ✓ Both what is actually done, and what children should do or what they are advised to do in a hypothetical situation 	<p><i>Initiated by themselves</i></p> <ul style="list-style-type: none"> - Changing privacy settings - Not posting certain types of pictures - Not accepting friend requests from strangers - Finding out more about a person before accepting the friendship request - Asking parents if it's OK to click on something <p><i>Initiated by others:</i></p> <ul style="list-style-type: none"> - Parents installing monitoring software - Not allowing children to have a Facebook account <p><i>Hypothetical situation:</i></p> <ul style="list-style-type: none"> - If the child would have Facebook, only personal contacts would be accepted as friends - If the child would have a webcam, she'd never take off clothes
Online activities	<p>Activities online, without any further details or explanations. Also online activities from others (siblings, peers, parents) are coded.</p> <p><i>Attention! Theoretically, everything could be understood as 'online activity'. So only when no other code can be given, should a quote be coded as 'online activity'.</i></p>	<ul style="list-style-type: none"> - Checking the newsfeed on Facebook - Playing online games - Using the iPad for watching videos on YouTube - Using internet for homework
Mediation	<p>Interventions of others. The initiative must come from the other person. This can be a friend, peer, sibling, parent, teacher or another person.</p> <p><i>Attention! When the child decides (not) to talk to another person about a negative experience, this is coded as impact and not as mediation.</i></p>	<ul style="list-style-type: none"> - Parents decide the child is too young for a Facebook account - School has organized an awareness raising event - Schoolmate has told the child not to click on a certain website - Sibling is assisting in changing privacy settings - Mother explains why something is risky - Father gives comments about pictures being inappropriate
Literacy, opportunities	<p>Quotes about digital skills, learning or educational benefits, or other advantages and benefits from the internet. There should be some elaboration on the benefits or opportunities, otherwise the quote is coded as 'online activities'.</p> <p><i>Attention! When the child says the internet is simply used 'for homework', there is no elaboration on the benefits, so this is coded as</i></p>	<p><i>Literacy:</i></p> <ul style="list-style-type: none"> - Explaining how to change privacy settings - Knowing how to install software - Knowledge about how to avoid viruses <p><i>Opportunities:</i></p> <ul style="list-style-type: none"> - Using YouTube videos to learn

	<i>online activity and not as opportunity.</i>	<p>dance moves</p> <ul style="list-style-type: none"> - Using Google to search for pictures for school presentations - Using Facebook to get in touch with other schoolmates and make more friends - Creating a Facebook group with members from a youth organization to exchange pictures
Researcher Comments	<p>Quotes labelled as 'researcher comments' in the first stage of coding.</p> <ul style="list-style-type: none"> ✓ Associations or interpretations of the interview ✓ Culturally specific situations ✓ Comments about the behavior or emotional state of the child ✓ Comments of the social context of the child (SES, family situation) 	<p>Comments about country-specific platforms, the country's school system, etc.</p> <p>Comments about the flux of the interview, about the child's behaviour and feelings during the interview, etc.</p>
Off-topic	When the quote does not belong to any of the previous areas, it is coded as 'off-topic'	Quotes about hobbies or leisure activities not related to the internet, quotes about the methodology or procedure of the interview, etc.

PROBLEMATIC SITUATION

- ✓ A maximum of two problematic situations can be coded in each quote.
- ✓ We prefer the label 'problematic situation' instead of 'online risks', because we want to avoid evaluating situations from the researcher's perspective, and focus on the children's perception of what they consider as problematic or unpleasant.
- ✓ Only quotes in the areas of risk experience, risk impact, risk awareness, preventive coping and mediation are coded for 'problematic situation'.
- ✓ Problematic situations that are too general (e.g. having an issue online, having a problem on the internet, etc.) are not coded.

Topics/themes	Definitions	Examples
Strangers	Any kind of online or offline contact with strangers, i.e. people they have never personally seen before, including potential pedophiles.	<ul style="list-style-type: none"> - Adding someone they have never seen, but having several mutual friends as Facebook-friend - Arranging a meeting with someone they haven't personally met before - Webcam sessions with people they haven't personally met - Chat conversations on a game platform with other players they personally don't know
Bullying & harassment	Any bothering, rude, nasty, violent communication online. Communication can be in the form of text, pictures or videos.	<ul style="list-style-type: none"> - Receiving nasty comments on a picture on Facebook - Receiving violent private messages or e-mails

	<p><i>Attention! This is about active communication, personally directed at the victim. It's not about harmful mass-communicated messages.</i></p>	<ul style="list-style-type: none"> - Being ridiculed about an edited (ugly) picture - Being ridiculed on a hate page - Embarrassing video being shared - Name calling in chat while playing online games
Sex	<p>Any message, picture or video with sexual content.</p> <ul style="list-style-type: none"> ✓ Mass-distributed pornographic content ✓ Adverts or pop-ups with sexy images ✓ Sexy pictures or videos from peers ✓ Conversations on webcam or chat about sex 	<ul style="list-style-type: none"> - Being asked on the webcam to take off clothes - Encountering a pop-up with naked women - A story about a girl whose boyfriend took sexy pictures of her and shared these pictures with friends - Seeing a video about someone masturbating
Unwanted content	<p>Content that is perceived as bothering or disturbing in any way. Often this is encountered on mass-public platforms such as websites, blogs, boards or forums, video-sharing platforms, etc.</p> <ul style="list-style-type: none"> ✓ Content perceived as 'unpleasant' ✓ Violent, rude, nasty, shocking, disgusting content ✓ Information that is wrong, untrue, misleading or fake <p><i>Attention! This is about mass-distributed content, not directed at a specific person.</i></p>	<ul style="list-style-type: none"> - Shocking video about animal abuse - Pictures with blood, people beating up each other - Chain messages saying something bad will happen if you don't forward them - Website with scary things about drugs or eating disorders
Commercial risks	<p>Any commercial content or communication perceived as bothering or unpleasant.</p> <ul style="list-style-type: none"> ✓ Spam, adverts, pop-ups ✓ Commercial websites promising a gift ✓ Misleading commercial websites <p>Problems with e-shopping or online purchases</p> <ul style="list-style-type: none"> ✓ Not receiving the order, or receiving the wrong order ✓ Credit card abuse 	<ul style="list-style-type: none"> - Adverts preceding YouTube videos - An advert about winning an iPad when you click on it - Websites telling you are visitor no. 1000 and you have won a prize - Losing money after ordering a game online
Technical problems	<p>Anything related to malfunctioning devices or internet connections.</p> <ul style="list-style-type: none"> ✓ Viruses ✓ Slow computers ✓ Problems with downloading ✓ Battery problems ✓ Illegal downloads causing troubles ✓ Not being able to find/access a website or platform 	<ul style="list-style-type: none"> - Computer got infected by a virus after clicking on a button while playing a game - Getting annoyed about a slow computer - Not being able to play a game because of a bad internet connection - Computer becoming slow after downloading many illegal songs - Always receiving error messages when trying to download a video
Health & overuse	<p>Any health problem or issues related to excessive internet use.</p> <ul style="list-style-type: none"> ✓ Sleeping problems, nightmares 	<ul style="list-style-type: none"> - Not falling asleep after seeing a shocking video - Feeling bored when not being

	<ul style="list-style-type: none"> ✓ Overuse problems, feeling of being addicted ✓ Physical problems with eyes, back, ... 	<ul style="list-style-type: none"> able to go online - Getting headaches because of playing games for too long
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PLATFORM

- ✓ Only quotes in the areas of risk experience, risk impact, risk awareness, preventive coping and mediation are coded for 'platform'.
- ✓ Only one platform can be coded for each quote. If more platforms are mentioned, the 'highest level platform' will be coded (i.e. when it's about chatting in SNS, we code SNS).
- ✓ Normally, only the quotes in which the platform is explicitly mentioned are coded. However, when it's clear from a previous quote on which platform the event took place, the quotes belonging to this story are also coded for 'platform'.
- ✓ When there is no indication about the platform, this is not coded.
- ✓ When the platform is too general (e.g. 'on the internet', 'on the computer') this is not coded.

Topics/themes	Definitions and examples
SNS	All social networking sites, including country-specific SNS or SNS created for younger children. Also think about Twitter, Instagram, Pinterest, Google+, Foursquare, MySpace, etc.
E-mail	Anything related to e-mail accounts.
Pop-ups	Anything related to pop-ups.
Websites	Websites that don't belong to the other categories, such as search engines, Wikipedia, news websites, pornographic websites, etc.
Chat & message	Quotes about chatting or instant messaging, without any further specification on which platform or service.
Video platforms	Video-sharing websites or platforms such as YouTube.
Games & virtual worlds	Portal websites offering online games, accounts for online games or virtual worlds (e.g. MovieStar Planet), online multiplayer games on the Playstation, etc.
Online phone & video	Services that offer webcam communication or voice calling (e.g. Skype). Also platforms that offer random webcam communication with strangers (e.g. Chatroulette, Omegle).
School platforms	Platforms created for educational assistance and communication with school and teachers.
Boards & forums	Any (public) board or forum, often related to specific topics or interests.
Mobiles & tablets	Things happening on mobile devices with an internet connection such as smartphones, tablets, iPods, etc.

ACTORS – WHO IS INVOLVED

- ✓ Only quotes in the areas of risk experience, risk impact, risk awareness, preventive coping and mediation are coded for 'actors – who is involved'.
- ✓ This code is used to indicate if the event/incident happened to the respondent him/herself, or to another person, and if other people were involved or not.
- ✓ As the respondent is implicitly always involved when it's about risk awareness, the code for 'respondent' is not given when the quote is about risk awareness.
- ✓ When it's about strangers, no code is given in the field of actors. This will be coded as 'strangers' in the field of problematic situation.

Topics/themes	Definitions	Examples
Respondent	To indicate that the event or incident happened to the respondent him/herself, that he/she was involved in what was going on.	<ul style="list-style-type: none"> - Personal experience of an unpleasant situation - Things the respondent does in order to avoid a problematic situation online - Reactions of the child him/herself after something bothered has happened
Friend – peer	<p>Events or incidents that happened to a friend or peer, or when a friend/peer was involved.</p> <ul style="list-style-type: none"> ✓ Friend/peer = classmate, schoolmate, member of sport's club or youth organization, etc. ✓ This is about people about their age, who they have a personal connection with. 	<ul style="list-style-type: none"> - Classmate has been bullied - Friend from the sport's club has arranged a meeting with an online contact - Watching pornographic content together with a friend - Seeing how a schoolmate took pictures of another kid while undressing for the gym class
Sibling	<p>Events or incidents that happened to a sibling, or when a sibling was involved.</p> <ul style="list-style-type: none"> ✓ Also stepbrothers and stepsisters are coded as siblings 	<ul style="list-style-type: none"> - Being angry because the sister has broken the webcam - Being sent shocking pictures by an older brother - Older sister gives advice on how to change privacy settings - Younger brother constantly gives comments on Facebook posts
Parents	<p>Events or incidents that happened to a parent, or when the parent was involved.</p> <ul style="list-style-type: none"> ✓ Also stepparents or foster parents are coded as parents 	<ul style="list-style-type: none"> - Mother tells child not to click on certain buttons - Parents don't allow children to meet strangers - Father's credit card was abused and he lost money - Parents talked with the bully's parents to solve the problem - Father assisting the child in changing privacy settings
Teachers & school	<p>Events or incidents that happened to a teacher, or when teachers or other educators are involved.</p> <ul style="list-style-type: none"> ✓ Teacher, head of school, school's counsellor, other school's deputies 	<ul style="list-style-type: none"> - Awareness raising initiatives at school - Teachers explaining how to search for information on the internet - Intervention of the head of school after cyberbullying incident - Teacher talking with children about how to avoid commercial content
Media	<p>Events or incidents reported by the media.</p> <ul style="list-style-type: none"> ✓ Stories in the media about online risks 	<ul style="list-style-type: none"> - Newspaper article about a victim of online bullying committing suicide - Television broadcast on privacy issues - Article in a teenager's magazine about sexting
Other people	Events or incidents that happened to other	<ul style="list-style-type: none"> - Uncle checking on the children's

	people, or when other people are involved. ✓ 'other people' = people having a connection with the respondent's own (offline) social network ✓ Neighbors, acquaintances, cousins, grandparents, uncles & aunts, friends-of-friends, distant family members, etc.	Facebook posts and reporting to the parents - Cousin who doesn't take care about his privacy settings - A friend of a schoolmate having troubles with a sexting video - A neighbour being totally addicted to online games
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FEELINGS

- ✓ Only quotes in the areas of risk experience, risk impact, risk awareness, preventive coping and mediation are coded for 'actors – who is involved'.
- ✓ If any feeling is present, both positive and negative, this code is given

METHOD

- ✓ All quotes receive a code for method.
- ✓ This code indicates whether the quote comes from a focus group discussion or personal interview.

GENDER, AGE GROUP, COUNTRY

- ✓ All quotes receive a code for gender, age group and country.
- ✓ For the interviews, the gender is male or female. Because a few focus groups were mixed-gender, the code 'mixed-gender' was added.
- ✓ Three age groups are created: 9-11 years old, 11-13 years old and 14-16 years old. Depending on the school system and the composition of the focus groups, 11-year olds are coded for the youngest or for the intermediate group.
 - When in a country most 11- year olds are in primary school, they are coded as the youngest age group. If 11-year olds are generally in secondary school, they are coded as the intermediate group.
 - When most participants of a focus group are 13 years old and one is 14 years old, the focus group is coded as intermediate. When most are 14 years old, and one is 13 years old, the focus group is coded as the oldest age group.