

BullyBBlocker

Identifying Cyberbullying in Social Networking Sites

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<http://bullyblocker.asu.edu>



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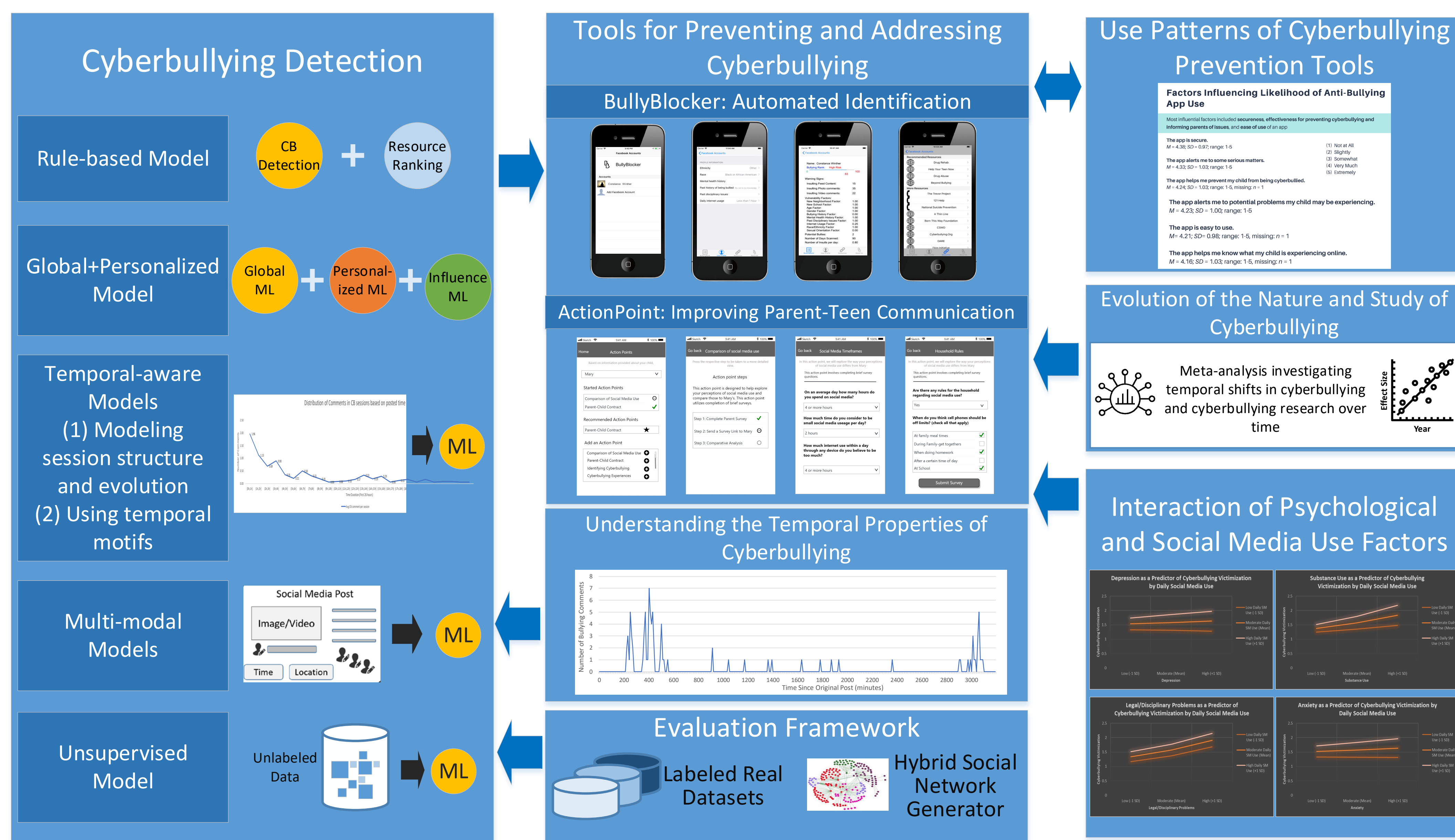
The Problem

- Cyberbullying is the most common online risk for adolescents
- More than half of young people do not tell their parents when it occurs
- Few studies have focused on its automated identification
- Most of the previous work has not explored how advances in CS and psychology can be synergistically integrated

Goals

- Develop cyberbullying identification models for social networking platforms that integrate key results in psychology about the nature of cyberbullying
- Study usage patterns of these automated tools and their utility for devising and testing hypotheses about cyberbullying risk factors
- Provide graduate and undergraduate students with the scientific scaffolding to develop into recognized interdisciplinary scholars

Innovations and Contributions



Impact – Science & Society

- Addresses a problem of high societal relevance
- Improves the understanding of how cyberbullying can be automatically identified
- Produces apps to identify and prevent cyberbullying
- Applicability to other behavioral conditions (depression and suicide)
- A model of interdisciplinary research
- Models and modules that can be quickly integrated & extended

Impact – Education & Outreach

- Involves the participation of undergraduate and graduate students as crucial members of the research team
- Raising awareness of cyberbullying and tools for families through varied media coverage on TV, web, etc.
- PIs are developing a course on Social Data Analysis and plan to modify other computing and psychology courses to integrate the study of social networks and social interactions

Impact – The Numbers

- 6 papers accepted in top conferences and journals in computer science and psychology (e.g., SNAM, ACM WSDM, SIAM SDM, IJCAI, and IAMCR)
- 4 peer-reviewed posters and 3 student-led poster presentations
- 2,400+ downloads of BullyBBlocker app
- 30 graduate/undergraduate students supported
- 50% (8 of 16) of CS students on the team are women or underrepresented minorities and 44% (7 of 16) are first-generation college students

