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Book review of *Narratives in Research and Interventions on Cyberbullying among Young People* edited by Heidi Vandebosch & Lelia Green, Springer, 2019, 243 pages

Cyberbullying is a global phenomenon that has attracted scholarly attention since the beginning of this century. Due to the emergence of new media, researchers have focused their attention on new forms of cyberbullying and methods of intervention. In this context, the book *Narratives in Research and Interventions on Cyberbullying among Young People* comes to fill a gap identified in cyberbullying studies. This edited volume comprises chapters that discuss innovative ways of researching cyberbullying among young people by using the narrative approach; furthermore, the chapters also draw attention to current challenges regarding cyberbullying interventions.

The authors argue that the investigation of cyberbullying is dominated by quantitative research in the context in which new technologies can bring new opportunities to conduct narrative research. The main premise of this book is that research based on narrative methods can lead to an in-depth understanding of the phenomenon of cyberbullying. In addition, the book presents how narratives can be used in anti-cyberbullying initiatives, in youth behavior change processes, in researching appropriate coping mechanisms, and in disseminating information about cyberbullying to a wide audience, in an engaging manner.

The volume is structured in five main parts. The first part comprises an overview of cyberbullying studies over the years. The authors of the chapters included in the first section of the book argue why a narrative approach is needed in cyberbullying research. For example, Heidi Vandebosch makes an analysis of the anti-cyberbullying initiatives proposed by schools, online actors, and the media. She suggests that narratives are used in anti-cyberbullying initiatives, but extensive research is needed to determine the effects that narratives have on these efforts to combat cyberbullying. She remarks that the effectiveness of these initiatives could be improved by integrating a more narrative approach, as narratives are realistic representations of the cyberbullying situation in a way that appeals to young people. At the same time, the author recommends expanding research on the role that narratives play in preventing, detecting, and combating cyberbullying.

The second part of the book can be seen as an in-depth presentation of the methodology of narrative research in the context of the use of digital technology. Lelia Green, Kathleen

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Van Royen and Anne Vermeulen argue how online resources can be turned into opportunities to conduct narrative research. They also examine in detail various methods of narrative research such as the use of elicitation methods through online interview, the use of online naturalistic data (online stories), the participatory methods (drawings, mapping, diary-keeping, photography) and the mixed methods approach (online and offline). The second part concludes with the chapter written by Hans Hoeken and Hanny den Ouden which presents a comparison of narrative health interventions and rhetorical health interventions. They argue that the effects of narrative health interventions can be improved by tailoring the narrative to the audience.

The third part focuses on the presentation of studies that use narrative-based methods in investigating cyberbullying. Compared to quantitative research on cyberbullying, the studies included in this part of the volume bring innovative perspectives to investigate this phenomenon. The chapters in this section show how techniques such as photo-elicitation, analysis of naturalistic narratives or design-based methods are used in cyberbullying research. In addition to detailed information about cyberbullying, the authors of these chapters pay special attention to describing how they used narrative methods, advantages, disadvantages, and obstacles in their research process.

The fourth part of the edited volume comprises three studies that use narrative methods in a creative way and, at the same time, provides important insights into the collaboration between researchers and participants in gathering narrative data. This section of the book discusses research that uses narrative methods such as creative storytelling writing workshops, forum theater, or the use of cyberbullying narrative films as a springboard for focus groups. In the first chapter of this section, we can see how the participatory approach based on narratives can be used to develop anti-bullying programs. In the second chapter, Amy Shields Dobson raises an alarm about the narrative materials used in school anti-cyberbullying campaigns. Moreover, her research shows that some of the materials used in anti-cyberbullying campaigns “reproduce and reinforce longstanding gendered and heterosexualised logics of sexual double standards, victim blaming, and gendered harassment that happens on and offline” (p. 158). This section of the book concludes with the contribution of Jamie C. Macbeth, who examines the stories posted online by victims of cyberbullying and argues how these narratives can be used in the development of social media software to identify cyberbullying and intervene in the fight against it.

The last part of the book is dedicated to the analysis of narratives proposed by media actors such as journalists, celebrities or influencers regarding experiences related to cyberbullying. Through this approach, the authors describe the experience of cyberbullying, the coping methods distributed in mass communication, but also the way in which important actors in society (policy makers, companies, parents, or teachers) act about such harassment incidents. Moreover, the end of the book brings to readers’ attention the obstacles and challenges that companies, parents, teachers and authorities from different states face in the fight against cyberbullying.

Throughout this edited volume, Heidi Vandebosch and Lelia Green manage to incorporate both an explanatory approach and robust information about cyberbullying, as well as an introductory guide to the use of narrative methods. The chapters of the book focus on the innovative qualitative research methodology used to examine the phenomenon of cyberbullying, while also describing the challenges imposed by the narrative methods approach. Furthermore, the chapters of the book reflect the impact of the cultural context on the phe-

nomenon of cyberbullying, highlighting differences across countries such as Australia, Canada, the Netherlands, Belgium, the United States or Singapore.

Finally, this volume has the merit of pointing out the challenges and problems of the current cyberbullying intervention programs and, at the same time, of suggesting new solutions through narrative health interventions that can be applied by parents, schools, authorities, and companies. Furthermore, the book provides support for comparative research and for expanding cyberbullying research to include more diverse cultural contexts and age groups. Given its structure and content, this volume would make an excellent textbook for students and young researchers interested in cyberbullying and in how this phenomenon and its effects could be explored by means of the narrative qualitative method.