

How to Stop "Violence"-Characteristics of Internet Violence Among College Students, Subjects' Responses and the Way to Solve the Problems

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Abstract: In the new era, people's understanding of the connotation of "cyber violence" has gradually changed from focusing on the "theory of violent information" to focusing on the "theory of violent behaviour", and the research on the behaviour of cyber violence has been more in-depth on the formation path and governance mechanism of cyber violence, with a lack of research on the behaviour of those who are victims of cyber violence. In terms of behavioural research on cyber violence, current research is more in-depth on the formation path and governance mechanism of cyber violence, and there is a lack of research on the coping behaviours and precautionary measures of those who are subjected to cyber violence. This study collects data through qualitative research methods, focusing on 32 small-scale cases of college students' online violence, and summarises the routes of this type of online violence, concluding that privatisation, competitiveness, confrontation and semi-hiddenness are the main features, and analysing the subjective responses to different college students' online violence, and discovering that avoidance, rationalisation and other psychological preventive mechanisms play an important role in the selection of the subject, and that the strong awareness of the risk of online violence plays a significant role in the selection of the subject. At the same time, it is found that psychological prevention mechanisms such as avoidance and rationalisation play an important role in the selection of subjects, while the strength of risk awareness of cyber violence determines whether college students can keenly perceive the emergence of cyber violence and its tendency to intensify, and stronger risk awareness can help college

students to take the right measures before the incident worsens and prevent the formation of cyber violence as much as possible.

Keywords: Internet Violence; College Students; Risk Perception; Coping Strategies.

1. Cyber Violence: From Cyberspace Characteristics to Individual Psychological Factors

With the innovative development of Internet technology in recent years, the function of cyberspace is constantly developing in a richer and more complex direction. At the same time, people's understanding of the connotation of "cyber violence" has also gradually changed from focusing on the "theory of violent information" to focusing on the "theory of violent behaviour". [1] At present, the discussion of online violence mostly focuses on the path of behaviour, the field of production, the governance mechanism and specific groups. The specificity of the online platform itself and the psychological changes of individuals due to being in the group are always the two main focuses of research.

In existing studies, the motives of cyber violence are generally divided into moral judgement and cathartic attacks[2], and the path of generation is directly referring to the anonymity and virtuality of online identity, which greatly reduces the legal risk of the perpetrators being held accountable, and the flat dissemination of information on the Internet, which makes it easy for individuals to gather into a "rabble" lacking personal consciousness in their simple emotions. "[3] Governance mechanisms are often proposed based on researchers' analytical perspectives, such as field theory-based separate legislation for the governance of cyber violence to set up special rules of identification, conditions of intervention, and means of punishment[4] proposal; based on the protection of young people to strengthen the

regulation and management of the Internet industry by administrative means, and to increase the punishment of cyberviolence against young people by legal means[5] proposal, and so on.

In the existing analyses, the study of the generation of cyber violence is often used as a basis for discussing the governance of cyber violence, with a greater emphasis on large-scale cyber violence in the traditional sense. There is a lack of discussion and analysis on the response mode of the subject of cyber violence, as well as a lack of reflection on small-scale cyber violence. In reality, although large-scale cyber violence incidents have more serious social impacts and harm to individuals, small-scale cyber violence incidents are more likely to occur and are more uncertain. Therefore, this study focuses on college students, focusing on the causes of small-scale cyber violence, the coping mechanisms of different individuals to cyber violence, and the root causes of such coping mechanisms, and ultimately focusing on the ways to solve the problem of cyber violence.

2. Analytical Ideas and Research Paths

"The value orientation of youth determines the value orientation of the whole society in the future", taking college students as the main object of this study is because, on the one hand, college students are in the transition stage between the campus, the ivory tower, and the society, which is of great significance for the shaping of college students in the future, and on the other hand, most of college students are in the transition stage between the campus and the society. On the other hand, most college students are separated from the acquaintance society in their past lives, and it is difficult to create solid and solid real-life relationships on college campuses to support and help them after they suffer from cyber violence, so their choices of coping with cyber violence are more uncertain.

This study mainly adopts qualitative interviews, including 32 respondents of different majors, ages and genders who have experienced cyber violence during their college years, and focuses on the specific incidents of cyber violence, their responses to cyber violence, the final results of their responses, and the impact of cyber violence on their reality, and other issues.

3. Caught up in Cyber Violence: The Main Characteristics of College Students' Cyber Violence Incidents

3.1 From Reality to the Internet: the Co-Existence of Private and Public Issues

The triggers of college students' cyberviolence incidents are diversified, containing both significant private conflicts and a certain proportion of public issues. The case studies in this study show that cyberviolence triggered by private life and cyberviolence derived from public issues together constitute the risk picture faced by the college student population.

A significant portion of college students' cyber-violence incidents originated from individual conflicts in real life, which then continued to ferment in cyberspace, presenting significant private characteristics. Through case studies, this study finds that there are two main evolutionary paths for such incidents: the trial of public opinion in private life and the digital escalation of real-life disputes, with the core motivation originating from individual value conflicts or interest disputes, and rarely involving public issues.

Under the impact of the digital era, cyberspace has gradually become an important field for college students to express themselves and display their lives. However, when college students display their private lives on public platforms such as Shake Yin, Xiaohongshu and Weibo, they are vulnerable to cyber violence from the public if their body image representations and value outputs deviate from the mainstream social standards.

College students' cyberviolence also involves real-life disputes that are superimposed on each other through cyberspace. When offline conflicts are not effectively resolved, the perpetrators often use the communication characteristics of the network platform to expand the effect of the attack. For example, in the "transfer student incident" (Interviewee 13), both parties had already engaged in violent behaviour in real life, but the conflict was not properly resolved, and the conflict then developed from reality to the QQ space and microblogging platform. In this process, the place where violence plays a role is shifted from the real world to the online virtual space.

It is worth noting that the data in this study show that of the 32 cases collected, 12 cases (accounting for about 37.5%) clearly stemmed from disagreements and attacks triggered by different views on public issues (e.g., comments on social events, arguments over group values,

and evaluations of public figures, etc.). This confirms the concern and participation of the college student community in public affairs, but also reveals the risk of slipping into irrational arguments and group attacks very easily in the process. When college students participate in hot topics, if they have opposing viewpoints and their emotions are intensified, they may detach themselves from the topic itself and turn to personal attacks, labelling and stigmatisation, or group attacks on those who hold different opinions, forming a public-issue-based online violence of the type (this feature will be discussed in the next section, "Group-based Circles of Opposition"). (this feature will be discussed in detail in the next section, "Grouping against the circle").

3.2 The Groupisation of the Circle of Rivalry: The Groupisation of the Circle of Rivalry

In addition to the online violence based on real-life conflicts mentioned above, there is also a kind of native online violence that originates from value differences on public issues, whose core feature is that individual conflicts are replaced by group confrontations, and the main body of the confrontation evolves into a group with homogenised views and emotional tendencies, forming a public opinion level of resistance. The factionalisation of network circles forms the structural basis of this type of violence. The development of the Internet and social media has led to the emergence of a large number of youth subculture communities, such as gaming circles and rice circles, which construct identity boundaries by means of symbolic systems, and which form a highly viscous identity internally, while at the same time displaying a strong exclusionary effect externally.

When some members believe that the interests of the community are being challenged, they will spread targeted incitement. Under the influence of de-individualisation within the group, college students are prone to lose rational judgement, and driven by the emotion of "safeguarding collective honour", they will be involved in inter-community conflicts and commit collective cyber violence.

3.3 Continuous Fermentation: The Evolution of Competition and Confrontation

College students' cyber violence shows a typical evolutionary mechanism of the spiral of violence, in which both sides of the confrontation form a

closed loop of violence escalation through retaliatory attacks, displaying significant features of competition and confrontation. The study found that two-way attacks were common in the incidents, and the victims often counterattacked with similar violence, which led to the escalation of the conflict from unilateral cyber violence to mutual assault, accompanied by the intensification of emotional confrontation, the deepening of differences in positions, and the polarisation of violence. The language of cyber violence has gradually evolved from arguments about opinions to insults to personality and attacks on relatives, and the vehicle of communication has also broken through the traditional text form, and even derived from real threatening behaviours, which promotes the continuous iteration of violent competition. At the same time, the perpetrators of violence implement "human flesh open box" with the help of intelligent technical means, leaking the privacy of the victim and continuous harassment, causing irreversible damage.

At the communication level, cyber violence presents cross-platform proliferation characteristics. Based on the totality of cyberspace and the strong correlation between platforms, violent events often start with private social platforms such as WeChat and QQ, and quickly spread to public communication platforms such as Xiaohongshu and Jitterbug, accelerating the spread of the negative effects and fermentation, and the wide range of areas involved in cyberviolence and the dispersion of detonation sites bring about a spillover effect, weaving a wide-coverage and highly influential online network of violence in cyberspace.[7]

3.4 Social Death on Campus Walls: Semi-Hidden Harm in Reality

Driven by new media technology, online social platforms such as "campus wall" and "confession wall" have become an important vehicle for virtual social interaction in universities. These vertical communities based on WeChat apps break down the traditional social barriers on campus and provide a space for college students to express their opinions across classes and grades. Although these platforms have expanded the space for college students to express their opinions, the anonymity of these platforms has led to a pattern of "semi-hidden" violence that has become a central feature of campus cyberviolence.

This model is manifested in the fact that the abuser uses technical anonymity (e.g., hiding avatar/nickname) to avoid responsibility, but through the implantation of strong contextualised reality details (e.g., professional classes, course events), the victim's identity is precisely locked in the closed campus community, forming the paradoxical structure in which the "abuser's invisibility" and the "victim's manifestation" exist side by side. Firstly, technical anonymity creates the illusion of responsibility exemption for the abuser, inducing the de-suppression effect and prompting the abuser to break through the moral constraints; the implanted highly recognisable information (e.g., clues of specific incidents) provides the decoding key for the network of acquaintances to realise the cross-verification of fragmented information by relying on the homogeneity of the audience and the close correlation of the social circle (e.g., common courses, clubs, etc.); in the context of the closed field, the spreading of negative information accelerates, ultimately promoting the online attack. In the context of the closed field, the negative information accelerates the diffusion, and eventually the online attack is transformed into the victim's experience of "social death" through the real social chain (WeChat group, classroom discussion). Taking a typical "leave slip dispute" as an example, when the interviewee15 forwarded a questionable leave slip to the counsellor, the conflicting party anonymously accused "XX majors' committee members of snitching" on the campus wall and disclosed his class information. Although the identity of the perpetrator was obscured by technology, the strong correlation between the details of the "major + position + incident" allowed students in the same class to target him instantly, and the screenshot was then circulated in the year group, leading to the formation of a collective prejudice against him among the uninformed: "People who did not know about the incident saw the remarks on the wall and made negative comments about me, and relationships deteriorated across the board."

This semi-hidden violence leads to isolation and stigmatisation in familiar social environments, leading to the experience of 'social death', while online social platforms such as campus walls are mostly student-run, lacking vetting mechanisms, and technologically anonymous, making it impossible for perpetrators to be traced back to the perpetrator ('know who it is but have no

proof').

This "semi-hidden" communication mechanism makes the harm both uncontrollable as anonymous violence and visible as real social circles, and becomes the core feature that distinguishes online violence on campus walls from public platforms, significantly exacerbating the physical and psychological damage and social relationship crisis of victims.

4. Getting Rid of Cyber Violence: The Coping Behaviours of College Students' Victims in Cyber Violence Incidents

4.1 "Deleting Posts and Locking Comments: Coping Orientations under the Influence of Escape Mechanisms

Research shows in Table 1 that college students generally tend to adopt avoidance coping strategies when facing cyber violence out of a comprehensive consideration of personal safety, time cost, and potential impact. Data show that about one-third of the respondents chose digital interventions such as "deleting posts", "locking comments", or "pulling black" (e.g., ID007, ID017, ID021, ID025, ID021, ID025, ID025, ID025, ID021), ID025, ID031). This differs from traditional physical avoidance in that the victim is substantially and proactively silenced through the platform's functionality. It is worth noting that the choice of a specific avoidance strategy is closely related to the victim's perceived level of risk. In personalised cyber violence incidents involving real life (e.g., ID001, ID004, ID006, ID010, ID013, ID020, ID023, ID024), victims are highly concerned about the repercussions of the incident on reality (e.g., reputational damage, offline harassment) and have a strong risk perception, and tend to prioritise "deleting posts" based on this high-risk judgement. Based on this high-risk judgement, victims tend to prioritise measures such as "deleting posts", which are immediate and aimed at completely blocking dissemination (e.g., ID004 deleted posts after strong evidence was deposited in response to cyberstorms about private life, and ID024 deleted posts after directly closing comments). On the contrary, in the group confrontation-type cyber violence incidents triggered by the discussion of public issues (e.g., ID003, ID008, ID012, ID014, ID016, ID019, ID022, ID026, ID028, ID029, ID030, ID032), due to the relatively low correlation between the incident and the reality of identity, the victims' perception of risk is

generally low, and they tend to choose to "pull the blackmail". Victims tend to choose "pull black" (ID003, ID022) or "lock comment/set only visible to self" (ID003, ID017), which are less evasive and only restrict specific attackers or narrow the scope of visibility. However, while these avoidance strategies can quickly isolate the source of harassment (ID009, ID018), they do not result in substantial punishment of the perpetrator, nor are they effective in healing the psychological trauma that the victim may have suffered (e.g., ID001 agitation and irritability, ID012 decreased attention span, and ID014 excessive stress).

This "motivated forgetting" is essentially a repression of the victim's own emotions and the experience of cyberviolence itself. Regrettably, these are still the most popular choices for coping with cyber violence, which may also reflect the inadequacy of cyberspace governance in China.

4.2 "Appealing and Calling the Police: Experimental Choices in the Context of "Clearing the Air"

In 2021, the Central Internet Information Office (CIIO) launched a series of special actions to "clear the air", and in the context of the state's efforts to promote the construction of an online governance system, some college students who were victims of cyber-violence began to try to actively use the law to defend their rights. This study shows that although the results of the cases that chose to report to the police can basically be divided into two categories: first, the violent incidents that extend to the network from the intensification of offline conflicts can be effectively resolved through offline reporting; second, the personal violence incidents in a purely online environment are more prominent in the dilemma of defending their rights due to the lack of real-life connections, the difficulty of filing a case, and the opacity of the progress of the case.

Among the ways to cope with online violence, college student victims rarely choose to appeal to the court. Compared with reporting to the police, they generally believe that appealing to the court requires higher time and economic costs, and they have lower expectations of winning their cases. However, interviews for this study found that some victims who took the initiative to appeal were able to obtain an apology and compensation from their abusers with the support of the court, suggesting that the judicial route is

still a viable way to protect their rights.

"The attempts of college students to defend their rights as victims of cyber violence are essentially the result of the resonance between national cyber governance policies and individual legal awareness. Its realisation depends not only on the victims' determination to face the danger of violence and take the initiative to defend their rights, but also on the judicial authorities' attention to new types of online infringement, the improvement of professional processing procedures, and the systematic support of online and offline evidence convergence and cross-regional judicial collaboration.

4.3 "Explanation" and "Explanation": Common Sense and the Tendency of Rationalisation

In addition to the above two responses, some college students who are victims of cyberviolence choose "calm explanations" as a coping strategy, viewing online disagreements and offensive remarks as the norm, and attempting to resolve conflicts by explaining misunderstandings or asking rational questions. However, such objective explanations are often difficult to curb the abuser's malice, and may even trigger a new round of attacks from the other party. This response stems from the victim's rationalised perception of cyber violence, i.e., attributing offensive remarks in the virtual space to the diversity of the crowd, and thus adopting a negative attitude of acceptance.

This rationalised psychological defence mechanism is different from the first type, which is rooted in the victim's self-deception and lack of awareness of cyber violence. In addition, this type of response also demonstrates different definitions of cyberviolence by different groups.

4.4 "Observing in the Dark": a Special Response to the "Campus Wall Incident"

In this study, we found that the response to the "campus wall" incident, which is the most relevant to college students, was significantly different from the above three categories. This kind of violence is generally achieved through anonymous posting and anonymous "hangers", which are vague expressions that attack specific individuals in real life. Due to the influence of the "semi-hidden" feature, the victims often choose to respond in silence due to a two-fold dilemma: first, they are worried that their identities will be exposed due to the response,

which will lead to the loss of their identity. Firstly, they are afraid of public opinion spreading and real-life attacks due to the exposure of their own identities in response; secondly, this kind of content mostly involves subjective life scenarios and value judgements, which results in the abused easily falling into the predicament of "imperfect victims", and also being unable to effectively defend their rights through official channels.

The victims of campus wall violence often have a strong sense of risk, they will quickly perceive the reality of the incident may bring harm, and in weighing the pros and cons of the choice of silence. The reluctance of victims to speak out, the invisibility of perpetrators, and the informality of the Campus Wall platform itself create barriers to resolving this type of cyberviolence on multiple fronts.

5. Preventing Cyber Violence: A Solution from a Risk Perception Perspective

5.1. Prevention: Self-Consciousness of Subjects and Creation of Atmosphere under the Theory of Risk Perception

The key to solving the risk of cyber violence for college students from the perspective of the subject is prevention. At this stage, cyber violence is a series of cyber misbehaviour in which cyber technology risk and offline social risk overlap through the interaction of cyber actors. [9] And cyber violence has five risk characteristics: the suddenness of the behavioural event, the ambiguity of the implementation subject, the difficulty of controlling the evolution process, the public opinion of the manifestation form, and the actuality and uncertainty of the behavioural consequences. [10] In the face of increasing social risks, as Richard Spinello states "Failure to be aware of and pay close attention to risks will result in a growing social price for rapid technological progress." [11] Therefore, risk perception is important for preventing and mitigating the risk of cyber violence for college students.

College students' weak awareness of cyber risk and insufficient risk perception are important triggers for the high incidence of cyber violence on campus. Studies have shown that the typical scenarios of their encounter with cyber violence include: online exposure of life events, online comments of opposing views and online intensification of real conflicts. The first two

types of scenarios stem from college students' cognitive bias towards the risk of anonymous online environments, where they are attacked for freely posting private information or inappropriately worded content; the third type of scenarios are caused by the perpetrators' insufficient understanding of the risk attributes of cyber-violence, which escalates real-life interpersonal conflicts into online conflicts, resulting in the passive involvement of the perpetrators in the violent incidents. This two-way risk perception deficit constitutes both a hidden risk of individual victimisation and a driver of violent behaviour.

Synthesising both individualist and contextualist perspectives in risk perception theory[12], both individual and socio-cultural factors have a significant impact on people's responses to risk. This can be done by enhancing individual risk awareness and creating a socio-cultural atmosphere in both directions.[6]

On the one hand, the school level should strengthen the media literacy education in colleges and universities, based on the college students' network use scenarios, targeting the teaching of short videos, social platforms and other scenarios such as privacy leakage risk factors, antagonism intensification points, etc., and through the analysis of cases, show the logic of the evolution of cyberviolence, so as to prompt the students to fully assess the potential consequences of the release of online content, and to turn the perception of risk into the cyberspace within the subjective consciousness. The students are encouraged to fully assess the potential consequences before posting online content, and to transform the perception of risk into the consciousness of the subject in cyberspace.

On the other hand, the state should build a social cyber risk perception system, change the existing propaganda mode that only emphasises the harm of cyber violence, and systematically popularise the risk characteristics of misbehaviour such as cyber rumours and venting. Through policy guidance and clear guidance on cyberspace governance, schools and families should work together to carry out regular risk education, and with the help of long-term infiltration of social public opinion, form a national consensus on the identification, assessment and prevention of cyber-risks, so as to dissolve the cognitive misunderstanding of "no risk, no responsibility" at the cultural level. The cognitive

misunderstanding of "no risk, no responsibility" has been eliminated from the cultural level, and a rational macro-environment of Internet surfing has been created for college students.

5.2 Intervention: Trauma Healing and Strategy Support for Victims of Cyber Violence

Timely and effective intervention is the key to stopping the transmission of harm caused by online violence. In view of the hidden psychological trauma and insufficient coping ability faced by college student victims, it is necessary to build an integrated intervention system of "technical monitoring, crisis response, and psychological intervention" to realise full-process control of cyber-violence incidents.

Firstly, in terms of immediate intervention, universities should rely on network public opinion monitoring systems and big data technology to conduct real-time risk scanning of campus walls, social media and other on-campus cyberspace, and establish a rapid response mechanism of "early warning-identification-intervention" for cyber-violence incidents. Through the academic system and counselling team to build a regular communication channel, to provide victims with customised response strategies-for anonymous attacks, privacy leakage and other different types of cyber violence, matching platform reporting, evidence fixing, legal assistance and other layered disposal solutions. At the same time, the establishment of cross-sectoral collaboration network, linking public security, judicial organs and network platforms to form a full chain of support for "official channels to complain-illegal content clean-up-abusers to pursue responsibility", lowering the threshold for victims to protect their rights.

For the psychological traumas such as anxiety and self-identity crisis caused by cyber violence, it is necessary to build a three-tier intervention system of "professional counselling, group support and cognitive remodelling". Psychological counselling centres in colleges and universities, in conjunction with social work agencies, provide victims with standardised psychological assessment and customised counselling programmes, and can help them reconstruct their cognitive framework of cyber-violence through the introduction of narrative therapy, cognitive behavioural therapy and other professional techniques. At the same

time, online and offline victim support groups can be formed to alleviate the psychological burden through experience sharing and emotional resonance among peer groups. In addition, an inclusive atmosphere can be created through campus cultural activities to guide students to correctly understand the nature of cyber violence and reduce the secondary harm to victims.

6. Conclusion

Based on 32 cases of cyber violence among college students, this study reveals the features of privatisation, group antagonism, escalation of confrontation and semi-hidden campus walls of such incidents, and finds that the victims generally adopt differentiated strategies such as avoidance, legal attempts, rational explanations and silent responses, and their choices are profoundly affected by the level of risk perception, the strength of judicial support and the characteristics of the platform.

The study suggests that raising college students' awareness of online risks and building a "prevention-intervention-governance" mechanism is the key to solving the problem: we need to strengthen individual risk awareness through media literacy education in colleges and universities, and improve immediate intervention through technological monitoring and cross-sectoral collaboration.

Future research can further expand the coverage of the samples, explore the influence of algorithmic recommendation mechanism on the evolution of cyber violence, and provide theoretical support for the construction of a more resilient cyberspace governance system.

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Addendum

Table 1. Interviewees' Responses to Different Types of Cyber Violence Incidents, Final Results and Impact on Themselves

ID	Age	Gender	Platform	Target of Harassment	Response Strategy	Outcome	Real-World Impact
001	19	Male	Douyin	Private Life	Timely evidence collection, explanation	No resolution	Anxiety, irritability, fear
002	19	Female	Campus Bulletin Board	Private Life	Direct confrontation, demand for apology	Apology received	Social difficulties
003	21	Female	Weibo	Public Issue	Set posts to "Visible Only to Self," shared experience of cyberbullying	No resolution	Stopped using the platform
004	21	Female	Xiaohongshu	Private Life	Deleted posts, uninstalled app, reported, sent legally binding cease-and-desist letter, applied for blockchain evidence preservation	No resolution	Distress
005	21	Female	Weibo	Private Life	Waited for event to subside	Event subsided	Emotional impact
006	20	Male	Bilibili	Private Life	Contacted harasser for content removal, threatened legal action	Apology received	Emotional impact
007	19	Female	Campus Bulletin Board	Private Life	Ignored	No resolution	No impact
008	25	Male	Campus Bulletin Board	Public Issue	Provided explanations	No resolution	Anger
009	22	Male	Douyin, WeChat Groups	Private Life	Refuted explanations, blocked critics	No resolution	No impact
010	19	Female	QQ Zone	Private Life	Ignored, collected evidence and reported to police	Event subsided	Fear, lingering fear
011	23	Female	Douyin	Private Life	Provided explanations, reported, counterattacked	Harasser muted	No impact

01219	Male	Kuaishou, QQ	Public Issue	Reported, others helped clarify	Event subsided	Reduced concentration, emotional impact
01320	Male	QQ	Private Life	Blocked perpetrator, collected evidence and reported to police	Harasser muted	Emotional impact
01424	Male	Kuaishou	Public Issue	Countered with explanations	Harasser account banned	Excessive stress, considered career change
01521	Male	Douyin	Private Life	Blocked harasser, uninstalled app	No resolution	Reduced concentration,
01620	Male	Campus Bulletin Board	Public Issue	Provided explanations	No resolution	No impact
01720	Female	Xiaohongshu	Private Life	Set posts to "Visible Only to Self," blocked, partially responded	No resolution	No impact
01823	Female	Xiaohongshu	Private Life	Blocked, counterattacked, reported	Harasser account banned	Emotional impact
01922	Female	Weibo	Public Issue	Reported, others helped clarify	No resolution	Lost enthusiasm for the platform
02020	Female	QQ	Private Life	Provided explanations, blocked wrong account	No resolution	Stopped sharing private life
02124	Female	Weibo	Public Issue	Ignored	No resolution	No impact
02223	Female	Douyin	Public Issue	Provided explanations, uninstalled app, confronted in comments, private communication, comments, deleted posts	No resolution	Distress, fear
02325	Female	Xiaohongshu	Private Life	Waited for event to subside	Event subsided	Stopped sharing private life
02422	Male	Xiaohongshu	Private Life	Waited for event to subside	Event subsided	Fear, loss of confidence
02521	Male	Kuaishou, Douyin	Public Issue	Ignored	No resolution	No impact
02624	Female	Weibo	Public Issue	Withdrew police report	Apology received	Emotional impact
02718	Male	Douyin	Private Life	Withdrew complaint	Compensation received	Emotional impact
02823	Female	Weibo	Public Issue	Countered with explanations, reported, filed complaints	No resolution	Emotional impact
02919	Female	Kuaishou	Public Issue	Provided explanations, deleted comments	No resolution	Stopped commenting on others
03018	Male	Kuaishou	Public Issue	Reported to police, blocked, filed complaints	No resolution	Reduced concentration,

							emotional impact
031	20	Male	WeChat, Campus Board	Private Life	Ignored	No resolution	No impact
032	30	Female	Baidu Tieba	Public Issue	Provided explanations, deleted posts	Event subsided	Lingering fear, changed some perspectives