There are various technologies for mediated interaction, but only two—virtual environments and videoconferencing systems—provide people with co-presence. Nevertheless, there are various technologies which provide an experience approximating co-presence, including social networking sites, mobile phones, and text-chat. These are compared and contrasted with multi-user virtual environments, along the dimensions of how they represent the user and the space around the user, the level of mutual awareness they provide, and the mode of communication. With the proliferation of electronically mediated forms of interactions, these technologies will increasingly converge in the future. This chapter argues that multi-user virtual environments, since they provide one of two types of technology which are developing in the direction of a fully-immersive mode of being there together, also provide a means for understanding various multi-modal means of connectedness, by comparing them not just to face-to-face interaction but also to an immersive end-state.

Between public and private: privacy in social networking sites
Reijo Kupiainen, Annikka Suoninen, and Kaarina Nikunen
in Children, risk and safety on the internet: Research and policy challenges in comparative perspective

Children and young people have adopted social networking as part of social relationships, learning and creative practices in their everyday
life. Different social networking sites (SNS) offer a range of possibilities for children, but they involve also risks such as misuse of personal information and lack of privacy. Traditional boundaries of private and public are challenged in the SNS and networked publics. This chapter examines the questions of privacy and risk potential of SNS. Social networking is popular all over the Europe, but there are also national differences, and parental mediation in particular is closely related to SNS use. This chapter argues that disclosure of personal information or huge amounts of ‘friends’ on SNS do not in itself cause more risk but multiple risk online activity increases the risk of data misuse. Young people do search new friends on the internet as one of the basic logics of social networking but this does not make children especially vulnerable for personal data misuse.

The Culture of Connectivity
Jose van Dijck

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This book studies the rise of social media in the first decade of the twenty-first century, up until 2012. It provides both a historical and a critical analysis of the emergence of networking services in the context of a changing ecosystem of connective media. Such history is needed to understand how the intricate constellation of platforms profoundly affects our experience of online sociality. In a short period of time, services like Facebook, YouTube and many others have come to deeply penetrate our daily habits of communication and creative production. While most sites started out as amateur-driven community platforms, half a decade later they have turned into large corporations that do not just facilitate user connectedness, but have become global information and data mining companies extracting and exploiting user connectivity. Offering a dual analytical prism to examine techno-cultural as well as socio-economic aspects of social media, the author dissects five major platforms: Facebook, Twitter, Flickr, YouTube, and Wikipedia. Each of these microsystems occupies a distinct position in the larger ecosystem of connective media, and yet, their underlying mechanisms for coding interfaces, steering users, filtering content, governance and business models rely on shared ideological principles. Reconstructing the premises on which these platforms are built, this study highlights how norms for online interaction and communication gradually changed. “Sharing,” “friending,” “liking,” “following,” “trending,” and “favoriting” have come to denote online practices imbued with specific technological and economic meanings. This process of normalization is part of a larger
political and ideological battle over information control in an online world where everything is bound to become “social.”

**When Friends Who Talk Together Stalk Together: Online Gossip as Metacommunication**

Graham M. Jones, Bambi B. Schieffelin, and Rachel E. Smith

in Digital Discourse: Language in the New Media

Published in print: 2011 Published Online: January 2012
Item type: chapter

Drawing on instant messaging (IM) conversations recorded between 2006 and 2009, this chapter analyzes American teenagers' normative assessments of peers' online practices. These assessments do not take the form of reflexively elaborated metadiscourses, but rather emerge through and within metacommunicative gossip, i.e., morally motivated stories about others' online communication. In particular, it concentrates on gossip conducted via IM about communication on the social networking site Facebook. Such gossip is not only metacommunicative; it is also metasemiotic insofar as participants incorporate materials from one media channel into another, drawing on evidence gathered by “stalking”, “lurking”, and “creeping” on Facebook to constitute moral assessments of others' online activity. This account shows that Facebook—an affectively charged arena of self-display and mutual scrutiny in which participants construct desire and build alliances through strategies of concealment and revelation—is a powerful catalyst for metacommunicative talk.

**Identity Theory in a Digital Age**

Jenny L. Davis

in New Directions in Identity Theory and Research

Published in print: 2016 Published Online: August 2016
Item type: chapter

This chapter shows how identity theory is useful in theorizing digitally mediated sociality and how new technological advancements push the identity theory model. Beginning with social structures, it examines how social media platforms are at once “open” and “closed,” posing questions about the availability of identities for social media users. It addresses the identity processes of performance and verification,
disentangling the ways that users both gain and relinquish control over their identity meanings. It shows how the outcomes of identity verification processes—self-worth, self-efficacy, and authenticity—help explain complex and sometimes contradictory findings about the relationship between digitally mediated interaction and psychological well-being. It concludes with two areas of emergent research within identity theory: multiple identities and identity change, for which social media provoke essential questions and provide important sources of data. The chapter shows that advances in social media studies dovetail in theoretically fruitful ways with advances in identity theory.

Conclusion
Jennifer Earl and Katrina Kimport
in Digitally Enabled Social Change: Activism in the Internet Age

The authors find that e-tactics, which they discuss in this book in the context of the United States, seem to be growing all around the world in the present scenario, and are being used to mobilize protests and social movement. They find that the usage of e-tactics is not only growing but is having an effective impact on society. Scholars are not only studying the role of the Web in generating social movements and protests but are also using them. This chapter concludes the book with a discussion on how e-tactics and e-mobilization are recognized as effective tools to initiate protests and social movements. The conclusion discusses some incidents where e-tactics played quite an effective role to get public concerns addressed. Furthermore, this also sheds light on how social networking sites such as Facebook can bring change to social movements.

New Technologies and Separation/Divorce Violence against Women
Walter S. Dekeseredy, Molly Dragiewicz, and Martin D. Schwartz
in Abusive Endings: Separation and Divorce Violence against Women
This chapter examines how new electronic technologies are used by men to exert control and power over women during and after separation and divorce. Included in this chapter are sections on cyberstalking, social network site intrusion, and image-based sexual abuse.

Authenticity, Digital Media, and Person Identity Verification
Jenny L. Davis

in Identities in Everyday Life

Identity theory models authenticity as the outcome of person identity verification. In a parallel literature from digital media studies, the concept of authenticity has emerged as a central concern. Through interviews with American adults, I examine authenticity in relation to social media, using an identity theory frame. I show the specific tactics people use to present “true” versions of themselves, and how they censure those who fail to do so. Through participants’ narratives, I distill two principles of authenticity in a digital age: curation and triangulation. These refer to selective practices of sharing and cultivating a consistent image of self across digital platforms and face-to-face interactions. Those who fail to adhere to these principles may be subject to various forms of disconnection—“un-friending,” “un-following,” and/or general social exclusion. Disconnection minimizes interaction opportunities, making it difficult to verify person identity meanings.

Worried About the Wrong Things
Jacqueline Ryan Vickery

It’s a familiar narrative in both real life and fiction, from news reports to television storylines: a young person is bullied online, or targeted by an online predator, or exposed to sexually explicit content. The consequences are bleak; the young person is shunned, suicidal, psychologically ruined. In this book, Jacqueline Ryan Vickery argues that there are other urgent concerns about young people’s online experiences besides porn, predators, and peers. We need to turn our attention to inequitable opportunities for participation in a digital culture. Technical and material obstacles prevent low-income and other marginalized young
people from the positive, community-building, and creative experiences that are possible online. Vickery explains that cautionary tales about online risk have shaped the way we think about technology and youth. She analyzes the discourses of risk in popular culture, journalism, and policy, and finds that harm-driven expectations, based on a privileged perception of risk, enact control over technology. Opportunity-driven expectations, on the other hand, based on evidence and lived experience, produce discourses that acknowledge the practices and agency of young people rather than seeing them as passive victims. Vickery first addresses how the discourses of risk regulate and control technology, then turns to the online practices of youth at a low-income, minority-majority Texas high school. She considers the participation gap and the need for schools to teach digital literacies, privacy, and different online learning ecologies. Finally, she shows that opportunity-driven expectations can guide young people’s online experiences in ways that balance protection and agency.

**Faculty–Student Communication**

Monica Reis-Bergan, Suzanne C. Baker, Kevin J. Apple, and Tracy E. Zinn

in Best Practices for Technology-Enhanced Teaching and Learning: Connecting to Psychology and the Social Sciences

Published in print: 2011 Published Online: March 2015
Item type: chapter

This chapter highlights three technologies—social networking sites, instant messaging, and virtual worlds—all of which provide opportunities for faculty and students to interact on topics relevant to the educational experience. It discusses ways these avenues can approximate face-to-face interaction, with the general belief that face-to-face interaction is the gold standard for education. It argues that interaction with students is not lost when electronic venues are involved; indeed, they offer compelling evidence that connections and intellectual exchanges actually can be enhanced.

**Online Tools to Promote Student Collaboration**

Kevin J. Apple, Monica Reis-Bergan, Andrea H. Adams, and Grover Saunders

in Best Practices for Technology-Enhanced Teaching and Learning: Connecting to Psychology and the Social Sciences

Published in print: 2011 Published Online: March 2015
This chapter describes some tools that can be used for online student collaboration. By avoiding the logistical problems of getting a group of busy students together at the same time and place, online tools such as Google Docs provide several advantages over other methods of document sharing. The chapter attempts to tease out the conditions under which synchronous or asynchronous forms of collaboration work best, and concludes by briefly sharing other collaboration tools such as wikis, blogs, and social networking sites.

The Media Environment
Usha S. Nayar and Priya Nayar

Published in print: 2019 Published Online: January 2020

The new media is characterized by the convergence of technologies that allow information to be acquired, sorted, packaged and transmitted in multiple ways. This chapter focusses on how new media use has provided an opportunity to young people and affected their everyday lives. It also draws attention to the risk behaviours among young people associated with excessive television viewing. Some of the examples include physical and mental health issues around aggression, cyberbullying, addiction, violence, obesity, and loss of values. The empowerment potential of new media tools and technologies for adolescent self-identity is also examined. The problem of accessibility to new media and the increasing socio-economic divide are also examined. The issue of media policies for regulation vs. human rights is also discussed. The authors note the paucity of research in this area and indicate the need for further research.