Reference List

Keywords: email/social network
Abstract: We address the question of how participants in a small world experiment are able to find short paths in a social network using only local information about their immediate contacts. We simulate such experiments on a network of actual email contacts within an organization. We show that strategies using information about a contact's position in physical space or in an organizational hierarchy relative to the target can effectively be used to locate most targets using the small world method but not necessarily where the network is incomplete. We compare our findings to recent theoretical hypothesis about underlying social structure that would enable these simple search strategies to succeed.

Keywords: adult/diaries/diary/dyad/friendship/gossip/Interaction/partner/relationship/social network/survey/young adult
Abstract: Two studies were conducted on the rules of relating communicated in the social network interactions of young adults. Study 1 involved 68 university students who completed a two-week diary recording interactions with others in which rules for conducting relationships were communicated. In general, rules for relating tended to be communicated among same-sex dyads or triads through advice-giving, sanctioning, and gossip. Rules dealt primarily with romantic relationships (qualities of desirable/eligible partners, and how to initiate, sustain, and dissolve relationships) and friendships (how to conduct them). Study 2 was a survey administered to 127 university students on the extent to which they followed these rules, the degree to which they would receive negative sanctions if the rules were violated, and whether they perceived the rules to be gender-linked. Although several rules were perceived to be gender-linked, few sex differences emerged on perceived sanctioning and on reported rule compliance. In general, rules of loyalty, openness/honesty, and respect applied to both friendship and romantic relationships


Keywords: cmc/communication/community/computer/computer-mediated/cyberspace/define/emotional/im/instant messaging/Interaction/internet/mediated communication/networks/online/peer/relationship/research/social network

Abstract: Computer Mediated Communication (CMC) is changing the nature of communities, both local and distant. While the increased ease of communication and availability of users has created and made closer distance communities, online communication has also affected local groups. Instant Messaging (IM) in particular has affected the school, the workplace, and the home.

In this study, I analyze the effects of IM on network communities that exist within the framework of a larger, bounded entity, that of Stanford University. I define a network community to be one whose membership reaches out beyond geographical boundaries to include segments of several different geographical locations. For information on dormitory communities, see Juan's study. For information on cross-campus relationships, see Eric's study. My initial hypothesis was that IM communication would tie together and create social networks by allowing fast, easy, readily
available, and relatively casual communication between individuals separated by geographic barriers.


Ref Type: Abstract

Keywords:
adolescent/communication/defined/friendship/gender/internet/networks/research/social network/young people

Abstract: The present study considered Internet use, Internet motives and social networks (both Internet-based and face-to-face) and their relations to psychological wellbeing (defined as loneliness and self-esteem) in a sample of 336 young people aged between 15 and 21 years from secondary and university populations. The aim of the study was threefold: first, to investigate gender and education level differences in Internet use and Internet motives; second, to examine social network predictors of loneliness, in particular use of the Internet and face-to-face relations for communication and total Internet and face-to-face friends; and third, to assess Internet use from a Uses and Gratifications approach, that is, to assess how psychological factors predict Internet motives, which in turn predict Internet use. The findings revealed that within this age group higher reliance on Internet communication coupled with lower reliance on face-to-face communication, especially in association with a smaller face-to-face friendship group was predictive of loneliness. While Internet use was not directly predicted by psychological wellbeing measures in general, motives for using the Internet appeared to mediate such associations in accordance with the Uses and Gratifications model. These findings were moderated by gender and education level and were discussed in terms of the importance of face-to-face social relations for maintaining adolescent psychological health. Implications for school education and suggestions for future research were considered. ABSTRACT FROM AUTHOR

Abstract: Technology is increasingly being incorporated into people's day-to-day social relationships, particularly for people whose friendships occupy the center of their social lives. In the following paper we discuss a colocated social group's tendency to integrate planning and re-experiencing around social events with tools for persistent conversations. Through a questionnaire study we found that emails and mailing lists were used as much as phone conversations to plan social activities, and that said usage was positively correlated with measures of friendship satisfaction, sense of community, and percentage of time spent socializing. In response to our observations, we designed a sharing and communication application, Wallop, to enrich the co-located social group's planning and sharing around social events. Wallop provides both communication and social awareness tools, enabling users to build conversations in the context of shared content and browse their implicit social networks. Initial responses to Wallop from a focus group and limited deployment to test users have been positive.

a sample of corporate executive officers (Social Organization of an Urban Grants Economy. New York: Academic Press, 1985). The conclusion to this paper discusses strengths and weaknesses of centrality indices when applied to affiliation networks. (C) 1997 Elsevier Science B.V


Keywords: internet/internet research/networks/online/research/social network


Keywords: chat/cmc/communication/computer/computer-mediated/computer-mediated communication/email/internet/internet relay/chat/interview/intimacy/media/networks/online/relationship/social network/synchronous

Abstract: Personal relationships are noted for intimacy, frequent contact, the maintenance of multiple Relations, face-to-face contact and a desire for proximity. What happens to such relationships when face-to-face contact is unavailable or severely limited? How do pairs maintain personal relationships at a distance and via computer-mediated communication? What do their personal networks look like under these conditions? To explore these questions, social network data from four computer-supported distance learning classes were used to build a picture of the size and composition of personal online networks. Individuals were asked how often they communicated about instrumental and social relations, and which media they used to maintain these relations. Interview data from members of the same program provide further insight into the picture of personal networks that emerges. As found in social network studies of off-line relationships, online learners maintained ties across a range from weak to strong. The more frequent the communication, the more relations maintained, the more socially supportive the relations, and the more media used. Interview data reveal that pairs who maintained a more intimate tie used computer media to create virtual proximity, whispering to each other via Internet Relay Chat during synchronous classes, and seeking out others via Email late at night.

Keywords: email/family/internet/networks/online/race/relationship/social network/survey

Abstract: For a growing cohort of Americans, Internet tools have become a significant conduit of their social life and work life. The surveys of the Pew Internet & American Life Project in 2000 show that more than 52 million Americans went online each day, and there are significant differences in use between men and women, young and old, those of different races and ethnic groups, and those of different socioeconomic status. A user typology can be built around two variables: the length of time a person has used the Internet and the frequency with which he or she logs on from home. The authors contend that use of email helps people build their social networks by extending and maintaining friend and family relationships.


Keywords: email/family/internet/networks/race/relationship/social network/survey

Abstract: For a growing cohort of Americans Internet tools have become a significant conduit of their social life and work life. The surveys of the Pew Internet and American Life Project track the diffusion of Internet technologies, revealing significant differences in use between men and women, young and old, those of different races and ethnic groups, and those of different socioeconomic status. A user typology can be built around two variables: the length of time a person has used the Internet and the frequency with which she or he logs on from home. We contend that use of email helps people build their social networks by extending and maintaining friend and family relationships.


Keywords: communication/hypertext/interpretation/network analysis

Abstract: This paper examines closely the nature of the hypertext link as a communication tool for
Web designers and authors. The strategic nature of the link raises important questions for the representation and interpretation of Web structure. Network analysis is suggested as a methodology that can be used by researchers investigating the World Wide Web from a communication perspective.


Keywords: network analysis/social science


Keywords: cmc/communication/computer/computer-mediated/electronic mail/Interaction/media/network analysis/relationship/theory

Abstract: The computer user has played an active part in uncovering changes brought on with microcomputer technology. Electronic mail (or "E-mail"), which enables users to send and receive messages through bulletin board services ("BBSs"), is often considered one innovation of the computer revolution. A BBS provides opportunities for both "live," real-time exchanges with the BBS host or a fellow user and "asynchronous" message exchanges. BBS telecommunication differs from other forms of computer-controlled communication in that it occurs in a non-task-oriented, active environment. Play theory, which examines the relationship of a medium user to the medium, may explain why computer users choose to employ the BBS. According to play theory, "communication play" is a form of self-expression that takes advantage of a medium in promoting a feeling of individuality. Computer-mediated telecommunication is an example of what has been called "participatory play," which occurs when communicators are free to alter interaction to achieve goals. Analysis of computer-mediated telecommunication must consider both the decision to use the medium and the unique features of the medium that provide content cues of communication play. A network analysis (examining who talks to whom about what) might also shed light on the influence of play communication.
Keywords: adult/advertising/boy/boys/chat/chat room/chat rooms/children/communication/culture/email/focus group/gender/girl/girls/identity/instant messaging/internet/media/networks/online/parent/peer/qualitative research/research/social network/survey/teen/teenage/teens/trust/young people/youth

Abstract: UK Children Go Online. This new research project, part of the ESRC’s E-Society Programme, focuses on the nature of children’s internet use. The report presents qualitative research findings, drawing on fourteen focus groups with children. The next step will be to survey internet-related attitudes and practices among 9-19 year olds across the UK.

Aims. The report addresses two areas of opportunity:

Learning - education, informal learning and literacy,

Communication - social networks, participation and identity,

and two areas of risk:

Dangers - of undesirable forms of content or contact and

Inequalities - exclusion and the digital divide.

Key findings on learning

Children as the internet experts. Although many households contain one or more computer-literate parents, children consider themselves more expert in using the internet. Indeed, both girls and boys gain significant, perhaps even unprecedented, social status and domestic power through the value that adults place on this expertise. Although parents may be ‘catching up’, young people’s willingness to experiment may make this a lasting reversal of the generation gap.

The internet as a flexible medium. Children and young people regard the internet as a flexible medium which allows them to find information for school, communicate with friends and relatives using email, instant messaging and chat rooms, play games, download music and visit fan sites.
Learning by doing. In addition to new technical skills, young people's expertise may also include a change in learning styles and knowledge – to 'learning by doing' rather than rule-bound learning.

Downloading and hacking as alternative skills. Teens especially were keen to discuss alternative forms of expertise. In addition to, or even more than, educational skills they place a high value on music file-sharing, hacking and communication skills as central to their peer culture.

Limitations on literacy. Despite young people's enthusiasm for the internet, 'internet literacy' is still developing. Young people admit to aspects of internet use which they find problematic, including searching and information overload. Awareness of the motives behind websites and a critical attitude towards their credibility and trustworthiness appear little developed.

"My dad hasn't even got a clue. Can't even work the mouse … so I have to go on the internet for him." (Nina, 17, from Manchester)

"It's better to do trial and error because you can learn from the mistakes, and you can find new places, for different sorts of things." (Kim, 15, from Essex)

"Every time I try to look for something, I can never find it. It keeps coming up with things that are completely irrelevant and a load of old rubbish really." (Heather, 17, from Essex)

Key findings on communication

Constant contact with friends. Children's motivations for going online centre on new opportunities for communication and identity play. While the conversational content is often mundane, being readily in touch with their friends is important to them.

Online communication fosters offline links. Online communication is rarely an escape from real life. The internet appears to foster, rather than undermine, existing social contacts, for example with friends from school, connecting children into local, rather than global, networks.
Avoiding contact with strangers. The internet also facilitates some broadening of everyday networks, sustaining connections with friends from abroad or distant relatives. However, most young people see little point in talking to strangers on the internet, regarding unknown online contacts as 'dodgy'.

Key findings on communication cont.

Shifting from chat to instant messaging. Although some younger teens enjoy 'messing around' in chat rooms or pretending to be someone else, many are leaving chat rooms in favour of instant messaging (and SMS) with their local circle of friends.

A wide range of communication choices. While adults tend to judge online communication against an ideal of face-to-face conversation, young people evaluate a wide range of options – face-to-face, email, instant message, chat rooms, phone, SMS – according to their communicative needs. Their criteria include immediacy, message complexity, mobility, cost, privacy and embarrassment.

Little interest in political participation and online content creation. Young people appear uninterested in the possibility of political participation via the internet, being cynical about the likelihood that politicians would listen to them. Although they relish participating in a globalised and commercialised youth culture online, they are less interested in creating their own websites.

"Even if you've just seen them at school like, it'll be like you're texting them or talking to them on the phone or on MSN." (Kim, 15, Essex)

"If you're talking to someone you haven't met, how do you know if what they're telling you is the truth? You don't really mean some things you say, like, it is a bit fake." (Mark, 17, from Essex)

"Chat rooms, you really don't know who you're talking to. Whereas instant
messaging – you do." (Cameron, 13, from Derbyshire)

"You can email your MP, but is he going to listen?" (Heather, 17, from Essex)

"I get in touch with celebrities once in a while, and they send an email back."

(Padma, 15, from London)

Key findings on online dangers

'Weirdos, spam and porn' as downsides. Children associate the internet with paedophiles in chat rooms, spam mail and advertising, online pornography and viruses. Insofar as use of the internet poses a threat to children and young people, their relatively trusting, uncritical approach to the internet is a matter for concern.

Varying experiences of pornography. Many children and young people claim to have seen pornography online. For some this is definitely unwelcome, and here gender is important. Teenage boys, far more than girls, express interest in seeing online pornography, though many – especially older boys and girls – claim to be indifferent. Teens say they encounter pornography more easily and more often on the internet than via other sources. They have varying views on whether access to pornographic online content should be restricted.

Raised awareness of chat room dangers. Chat rooms appear to be losing popularity in favour of instant messaging, reflecting the success of media awareness campaigns warning children of the risks. Younger children have been especially impressed by media stories, though older teens may regard the risks online as less than those they encounter offline in their neighbourhood.

Some children still taking risks. Perhaps the 'comparative safety' of the internet leads some teens to take risks. Some are motivated to acquire social status through making new contacts online. Some avoid telling their parents of the risks.

Some admit to forgetting safety advice when in a chat room.

Parents are monitoring and restricting internet use. Children report that, responding to a mix of media stories and personal experiences, parents are
restricting or monitoring their internet use, employing a variety of regulatory practices. Young people are particularly frustrated by overly restrictive or inefficient filtering, both at home and school.

Children value their privacy. Domestic regulation of the internet can undermine trust between parents and children. Children spoke strongly of their value for privacy, objecting to being monitored or checked up on – likening this to having one’s pockets searched or one’s personal space invaded. In response, they attempt to evade or outwit their parents, and they outline a range of tactics for doing this.

"The internet is just like life as I see it, but just easier. So if these 13 or 14 year olds want to find stuff (pornography), they're going to find it in real life or on the internet." (Lorie, 17 from Essex)

"There's obviously the scare of paedophiles and people like that on chat rooms… it's on the news, and there are ad campaigns against it."

(Alan, 13, from Essex)

"Talking to your parents about the internet is bad for you. They might try and think about taking the internet off your computer."

(Amir, 15, from London)

"My mum's always watching me when I'm in a chat room to check there's no trouble." (Rosie, 13, from Derbyshire)

"Because you want your independence, really, you don't want your mum looking over your shoulder checking what you're doing all the time."

(Steve, 17, from Manchester)

Key findings on inequality

If the internet disappeared tomorrow. Enthusiasm for the internet, though considerable, remains less than for other activities – going out, meeting or phoning friends, watching television. Seen as a great convenience, young people remain confident they could do all they need or wish without the internet if necessary.
Non-users feel excluded. The few children who lack home access to the internet claim to miss out on communicating with friends and feel left out of conversations about popular websites. However, they try to develop strategies to compensate.

"If we didn't have the internet, we'd get everything we have on the internet somewhere else." (Marie, 16, from Essex)

"They're missing out on downloading stuff and using chat rooms ... Some people can't afford it, which is just a sad truth." (Steve, 17, from Manchester)


**Keywords:** anonymity/anonymous/communication/community/depression/family/friendship/identity/Interaction/internet/intimacy/media/networks/online/partner/relationship/social network/survey

**Abstract:** We hypothesized that people who can better disclose their "true" or inner self to others on the Internet than in face-to-face settings will be more likely to form close relationships on-line and will tend to bring those virtual relationships into their "real" lives. Study 1, a survey of randomly selected Internet newsgroup posters, showed that those who better express their true self over the Internet were more likely than others to have formed close on-line relationships and moved these friendships to a face-to-face basis. Study 2 revealed that the majority of these close Internet relationships were still intact 2 years later. Finally, a laboratory experiment found that undergraduates like each other more following an Internet compared to a face-to-face initial meeting.


**Keywords:** chat/community/discourse/Interaction/internet/internet relay/chat/irc/language/online/relationship/research/social network/theory

**Abstract:** Many scholars anticipate that online interaction will have a long-term effect on the
evolution of language, but little linguistic research yet addresses this question directly. In sociolinguistics, social network relations are recognized as the principal vehicle of language change. In this paper, I develop a social network approach to online language variation and change through qualitative and quantitative analysis of logfiles of Internet Relay Chat interaction. The analysis reveals a highly structured relationship between participants' social positions on a channel and the linguistic variants they use. The emerging sociolinguistic relationship is more complex than what is predicted by current sociolinguistic theory for offline interaction, suggesting that sociolinguistic investigation of online interaction, where more detailed and fine-grained information about social contacts can be obtained, may offer unique contributions to the study of language variation and change.

Ref Type: Unpublished Work
Keywords: community/social network

Keywords: children/communication/communication technology/cyberspace/empirical/identity/networks/online/relationship/research/social network/young people
Abstract: In the first rush of academic and popular commentaries on cyberspace, a stark opposition has been drawn between off-line and on-line worlds-the "real" and "virtual." Such understandings of the relationship between these spaces are now increasingly subject to critique, yet relatively little is known about how people actually employ information and communication technologies (ICT) within the context of their everyday lives. In this article, by drawing on research with children aged 11-16, we provide primary empirical material demonstrating how online spaces are used, encountered, and interpreted within the context of young people's off-line everyday lives. In doing
so we consider both how children's "real" worlds are incorporated into their "virtual" worlds and how their "virtual" worlds are incorporated into their "real" worlds. In other words, we demonstrate how the real and the virtual are mutually constituted. We also reflect on some of the forms of "private" and "public" spaces constituted by children's activities on and around the screen.


Keywords: asynchronous/audience/autobiographies/autobiography/blog/blogger/communication/communication/technology/community/cultural/culture/cyberspace/define/defines/definition/definitions/diaries/diary/discourse/email/genre/girl/girls/gossip/Interaction/internet/media/metaphor/networks/new media/observation/online/relationship/research/Scheidt bibliometric/social network/synchronous/textual/weblog


Keywords: email/Interaction/narrative/networks/personal narrative/social network

Abstract: As part of a long-term investigation into visualizing email, we have created two visualizations of email archives. One highlights social networks while the other depicts the temporal rhythms of interactions with individuals. While interviewing users of these systems, it became clear that the applications triggered recall of many personal events. One of the most striking and not entirely expected outcomes was that the visualizations motivated retelling stories from the users' pasts to others. In this paper, we discuss the motivation and design of these projects and analyze their use as catalysts for personal narrative and recall.

Keywords: computer/computer network/networks/social network


Keywords: community/defined/definition/dyadic/friendship/identity/Interaction/interpersonal/media/networks/social network


Keywords: network analysis/networks/social network