RESPECT – Responsible attitudes and behaviour in the virtual social space (RESP)

Our Permanent Life in the Virtual Social Space

by

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Our Permanent Life in the Virtual Social Space

Brief description

This training unit consists of five 90-minutes sessions and one 90-minute evaluation session aimed at a group of 20 to 25 teachers. It focuses on the permanence of online behaviour and implications that this has on the self and others. It addresses differences between offline and online, online posts, conversation and privacy. It invites participants to create an online "constitution" to regulate online behaviour in the virtual social space.

Expected outcomes

- ✓ Raising awareness on issues related to the use of virtual social spaces.
- ✓ Understanding the need for respectful and responsible attitudes and behaviour in virtual social spaces.
- ✓ Promoting good practices for the development of respectful and responsible behavior in the online social space.
- ✓ Developing readiness to take responsibility and to be accountable for one's own actions and choices (A_COOP_3).
- ✓ Developing readiness to examine one's own behaviour (A_SELF_1).
- ✓ Developing aptitude to cope with complex issues and to avoid one dimensional answers (S_EPIS_1).
- ✓ Understanding the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIS_2).

Activities

	Duration	Methods used
Activity 1 Digital Footprints	**90 minutes**	Questionnaire, Group Work, Video Presentation, Discussion, Online Search, Debriefing
Activity 2 Posts that We Regret	**90 minutes**	Role Play, Jigsaw reading, Poster making, Plenary, Debriefing
Activity 3 Crafted Conversations	**90 minutes**	Online Search, Discussion, Video Presentation, Debriefing.
Activity 4 Privacy	**90 minutes**	Personal Reflection, Group Work, Individual Reading, Jigsaw Watching, Debriefing
Activity 5 A Social Network Constitution	**90 minutes**	Icebreaker, Group Work, Sharing Debriefing
Activity 6 Evaluation	**90 minutes**	Questionnaire, Discussion, Write a Letter, Targeted Evaluation

Background and context

In recent years, the behaviour of children and teenagers online has been a topic of heavy debate. In many instances, the focus has been on protecting children from the dangers that the online environment presents, with various projects and campaigns targeting online safety. However, it is also necessary to model and educate for responsible behaviour that will make children and teenagers successful digital citizens in the future.

Teenagers need ethical guidance, structures and boundaries that can help them make the best out of the virtual spaces they inhabit. The aim of this project is to support teachers to deepen their understanding of the issues at stake: the management of virtual identities, switching between online and offline and the challenges brought about by the ever evolving virtual environments. It aims to support teachers develop awareness and in turn promote responsible attitudes and behaviour in their specific contexts.

This training unit was originally piloted with educators from Spain as part of the Pestalozzi Programme Module series "Respect – Responsible Attitudes and Behaviour in the Online Social Space".

Activity 1: Digital Footprints

Duration: 90 min

Expected outcomes
- ✓ Participants become (more) aware of their online legacy and its permanent nature.
- ✓ Participants reflect on the implications of their online interactions and behaviour.

Methods/techniques used
- ✓ Questionnaire
- ✓ Group Work
- ✓ Video Presentation
- ✓ Discussion
- ✓ Online Search
- ✓ Debriefing

Resources
- ✓ Questionnaire (See Appendix 1)
- ✓ Paper and Pens
- ✓ Video: "How to think about digital tattoos" available at: http://www.ted.com/talks/juan_enriquez_how_to_think_about_digital_tattoos#t-13261
- ✓ Personal computers (or any other device with internet access)
- ✓ Video projection facilities
- ✓ Internet access

Practical arrangements
- ✓ Large open space in which participants can stand in a circle.
- ✓ Space where participants can work independently.

Procedure

Step 1 - Icebreaker (10 min)
- ✓ Introduce the project and the issues to be addressed to participants.
- ✓ Give participants the questionnaire and ask them to answer the questions.
- ✓ Ask participants to place the completed questionnaire in an envelope, seal it and hand it back.

Step 2 – Tattoo (20 min)
- ✓ On a piece of paper, ask participants to design a rough tattoo that reveals something about themselves, their work, their hobbies, or their family. They must also make a note about how big the tattoo should be and where they will have it applied. They must do this without showing their tattoo to any other participant.
- ✓ Collects the tattoos.
- ✓ Ask participants to stand in a circle.
- ✓ Redistribute the tattoos at random.
- ✓ In turn, each participant tries to guess who the tattoo s/he now has belongs to.
- ✓ After everyone has had a turn (and a good laugh), each participant claims his or her original tattoo back.
- ✓ Debrief by asking participants to share the reasons behind their tattoo and what would happen if at some point they regret that tattoo.

Step 3 – Digital Tattoos (20 min)
- ✓ Show the video "How to think about digital tattoos" by Juan Enriquez.
- ✓ Invite participants to react to the video, asking appropriate questions that can support the discussion.

Step 4 – HR Manager (20 min)
- ✓ Ask the participants to imagine that they are an HR manager of a high profile company. As HR managers they are responsible for vetting application forms for employment. They have received an application form for a high profile position within the company. As most HR managers do nowadays, they run an online search to find out more information about the applicant.
- ✓ Depending on the level of trust in the group, invite the participants to look up either their own name (if the level of trust is low) or another participant's name (if the level of trust is high).
- ✓ Ask participants to share their experience. Were they surprised by what they found? Was there anything that they were not aware about what they found? Are they comfortable with this information being out there and accessible to the general public?

Step 5 - Debriefing (20 min)
- ✓ Invite participants to reflect on the activity:
  - What are the implications of our digital footprint?
  - Has your digital footprint ever been used against you?
  - Has your digital footprint ever affected others? In what way?
  - What are the implications of our digital footprint in our role as educators?
  - Whose responsibility is it to "educate" in terms of digital footprints?
  - Is creating awareness enough?

Tips for trainers
  ✓ Judge the level of trust within the group. If the participants do not know each other, then incorporate some basic form of introduction in the icebreaker. When participants reclaim their original tattoo, they can all be invited to introduce themselves using the tattoo as a starting point.
  ✓ The larger the group, the more time will be needed for the tattoo activity.
  ✓ Participants may easily get side tracked. Ensure that the discussion remains focused.
  ✓ Be ready to interfere should an awkward situation develop if participants look up each other's names.

Activity 2: Posts that We Regret

Duration: 90 min

Expected outcome
  ✓ Participants deepen their understanding of behaviour on social networking sites.

Methods/ techniques used
  ✓ Role Play
  ✓ Jigsaw reading
  ✓ Poster making
  ✓ Plenary
  ✓ Debriefing

Resources
  ✓ Computers or any other device with access to a social networking site.
  ✓ 4 copies of online statuses from a social network site (Appendix 2). Adjust according to number of participants.
  ✓ Articles from Appendix 3 per micro-group.
  ✓ Poster paper and pens.

Practical arrangements
  ✓ Space where participants can work in small groups, to read, discuss and create posters.
  ✓ A large space where participants can wonder freely interacting with other participants.
  ✓ Space where participants can stick posts and posters (a wall or notice board).

Procedure

Step 1 - Would you say...? (30 min)
- ✓ Give participant a slip of paper with examples of online statuses from Appendix 2.
- ✓ Ask participants not to show what is written on the paper to other participants but are invited to mingle in the room, talk to other participants and in the course of the conversation, relay the message on their slip of paper.
- ✓ Allow some time for participants to mingle around and talk to at least 2 other participants.
- ✓ Ask the participants to form groups by finding other participants who had an identical message on their slip of paper.
- ✓ Inform the participants that the messages on the slips of papers are examples of Facebook status updates.
- ✓ In groups, the participants are invited to discuss the status updates. What do these updates say about the author? Are these status updates something you would say in a normal conversation with total or near total strangers? Who would you have such a conversation with? Could you stand up in a room full of people and announce what is in any of the status updates?
- ✓ Refer participants to "7 Ways to be insufferable on Facebook" by Tim Urban.

Step 2 Jigsaw Reading (40 min)
- ✓ Provide a copy of each of the articles per micro-group (1 copy of 4 different articles per micro-group)
- ✓ Allow 5 to 10 minutes for each participant to read his or her article.
- ✓ Invite each participant to share the gist of the article that he or she read with the other participants in the micro-group.
- ✓ Ask participants to discuss the scenarios and points of view in the articles in micro groups.
- ✓ Provide each micro-group with poster paper and coloured pens.
- ✓ Invite participants to create a poster indicating "the 5 things never to post on social media".
- ✓ Participants hang these posters in the room and each micro-group is allowed a few minutes to present the poster.

Step 3 - Debriefing (10 min)
- ✓ Invite participants to reflect back on the actual examples that they picked from the introductory activity (Step 1).
- ✓ In the light of the discussions that they had, would they have chosen differently and if so why? Can they identify other reasons other than those that they had thought of initially as to why the examples they choose should not be shared on social media? Why should anyone be careful what to share? Isn't freedom of expression a fundamental human right? Is there any way in which an individual can ensure that whatever he or she posts on social media is not used against him or her? How can he or she be sure? Has participants' understanding deepened after this activity? What is our responsibility as educators in this respect?

Tips for trainers
- ✓ The examples of online statuses may be changed to less provocative ones depending on the atmosphere in the group. Some examples are gender specific. You may need to encourage the flow in the room.
- ✓ Depending on the level of the group, participants could be asked to create posters for different audiences, for example, "the 5 things never to post on social media for teachers/students/high school students/student teachers/parents".

Activity 3: Crafted Conversations

Duration: 90 min

Expected outcome
- ✓ Participants explore differences and similarities in the ways we communicate online and offline.

Methods/ techniques used
- ✓ Online Search
- ✓ Discussion
- ✓ Video Presentation
- ✓ Debriefing

Resources
✓ Space for participants to browse a social media site individually.
✓ Video: Noah. At: http://www.fastcocreate.com/3017108/you-need-to-see-this-17-minute-film-set-entirely-on-a-teens-computer-screen
✓ Video projection facilities
✓ 1 copy of Appendix 4 for every participant.

Practical arrangements

✓ Space for participants to browse a social media site individually.
✓ A large enough space for participants to move freely across an imaginary continuum.
✓ A space where participants can work in small groups.

Procedure

Step 1 What does it mean? (10 min)

✓ Invite participants to browse a social media site with a view to identifying posts that are ambiguous in meaning or that they feel are not genuine.
✓ Invite participants to choose the one post that they most object to, to copy this on poster paper and to "post" this in a designated space in the physical room.
✓ Allow time for participants to look at the posts.
✓ Invite participants to comment on these posts. Why do you feel that these posts are not genuine? How can you tell?

Step 2 – Noah (30 min)

✓ Watch the video "Noah".
✓ Invite participants to react to the video, asking questions that can support the discussion. How realistic is the scenario depicted in the video?
✓ Give each participant a copy of "What gets lost in our carefully crafted online conversations", ask them to read this and comment further.

Step 3 – Debriefing (30 min)

✓ Invite participants to reflect on the activity:
  ▪ Is there a difference between the way we do things online and offline?
  ▪ Are our online personae distinct from our personae in face-to-face situations?
  ▪ Should this be so?
  ▪ Is there such a thing as a genuine online interaction or is every interaction laden with hidden meaning?
  ▪ Is this something that we must "teach" students or is this something that they have to "learn" for themselves?

Tips for trainers

✓ Most of the questions in the debriefing part may be explored further in separate instances.

Activity 4: Privacy

Duration: 90 min

Expected outcomes
✓ Participants explore the concept of privacy online.
✓ Participants become proactive in securing their own and other people's privacy online

Methods/ techniques used
✓ Personal Reflection
✓ Group Work
✓ Individual Reading
✓ Jigsaw Watching
✓ Debriefing

Resources
✓ Small sheets of paper
✓ Copies of the article "Privacy and Technology" (Appendix 5)
✓ Video: Internet Privacy is Dead. At: http://www.jdsupra.com/legalnews/lori-andrews-says-internet-privacy-is-de-03869/
✓ Video: Why Privacy Matters. At: http://www.ted.com/talks/alessandro_acquisti_why_privacy_matters.html
✓ Video presentation facilitates.

Practical arrangements
✓ A large open space where participants can work independently and as a whole group.
✓ 2 distinct spaces where participants can watch different videos simultaneously.

Procedure
Step 1 What is Privacy for you? (15 min)
✓ Participants are asked to reflect on what they understand by privacy.
✓ They are asked to write down a definition of privacy on a small sheet of paper.
✓ Collect the sheets of paper in a bag and redistribute them randomly amongst participants.
✓ Ask participants to read the definitions of privacy and to comment on the definitions. Are these definitions accurate? Are they helpful? Is privacy a universal concept? How has technology impacted privacy? Can privacy still exist?

Step 2 (15 min)
- ✓ Allow participants some time to read the article called "Privacy and Technology" in Appendix 4.
- ✓ Ask participants to reflect on their definitions of privacy. In the light of what you have read, do these definitions still make sense?
- ✓ Invite participants to react to the article.

Step 3 Jigsaw Watching (45 min)
- ✓ Divide the group in 2 smaller groups.
- ✓ Invite one group to watch the TED talk re Privacy and the second group to watch "Lori Andrews Says Internet Privacy Is Dead: Video". Each group watches either one of the videos separately.
- ✓ Invite participants in each group to discuss the respective video and formulate a list of important points or issues from the video. Ask each group to choose one representative.
- ✓ Reconvene the 2 groups and ask the representative of each group to provide a brief summary of the video and the main points/issues that the group discussed.
- ✓ Invite participants from the two groups to engage in a discussion about the issues raised.

Step 4 - Debriefing (15 min)
- ✓ Ask the participants to reflect on their original definition of privacy again. Has their understanding of privacy changed? Is there a difference between privacy offline and online? Does privacy matter? Should we resign ourselves to the fact that there is no real privacy anymore? Have our online actions ever impinged on other people's privacy? What can you do to respect other people's privacy?
- ✓ As daunting as it may seem, is there anything we can do to ensure privacy, if so desired? Refer participants to "The very unofficial Facebook privacy guide" as an example.

Tips for trainers
- ✓ Participants may feel very strongly about some of the issues raised. Be prepared to diffuse any tense situation.

Activity 5: A Social Network Constitution

Duration: 90 min

Expected outcome
- ✓ Participants create an "online constitution" to regulate behaviour online.

Methods/ techniques used
- ✓ Icebreaker
- ✓ Group Work
- ✓ Sharing
- ✓ Debriefing

Resources
- ✓ Red, green, blue and black markers totalling the number of participants.
- ✓ A copy of Appendix 6, 1 copy for every 2 micro-groups.

Practical arrangements
- ✓ A space where participants can sit in a circle.
- ✓ A space where participants can work in groups.
- ✓ Space where to stick posters.

Procedure

Step 1 Please, please smile! (15 min)
- ✓ Invite participants to sit in a circle with a volunteer standing in the middle.
- ✓ The volunteer goes to a person of his or her choice, looks at them deep in the eye, and says "Honey, if you love me, would you please, please smile?"
- ✓ The recipient cannot smile, smirk, turn up the corners of their mouth, or snicker. The recipient simply replies "Honey, I love you, but I just can't smile."
- ✓ The volunteer in the middle can't touch the recipient in any way but can do anything else.
- ✓ The volunteer continues until someone smiles, and then he or she trades places with the person who finally smiles.
- ✓ Debrief. How easy was it not to smile? What is easier – Not doing something you have been told not to do? Or doing something you have been told to do?

Step 2 An Social Network Constitution (45 min)

✓ Divide the participants in micro-groups of 4. Give each participant a marker and ask them to form groups so that in each group there are 4 participants with 4 different coloured markers.

✓ Give each micro-group a copy of Appendix 4 and explain the roles of each participant depending on the colour of their marker.

✓ Ask participants to draw up a "Social Network Constitution" identifying not more than 10 "rules" or points and creating a poster with these points or rules.

✓ Participants stick their posters.

✓ Participants are invited to look at all the posters and comment react in plenary.

Step 4 - Debriefing (30 min)

✓ Ask the participants to reflect on the activity. How easy/difficult was it to agree on a constitution? How did you word your constitution and why (refer to Step 1)? How effective do you think such a constitution could be?

✓ All social networks have their own set of rules. Have you ever read the rules of the social networks you belong to? How useful would this activity be in the classroom?

✓ Reflect on the process. How did you feel in your role as tracer/encourager, timer/writer? Would you have preferred a different role? Why? How effective is this strategy to keep a group focused and on task? How could you use this in the classroom?

Tips for trainers

✓ You may want to assign specific roles to specific participants.

✓ The roles described are in no way a fixed rule of organisation but rather a tried and tested example of practice. You may wish to create new structures if needed.

Activity 6: Evaluation

Duration: 90 minutes

Expected outcome
   ✓ Participants reflect on their experience.

Methods/ techniques used
   ✓ Questionnaire
   ✓ Discussion
   ✓ Write a Letter
   ✓ Target-ed Evaluation

Resources
   ✓ Questionnaire from Activity 1
   ✓ Papers and pens
   ✓ Large sheet of paper (Target-ed Evaluation)
   ✓ Markers

Practical arrangements
   ✓ Space where participants can work individually.
   ✓ Space where to hold a discussion.
   ✓ A wall, board or stand which is easily accessible (Target-ed Evaluation).

Procedure

Step 1 Revisiting the Questionnaire (20 min)
   ✓ Invite participants to reflect on the training experience.
   ✓ Invite them to go back to questionnaire from activity one and to fill in the questionnaire again, using a different coloured pen, basing their new answers on their experience during the training and in terms of their future actions.

Activity 6: Evaluation

Step 2 Discussion (30 min)
- ✓ How have your perceptions changed after this training course? Take comments from participants, encouraging them with appropriate questions.

Step 3 Your Responsibilities (30 min)
- ✓ Invite participants to write a letter to themselves (or a trusted colleague or the trainer) in which they summarise the most important points from this training course.

Step 4 – Target-ed Evaluation (10 min)
- ✓ Draw a pie chart (target) with 6 sectors.
- ✓ Write one of the following statements in each sector:
  - I have deepened my understanding of issues related to respect online.
  - I am more aware of the implications of actions online.
  - I realise this is also part of my responsibilities as an educator.
  - I have ideas that I can develop in the classroom.
  - I enjoyed this training course.
- ✓ Invite participants to put a dot in each sector. A dot close to the centre signifies agreement with the statement. A dot close to the edge of the circle signifies disagreement.

Tips for trainers
- ✓ You may choose to collect the letters and mail them back to participants at a later date.
- ✓ Add as many statements as needed but limit the number to a reasonable amount.

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Appendices

Appendix 1

Social Networks – Questionnaire

How much attention do you pay to the following online?
(1 - Not much attention/5 – A lot of attention)

	1	2	3	4	5
Your privacy settings (passwords, etc.).					
The small print at the bottom of the terms and conditions of a service.					
The personal information you provide about yourself (mobile number, address, etc.).					
The personal information you provide about others.					
Your picture and video uploads.					
The content of your posts.					
The accounts you sign up for.					
Software you use to protect yourself (anti-virus, anti-tracking software, VPNs, etc.).					
The authenticity of the information you post on internet.					
The credibility of the information you find on internet.					

Appendix 2

Facebook Statuses

To be printed 4 times (for 24 participants).

I don't know how fat people feel. I feel fat and I'm skinny! At least I used to be...
Going through old boxes and found a memory of my most prized lost possession. The hotel receipt from when I lost my virginity.
On my walk home from work, I was whistled at twice, honked at twice, and one car almost caused an accident slowing down to stare at me. Sometimes I really hate men.
Thank god, finally got results back today. Its nothing permanent, totally treatable with medication. PHEW! Herpes will be gone in a week Hollaaaaaaaa
OMG I hate my job. My boss is a totally pervvy wanker always making me do shit stuff just to piss me off! WANKER.
I wish I had cancer so Justin Bieber would come to me, kiss me on my cheeks, hug me, call me his girlfriend.

Appendix 3

Article 1

When Social Sharing Goes Wrong: Regretting the Facebook Post

Elise HU

We've been following the case of Justin Carter, the Texas teen who's been jailed near San Antonio since February. It started when he posted a Facebook message saying he would go "shoot up a kindergarten." Austin Police arrested him and seized his computer and a grand jury indicted him in April on a charge of making a terroristic threat. Because a judge set bail at $500,000, the 19-year-old can't get out to await trial.

"He's really sorry," said Jack Carter, Justin's father. "He just got caught up in the moment … and didn't think about the implications."

While Carter's example is extreme and, as police contend, illegal, he isn't alone in posting something on social media and later feeling deep regret. The relationship was the focus of a 2011 study called "I Regretted the Minute I Pressed Share," by researchers at Carnegie Mellon University. The Carter case presents a timely opportunity to revisit what the researchers found:

The types of posts people regret won't surprise you.

This part probably didn't require an academic study, but research confirms that the most common Facebook regrets revolve around sensitive topics like alcohol, sex, politics, religion or "emotional content." That includes posts about relationships, with profanity and/or negative comments. (The study's title came from a respondent who posted a regrettable negative thought about a job interview.)

The three sources of Facebook regret: Underestimating consequences, unintended audiences or "Oops!" moments.

- Unintended audiences

Users often don't remember or know who might see their Facebook content. In some cases, they were concerned only about their Facebook friends and not conscious of the fact that people outside their individual network would encounter the post.

"We also heard several reports in which users' social-networking site content ended up in the hands of judges and prosecutors," researchers write. It's a situation Justin Carter knows well.

- Failure to foresee consequences

Sometimes users expect a negative consequence but underestimate its severity. Study participants used examples like posting and tagging photos of friends in states of inebriation, or posting messages or jokes that were racist or sexist, which in some cases led to professional ramifications.

- Accidental posts or misunderstanding privacy controls

"Relatively new Facebook users tend to have problems understanding the Facebook platform, and experienced users can still be caught by surprise," the Carnegie Mellon researchers wrote.

"One survey respondent said, 'I accidentally posted a video of my husband and I having sex . . . I didn't mean to post it, I had accidentally clicked on the video of my daughter taking her first steps and on that video and they both uploaded together … I didn't know I had posted it until the day after, when I logged on again, and saw all the comments from all of our friends and family, and my [husband's] coworkers (he's in the Army).' "

In this case, the posting was an accident, but some users don't understand how their identities are connected with their activity, or just forget to update privacy settings on content. The process of setting up various privacy controls can be cumbersome — and confusing — which only heightens the risk when posting.

Our human tendency to "perform" on social media can lead to regret.

Social media lends all users a "public" persona, and when users try to present themselves in a way that matches how they want to be seen, this can lead to trouble. Part of the problem is that the norms of one community aren't the norms of another. So when we produce one version of ourselves for one context — say, our family — but behave quite differently in the workplace, the frameworks can clash on social media. The researchers wrote:

"A teacher holding alcohol in a school or public context may conflict with its social norms, whereas the same person holding alcohol in a bar during her vacation seems reasonable with the social norms of that circumstance. The problem is that sites like Facebook are becoming what [social media scholar Danah Boyd calls 'networked publics'] — public places on the Internet, where different conflicting contexts and social norms coexist."

In the unintended consequence-related regrets, what often happens is the "wrong" self-presentation was perceived by the unintended audience.

Online regret isn't the same as offline, or "real-world" regret.

A main cause of Facebook regret is when your posting reaches people you didn't intend it to because Facebook privacy settings can be confusing or you assume a smaller number of people will see your message than actually do. This doesn't happen as often with real-world regrets.

But the nature of online and offline regret is also quite different. Evidence from real-world-regret literature (yes, there are many studies in this area) show that what we regret in real life tends to be what we don't do — we regret inaction because of the fear of negative outcomes. For example, when we regret not telling people how we really feel about them.

But research indicates that Facebook users regret their action instead of inaction, "in which the impulsiveness of sharing or posting on Facebook may blind users to the negative outcomes of posts even if the outcome is immediate," the Carnegie Mellon researchers wrote.

Research around this area is growing as notions of privacy, surveillance and our online and offline identities continue to evolve. This particular research team wants to know whether certain kinds of users are more likely to take regrettable actions on Facebook, and if so, what are their characteristics?

They ask other questions, like what is the long-term effect of regrets on users' subsequent behavior on Facebook?

As we've recently seen, in the extreme cases, long-term effects of regrettable posts can last a lifetime.

Reference

Hu, Elise. 2013. When Social Sharing Goes Wrong: Regretting The Facebook Post. Web. February 2015.
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Article 2

Study: Why You Post Things On Facebook You Will Later Regret

Bill Damon

This study is great. Here's the outline and conclusion:

We investigate regrets associated with users' posts on a popular social networking site. Our endings are based on a series of interviews, user diaries, and online surveys involving 569 American Facebook users. Their regrets revolved around sensitive topics, content with strong sentiment, lies, and secrets.

Our research reveals several possible causes of why users make posts that they later regret:

(1) they want to be perceived in favorable ways,

(2) they do not think about their reason for posting or the consequences of their posts,

(3) they misjudge the culture and norms within their social circles,

(4) they are in a "hot" state of high emotion when posting, or under the influence of drugs or alcohol,

(5) their postings are seen by an unintended audience,

(6) they do not foresee how their posts could be perceived by people within their intended audience, and

(7) they misunderstand or misuse the Facebook platform.

Some reported incidents had serious repercussions, such as breaking up relationships or job losses.

We discuss methodological considerations in studying negative experiences associated with social networking posts, as well as ways of helping users of social networking sites avoid such regrets.

I will add a few more reasons from personal experience:

I am exhausted and not thinking straight. Especially when there's a terrorist possibly running around the area at 5AM.

Times change. Something that was appropriate in June may not be appropriate in December for a variety of reasons.

I don't know what I've posted. An example is a picture I think is great, but I don't see something that is in the background. Usually with someone else doing something embarrassing and it is pointed out in comments.

Misspellings. Like Bangcock.

On a similar note... When I use Twitter I often put a series of tweets together without always explaining the later tweets are connected. This can lead to some tweets being taken on their own and they have a totally different context.

Posting to the wrong account! I've done that a few times on Twitter. Its not that the tweets are bad, but they may not be on a subject that group is interested in.

Reference

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Article 3

Facebook regret? California law lets kids erase embarrassing posts.

A first-of-its-kind California law requires social media companies such as Facebook to allow teens to erase posts. But the Internet has no true 'permanent delete' button, experts say.

Daniel B. Wood

LOS ANGELES — California on Monday became the first state to require websites to give minors a way to take down photos and other posts. The law keeps California at the forefront of social-media legislation. In January, California became one of the first six states to disallow companies from asking job applicants about personal information, like their user names and passwords on Facebook and other social networking sites.

The new legislation is well-meaning, say media watchers, who suggest it could spark much needed dialogue and nudge copycat legislation in other states. But they add that the protection might be misleading because it gives a false sense of security. "Lack of control over what we may post online is the Achilles heel of social media, in particular the inability on some sites to remove something that you posted online," says Paul Levinson, a professor at Fordham University in New York and author of "New New Media." "The California law is an important step in giving consumers this power." "Unfortunately, once a picture or anything is posted, it can be downloaded, which gives it a life even after it is removed from the primary site," he adds. "But the California law is a step in the right direction."

State Senate leader Darrell Steinberg said in a statement that the measure, SB 568, offers "a groundbreaking protection for our kids who often act impetuously with posting of ill-advised pictures or message before they think through the consequences."

But Internet fraud expert Daniel Draz tells a personal story of how hard it is to undo anything on the Internet. For 18 years, he tried to keep his address secret to protect his family from people he has sent to prison. But after he moved to Illinois, he found his address on the Internet, probably posted innocently through change-of-address forms at his real-estate company. When he tried to get the address removed, he was sent nine pages of forms with 20 spaces for company names per page. "I finally gave up, because, even after all that, there was no guarantee these companies would agree to delete my address," he says. With regard to removing Facebook photos, he says, "Even if it does get removed from the host site, the number of other commercial sites that have grabbed it in an information-sharing-type arrangement with other sites where they get feeds means that the image is still out there despite what the host is required to do by law."

Celebrities have had to learn this the hard way, others say. "There is no such thing as a 'permanent delete' function on the Internet," says Mario Almonte, partner with Herman & Almonte Public Relations in New York. "As many … public figures have discovered, to their dismay, even pictures or posts that are up for the most fleeting seconds are easily captured by other people and reposted online forever. While [this law] has good intentions, it is unlikely that requiring sites to allow minors to permanently delete their contents when they wish will have much of an impact in any way, since uploading anything to the Internet is, for the most part, an irreversible move."

Some analysts disagree. "This can work and it will work," says Mark Tatge, communication professor at DePauw University in Greencastle, Ind. "I suspect that unless the federal government acts to enact restrictions relating to social media privacy, we will soon see a patchwork of regulations across the states. This will create all kinds of problems for not just social media sites, but e-commerce sites that track and collect data on people who visit those sites."

What follows the signing of this bill in California, and how others states follow suit, will be telling, analysts say. But media history is filled with examples of measures that were supposed to do one thing, but ended up doing the opposite, says Renee Hobbs, professor and founding director of the Harrington School of Communication and Media at the University of

Rhode Island. Famously, she says, after the Children's TV Act of 1990 – which mandated full-service TV stations to air at least three hours per week of core educational programming – stations began choosing programs with less educational content, studies showed. "I'm not sure this will work, but if it starts public debate, that might be good enough," says Professor Hobbs.

While photos of teens that have been removed from sites such as Facebook, Twitter, Instagram, and Vine could appear again elsewhere, the very intention of removing it may be important, adds Elizabeth Dowdell, professor in the College of Nursing at Villanova University. "Yes, posts … can be copied or cut and pasted by others. However, if a post is taken down by the minor, there will be a record or some sort of documentation," she says. "This record can demonstrate that individual's good intent in wanting the post/photo to be taken down. For an employer, a high school, a college, scholarship programs, etc., this intent may become a pivotal point in their decision making.

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Article 4

Twitter and Facebook encourage people to say things they regret, study suggests

The absence of normal human interaction on websites such as Facebook and Twitter actively encourage people to say things they regret, a study suggests.

John Bingham

Internet users were warned over the dangers of pressing the "send" button in haste as research suggested that millions of people have posted comments and messages online which they later wished they had not.

An Oxford University behaviour expert blamed the absence of the "checks and balances" found in everyday face-to-face communication for the trend. Facial expressions, reactions such as laughter and vocal tones are all vital natural tools in helping people judge what they say, according to Prof Robin Dunbar, Professor of Evolutionary Anthropology at Oxford.

In extreme cases, its absence can lead to online bullying, he warned.

His comments came as a survey of 2,000 internet users found that more than half believe social media is replacing face-to-face communication.

Yet a quarter of those polled admitted writing personal remarks to someone online which they would never say to their face.

A similar proportion admitted posting material or comments on social media sites which they later regretted.

Of those 44 per cent said they later realised it was inappropriate while 27 per cent accepted it had caused upset.

But one in five admitted that they "rarely, or never" stop to check what they have written before clicking "send".

Men showed less caution than women, with less than a third stopping to check, compared with four out of 10 among female respondents.

The findings were contained in a report about internet behaviour carried out for the Holocaust Memorial Day Trust.

The theme of this year's commemoration day - which is today - is "Speak up, Speak out", urging people to combat hate speech and discrimination including on the internet.

The study showed that social media can often be a force for good.

Four out of 10 people said they had used sites such as Twitter or Facebook to speak up for causes they feel passionate about and 44 per cent convinced they had seen concrete changes as a result of things they had posted.

But Prof Dunbar, who analysed the results for the Holocaust Memorial Day Trust, said: "It is important to remember that it is through experience in face-to-face interactions that we learn many of the social skills needed to navigate our way through our complex social world.

"Our research has shown that people are more prone to saying something on social media that they later regret, because in these digital environments we don't receive the immediate checks and balances that we get during face-to-face interactions.

"This can therefore result in a careless or inappropriate tweet, or at worst, cyber bullying." He added: "There is something about seeing the whites of people's eyes in interaction which gives you pause and prevents most of us at least from being very rude to people. "There is something about the responsiveness of the other individual that we are very, very quick to pick up on."

A study carried out for the "knowthenet" internet awareness campaign last year showed that millions of people regularly risk breaking the law because of messages they had posted.

In a string of court cases following last summer's riots, young people were jailed for inciting violence on the internet – in some cases for comments which they took down themselves only a few hours later.

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Appendix 4

What Gets Lost In Our Carefully Crafted Online Conversations

ALAN YU

Like so many of us, Walter Woodman used to pick through his pictures on Facebook, choosing only to show the ones that made him look good. It went the same way with highlighting his interests and personality traits. Eventually, he says, the person in his profile was wasn't really him anymore — just a version of the person he wanted to be. So he deleted his Facebook profile and made a movie about it. *Noah*, which premiered earlier this month at the Toronto International Film Festival, explores how online experiences can undermine a relationship. "The good thing about human interaction is you don't need to type what your flaws are. People can just see them from interacting with you," Woodman says. "But when you have Facebook, you don't type, 'By the way, I'm lazy, I'm always late to things.' You can always highlight the positive, you can say I bike, I love music and dance … It's just a mask."

Sherry Turkle, a professor at the Massachusetts Institute of Technology, says online relationships let us sidestep a lot of trouble. In ordinary conversation, we have to listen to bits we may find boring, think out loud, accept that we may not speak in perfect sound bites. But by avoiding that, we may be avoiding what makes our conversations human. For research, she observed and interviewed lawyers who prefer not to meet their clients face-to-face, employees who have never met their supervisors in person and professors who are used to students texting in class. The word she keeps hearing is "compose." "I like doing things on text better, because I can compose my remarks, I can get them just right," her interviewees told her. "That's not the messiness of human interaction, of human talk." She recalls male college students who get help from their friends before texting a girl back. They can't text back in under 12 minutes, which shows too much interest; but they can't wait for longer than 20 minutes, because it'll show a lack of interest.

Turkle is worried that as we get used to conversations without any boring bits, we won't be able to talk the same way, and that the prevalence of online conversations is forcing some of us to learn how to have face-to-face conversations again. She's certainly not opposing this change in how we communicate, since there are times that texting is helpful. For instance, she says, fighting with your spouse over text messages can take the heat out of an argument.

Turkle and other researchers, like John Cacioppo, a psychologist at the University of Chicago, are pointing out these changes as part of better understanding the way we live now. "What we're experiencing is simply another turn of the evolutionary wheel," says Robert Weiss, a therapist and author of an upcoming book on how technology affects intimate relationships. He points out we haven't studied true digital natives yet, because those are the 2-year-olds growing up now with iPads in their hands. Until we see more research, we can't really decide what to make of these changes.

Woodman still doesn't have a personal Facebook page, but he, like the character in his movie, found one way of finding human connections online: anonymous chats. He doesn't do it much now, but he used to use Chatroulette, a website for chatting with random strangers. "If you want a man to be honest, then give him a mask, turn the lights off, let nobody know who he is, and he doesn't have to worry about what you think about him," he says. "People are going to start to value honest connections more and more."

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PRIVACY AND TECHNOLOGY

Cathy Patterson

Today, privacy and technology. The University of Houston's Department of History presents this program about the machines that make our civilization run, and the people whose ingenuity created them.

Facebook. Metadata. Cloud computing. Thanks to new media and cutting-edge technology, a swirl of information about ourselves floats through cyberspace. Every day we hear how companies and governments use our personal data. Electronic technology has radically changed the way we interact with each other. And it forces us to think about what is private and what is not.

This is a problem of our time. Yet it's part of a long dialog between technology and our ideas of privacy. Let's go back to 12th century Europe. People expected—and had—almost no privacy. In most homes, even wealthier ones, family and servants lived together in a large open room. They slept and ate and lived in the same space. Why? In part because the fire providing warmth and cooking was vented through a hole in the roof. Smoke filled people's homes, especially near the ceiling.

Then came the chimney. This new technology pulled out the smoke. Separate sleeping quarters upstairs now became practical. Houses grew to more than one room. With private physical spaces now more present in daily life, the mental architecture of privacy developed.

The printing press, too, helped shape ideas of privacy. Books and increasing literacy opened the interior life of the mind to more people. Renaissance thought promoted self-reflection.

Yet privacy as we know it was a long time coming. For centuries, church and state expected us to watch our neighbors, to report heresy or bad behavior. Personal beliefs were not really private.

In time, though, we began to expect privacy. 18th-century parents had separate spaces from children and servants in the home. Private thoughts, even unconventional ones, were just that — private. Family life, personal beliefs, private business — all were valued and protected.

By the later 19th century, we begin to talk of a 'right to privacy'. This, too, sprang in part from technological change. The great jurist Louis Brandeis wrote that "instantaneous photographs and newspaper enterprise have invaded the sacred precincts of private and domestic life". Law, he said, must place limits on these newfangled invaders of privacy.

And now our devices can track almost every detail about us. We claim a right to privacy and have laws to protect it. Yet most of us share — voluntarily or not — our personal information with others. Perhaps we have come full circle. Are we returning to a world where we neither expect nor have real privacy? I for one hope not. No matter what, technology will keep shaping our ideas of privacy. As the world continues to change, surely our ideas of privacy will change yet again.
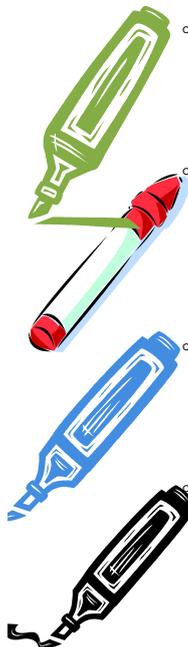
I'm Cathy Patterson at the University of Houston, where we're interested in the way inventive minds work.

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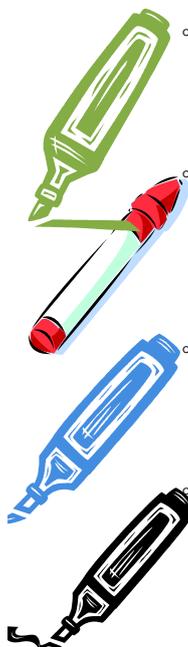
Appendix 6

Group Member Roles

- ◦ **Tracers:** their task is to facilitate the group process. He has to keep the group hot on the trail, on the given task. *The Tracer, for example, can regularly makes sure that the work results are summarised to help move on with the task.*
- ◦ **Encouragers**: their task is to ensure equal access and participation for all of the group members. She is a practical helper, who has to ensure that everybody contributes to the work equally. *The Encourager, for example, may encourage silent members to express themselves and talkative members to rest in silence if needed* ☺
- ◦ *Timers*: their task is to help the micro-group to be on time by the means of common solutions and helps group find efficient ways to do the task and helps group finish on time *The Timer, for example, helps micro-group members to create quicker ways to accomplish the activity*.
- ◦ **Writers***:* Their task is to ensure that every group member's voice is taken into account and recorded. She makes sure each member has written something on the final paper

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