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Adolescents and Teens Online Bibliography Reference List

Weblog (Nov. 12, 2004b). *Wikipedia: The Free Encyclopedia*. Retrieved Nov. 16, 2004b from <http://en.wikipedia.org/wiki/Weblog>.

The Many Faces of Online Girls (Nov. 29, 2001b). *Wired News*. Retrieved Nov. 29, 2001b from <http://www.wired.com/news/culture/0,1284,48716,00.html>.

Abstract: From the Center for Communication Policy at UCLA, in their second annual report. Found that teenage girls were more likely to maintain multiple online personas than other groups. Nearly 4 percent of girls aged 16 to 18, and more women in all age categories except for the 36 to 45 range, said they use multiple online screen names, each with its own personality

Parents 'under-estimate' net risks (July 20, 2004a). *BBC News*. Retrieved from <http://news.bbc.co.uk/2/hi/technology/3910319.stm>.

S Korea students in 'internet suicide' (Feb. 7, 2001a). *BBC News*. Retrieved from <http://news.bbc.co.uk/1/hi/world/asia-pacific/1156347.stm>.

Abbott, Chris (1998). Making connections: Young people and the internet. In Julian Sefton-Green (Ed.), *Digital Diversions: Youth Culture in the Age of Multimedia* (pp. 84-105). London: UCL Press Limited.

Albury, Kate (March 4, 2003). Curious teenagers need to be informed about sex, not controlled. *The Sydney Morning Herald*. Retrieved from <http://www.smh.com.au/articles/2003/03/03/1046540134744.html?oneclick=true>.

Alvin, P., Buceta, A., & Dailland, F. (2003). General health, reproductive health and Internet. A pathfinder for french speaking adolescents. *Archives de Pediatrie*, 10(2), 185-187.

Abstract: Internet offers interesting information concerning health issues. This paper presents a selection of french sites destined for youth about general and reproductive health. Pediatricians could recommend them to their adolescent patients. These addresses and their content need to be checked at regular intervals

Andrews, Paul (Fall 2003). Is blogging journalism? *Nieman Reports*, 57(3), 63-64. Retrieved from <http://www.nieman.harvard.edu/reports/03-3NRfall/V57N3.pdf>.

Armstrong, E. (May 13, 2003). Do you blog? *The Christian Science Monitor*,

Banet-Weiser, S. (June, 2004). Girls rule!: Gender, feminism, and Nickelodeon. *Critical Studies in Media Communication*, 21(2), 119-139.

Abstract: Nickelodeon is a powerful commercial cable network of television, internet activities, toy manufacturing, and video production. The network has been recognized by both industry professionals and media scholars for its representation of girls as strong, intelligent lead characters. Focusing on entertainment programs Clarissa Explains It All and As Told by Ginger, as well as on Nickelodeon's non-fiction children's news program, Nick News, I argue that the media context of girl power, combined with the increasing recognition of adolescent girls as both powerful citizens and consumers, offers what at times looks like a radical gesture in terms of disrupting dominant gender relations. However, we can also read the mainstream embrace of girl power as a restabilization of particular categories of gender, so that this "radical" challenge moves toward the entrenchment of conventional gender relations

Bargh, John A. (2002). Beyond simple truths: The Human-Internet Interaction. *Journal of Social Issues*, 58(1), 1-8.

Abstract: The Internet is only 10 years old, but it has already had a great impact on the world. In its "early" days, it was both heralded as a liberating force for the spread of democracy and condemned as a grave threat to the social fabric. However, as the present articles indicate, our knowledge of the Internet across a variety of social science perspectives has now accumulated to where we have a good initial picture of how the Internet really is (or isn't) affecting social life. One theme stands out: These effects depend on how the unique qualities of Internet communication modes interact with the particular characteristics and goals of the individuals, groups, and communities using them.

Bauer, Laura and Blobaum, Melodee Hall (2005). For teens, Dear Diary morphs into Xanga.

Bay-Cheng, L. Y. (Aug., 2001). SexEd.com: Values and norms in Web-based sexuality education. *Journal of Sex Research*, 38(3), 241-251.

Abstract: The sexual values and norms transmitted to adolescents through school-based sexuality education programs have been noted and critiqued by an interdisciplinary pool of researchers. With the increasing availability of the Internet to many American adolescents, the opportunities it provides for discreet and independent exploration, and the virtual lack of regulation of information provided by web sites, the Internet is emerging as a unique and critical site of sexuality education. This work analyzes the values and norms transmitted to adolescents via 52 sexuality education web sites, drawing parallels to its school-based counterpart and interrogating the reliance of all forms of sexuality education on a problem-focused, gendered, and narrowly-bounded discourse of adolescent sexuality

Becker, K., El-Faddagh, M., & Schmidt, M. H. (2004). Cybersuicide or Werther-Effect online: Suicide chatrooms or forums in the World Wide Web. *Kindheit und Entwicklung*, 13(1), 14-25.

Abstract: Advice in the mass media is of utmost importance in suicide prevention with regard to copying suicide methods. The internet, and the opportunities it provides for

anonymous exchanges of thoughts poses additional risks for vulnerable adolescents with suicidal ideas. Chatrooms provide a space for adolescents - whether suicidal or interested in suicide - to exchange their thoughts, and may therefore allow risks and fantasies to be reduced, or may possibly increase the desire to commit suicide. Scientific studies are necessary to document internet media effects. Physicians, psychotherapists, and parents should be informed about suicide web pages and chatrooms. Internet-specific media guidelines, internationally valid laws, and suitable online information channels should be established

Becker, K., Mayer, M., Nagenborg, M., El-Faddagh, M., & Schmidt, M. H. (Apr., 2004). Parasuicide online: Can suicide websites trigger suicidal behaviour in predisposed adolescents? *Nordic Journal of Psychiatry*, 58(2), 111-114.

Abstract: The present case report describes a 17-year-old female who explicitly visited suicide web forums, where she researched reliable suicide methods, contacted an anonymous user and purchased substances for the implementation of suicide. The risk of Internet use by vulnerable youth is discussed. Psychiatric exploration should include questions of manner and frequency of media use. The application of media guidelines for suicide prevention is demanded for websites, as are accessible self-help sites for suicidal persons targeted to youthful users

Beebe, T. J., Asche, S. E., Harrison, P. A., & Quinlan, K. B. (Aug., 2004). Heightened vulnerability and increased risk-taking among adolescent chat room users: Results from a statewide school survey. *Journal of Adolescent Health*, 35(2), 116-123.

Abstract: Purpose: To profile adolescent Internet chat room users in terms of demographic characteristics, psychological and environmental factors, and behavioral risk factors. Methods: The study sample was drawn from respondents to an anonymous statewide survey of 50,168 9th-grade public school students and included 40,376 students who reported Internet access at home and 19,511 who accessed chat rooms. Data were collected by the Minnesota Student Survey (MSS), a survey that has been administered triennially by the state's education department to public school students in grades 6, 9, and 12 since 1989. The MSS includes more than 117 questions (300 variables) addressing attitudinal, behavioral, and environmental issues. Data analysis consisted of comparing the odds of a particular characteristic or behavior for chat room users with that of nonusers. Analyses were run separately for boys and girls. The homogeneity of odd ratios was tested with the Breslow-Day statistic using SPSS for Windows. Results: For boys and girls, use of Internet chat rooms was associated with psychological distress, a difficult living environment, and a higher likelihood of risky behaviors. Although most chat room users did not report serious problems, this group included a disproportionate number of troubled individuals. Conclusions: Because chat room use serves as an indicator of heightened vulnerability and risk-taking, parents and others need to be aware of potential dangers posed by online contact between strangers and youth. (C) Society for Adolescent Medicine, 2004

Berson, Irene R. & Berson, Michael J. (2005). Challenging Online Behaviors of Youth: Findings From a Comparative Analysis of Young People in the United States and New Zealand. *Social Science Computer Review*, 23(1), 29-38.

Abstract: Child-serving professionals have struggled to understand the often complex

emotional and behavioral responses of children and youth who are immersed in interconnected environments and consumed by digital technologies. A comparative analysis on challenging online behaviors of adolescent girls in the United States and New Zealand was completed. Survey results confirm that when online, a significant number of adolescent girls are engaging in risky activities including disclosing personal information, sending personal photos to online acquaintances, and arranging face-to-face meetings. Many respondents continue potentially problematic offline practices as a result of these online interactions. The data also suggest that there is a lapse in preventative intervention to create and maintain awareness and safety for young people. Implications of this research for preparing youth to successfully harness the potential of the Internet are explored.

Biocca, Frank (2000). New media technology and youth: Trends in the evolution of new media. *Journal of Adolescent Health, 27*(2), 22-29.

Abstract: An information environment is emerging from the simultaneous, rapid, and interconnected evolution of transmission systems, interfaces, and content quantity, quality, and structure. It will be easy to underestimate the collective impact of the sum of these changes on how young people communicate and absorb information. Ultimately, it will be more important to understand how these technologies will facilitate, amplify, or alter the cognitive processes and/or social behavior of the Internet generation. The article analyzes the impact of the following trends on media use and cognition among youthful users:

- Information expansion and overload: Accessible networked information will continue to grow at a rapid pace for at least the next 10-20 years.
- Rapid increase in interface diffusion: The number of access points into the Internet is expanding in number, variety, and mobility.
- Evolution toward more embodied computing: Interfaces are evolving to use more of the sensorimotor system to transfer information to and from the user.
- The evolution of more intelligent sensors to interpret use behavior and intentions.
- Evolution toward anthropomorphic agent techniques: Computers are evolving to use more social and interpersonal communication techniques to interact with the user. (C) Society for Adolescent Medicine, 2000

Bober, Magdalena (2004). *Young People's Personal Homepages - Production, Meanings And Practices in The Internet and its Role in the Construction of Contemporary Youth Culture*. Manchester Metropolitan University,

Bober, Magdalena (2002). Boys and Girls on the Net: The role of gender in the on-line practices and representations of young people. In. Tampere, Finland:

Bortree, Denise (2004). *Presentation of self on the Web: An ethnographic study of teenage girls' weblogs*. Presented at the meeting of the Association for Education in Journalism and Mass Communication, Toronto.

Abstract: Through their use of weblogs, teenage girls are bringing elements of their offline relationships online and incorporating new ways of communicating into their relationships. As the girls use this new medium to construct themselves and their relationships, they must address the dual nature of weblog as a tool for interpersonal

communication and mass communication. This paper presents an ethnographic study of 40 weblogs, an in-depth analysis of weblogs, and a set of 13 in-depth interviews.

Bortree, Denise (Mar., 2005). Presentation of self on the Web: An ethnographic study of teenage girls' weblogs. *Education, Communication & Information*, 5(1), 25-39.

Abstract: Through their use of weblogs, teenage girls are bridging their offline and online relationships. As the girls use this medium to construct themselves and their relationships, they must address the dual nature of weblogs as a tool for interpersonal communication and mass communication. This study examines two aspects of teen girls' blog use: (1) challenges and hazards of conducting interpersonal communication in a mass medium, and (2) self-presentation strategies used to negotiate a dual audience. Methodology for the study included an ethnographic study of 40 weblogs, an in-depth analysis of six weblogs and a set of 13 in-depth interviews.

Borzekowski, D. L. G. & Rickert, V. I. (2001a). Adolescents, the Internet, and health - Issues of access and content. *Journal of Applied Developmental Psychology*, 22(1), 49-59.

Abstract: As the Internet grows in popularity and importance, many have raised concerns over access and content, especially with regard to young people and health information. This paper begins with a brief discussion on Internet access issues. It follows with a section addressing Internet health content and provides a critique of three examples of current Internet health Web sites. Data are then presented from a preliminary survey on the Internet use of two distinct samples of New York City adolescents (N=319). It was found that adolescents of dissimilar socioeconomic and ethnic groups access and use the Internet, with a large percentage seeking health information. The paper concludes with recommendations for future health Web sites targeting adolescents. (C) 2001 Elsevier Science Inc. All rights reserved

Borzekowski, Dina L. G. & Rickert, Vaughn I. (2001b). Adolescent cybersurfing for health information: A new resource that crosses barriers. *Archives of Pediatrics and Adolescent Medicine*, 155, 813-817.

Abstract: Objective: To examine adolescents' use of and attitudes toward accessing health information through the Internet.

Design: Cross-sectional, school-based survey.

Participants: A socioeconomically and ethnically diverse sample of 412 suburban New York 10th graders (mean [SD] age, 15.8 [0.68] years).

Main Outcome Measures: Accessing the Internet for health information.

Results: Half (49%) of the sampled adolescents had used the Internet to get health information. Topics most often explored through the Internet included sexually transmitted diseases; diet, fitness, and exercise; and sexual behaviors. Adolescents found Internet information to be of high value (using a composite gauging worth, trustworthiness, use, and relevance), with no significant differences related to sex, ethnicity, or mother's education. When considering 11 separate health topics, girls found

it more valuable to have information on birth control, diet and nutrition, exercise, physical abuse, sexual abuse, and dating violence. Only for alternative medicine were there differences by ethnicity, and there were no differences based on mother's education for the value of having specific health information available through the Internet.

Conclusion: For adolescents, the Internet is an accessed and valued information source on a range of sensitive health issues.

Boyer, E. W., Shannon, M., & Hibberd, P. L. (2005). The Internet and psychoactive substance use among innovative drug users. *Pediatrics, 115*(2), 302-305.

Abstract: Objective. The Internet contains an extraordinary amount of information on the recreational use of psychoactive substances. We investigated the effect of the Internet on the drug-use knowledge, attitudes, and behaviors of adolescents. Methods. Cross-sectional survey of adolescents being managed for substance abuse. Results. Of 12 patients (9 male, 3 female) who had used the Internet to learn about psychoactive substances, 100% reported that Internet-based information had affected the ways in which they had used psychoactive substances. Of the 12 respondents, 8 described adopting behaviors intended to minimize the risks associated with psychoactive substance use. Respondents also reported changes in the use of a wide variety of illicit substances as well as over-the-counter and prescription pharmaceuticals. Examiners assessed whether quotations demonstrated that respondents' knowledge, attitudes, and behaviors toward psychoactive substance use were affected by Internet information. Despite the subjective nature of the research question, there was a highly significant agreement between coders. Conclusions. Web-based data on psychoactive substances seem to influence a broad range of drug-use behaviors in adolescents. Information on the ways that the Internet is being used by this vulnerable population should be considered in the design of Web sites to prevent the initiation and use of psychoactive substances

Brown, J. D. (Feb., 2002). Mass media influences on sexuality. *Journal of Sex Research, 39*(1), 42-45.

Abstract: The mainstream mass media (television, magazines, movies, music, and the Internet) provide increasingly frequent portrayals of sexuality. We still know relatively little about how this content is used and how it affects sexual beliefs and behaviors. The few available studies suggest that the media do have an impact because the media keep sexual behavior on public and personal agendas, media portrayals reinforce a relatively, consistent set of sexual and relationship norms, and the media rarely depict sexually responsible models. More longitudinal research, especially, with early adolescents is needed to learn more about how media content is attended to, interpreted, and incorporated into developing sexual lives

Bruce, B. C. (Oct., 2000). Working with teen writers online: Policies, procedures, and possibilities. *Journal of Adolescent & Adult Literacy, 44*(2), 131-137.

Bruckman, Amy S. (Aug., 1993). Gender swapping on the internet. *Amy Bruckman's Papers*. Retrieved 1993 from <http://ftp.media.mit.edu/asb/papers/gender-swapping.txt>.

Cabrera Paz, Josè (2002). *The digital self: Psycho-social and cultural impact of internet in young people from a developing country*. Presented at the meeting of the Association of Internet Researchers, Maastricht, The Netherlands.

Abstract: The Digital Self: psycho-social and cultural impact of Internet in young people from a developing country: In young people cultures, the information and communication technologies have found, from their beginnings, the best niche of growth and appropriation. Internet, a place where young people have entered with much sensitivity and competition, is for many something that is becoming a structure of social relation. It is a symbolic place (in a semiotic and psycho-social sense) in which different types of experiences that build what we can call the DIGITAL SELF coexist. Through it young people give a new meaning to their identities and social interactions.

This paper, developed from an ethnographical research with young people (16 years old average from 20 public schools) will discuss some of the most significant psycho-social transformations appearing in identity processes and in the cultural appropriation of Internet in schools of popular sectors in Colombia, a developing country where the social conditions of poverty and inequality in the technological access are predominant factors. The central axis will be the analysis of the self representation processes, subjectivation and social interaction that take place among young people. The analysis will emphasize the meaning of what we call ³technological socialization², in other words the experience of interrelating the young people social and cultural contexts with their Internet usage and appropriation practices.

Calam, R., Gregg, L., & Goodman, R. (2005). Psychological adjustment and asthma in children and adolescents: The UK nationwide mental health survey. *Psychosomatic Medicine*, 67(1), 105-110.

Abstract: Objective: Data from a nationwide child mental health survey were analyzed to examine relationships between asthma and psychological adjustment. Methods: Survey design with random selection based on national computer records of 10,438 children aged 5 to 15 from 12,529 eligible families (83%). Strengths and Difficulties Questionnaire (SDQ) was completed by parents, teachers, and 11- to 17-year-olds, providing scores for total difficulties, emotional symptoms, conduct problems, hyperactivity, peer problems, social behavior, and total impact. The Development and Well-Being Assessment (DAWBA) generated ICD-10 diagnoses. Parents reported physical disorders and disabilities, other child mental health risk factors, and rated child's general level of health. Results: Children with organic conditions other than asthma were excluded, leaving 9,834 children, 49.9% male. Preliminary comparisons indicated higher parent and teacher rated scores for children with asthma. New variables combined asthma and general health to produce four groups. Logistic regressions were conducted with children without asthma and in good health as the reference group. Children with asthma in good health showed greater parent-rated emotional problems, but otherwise, few elevated odds ratios. Children without asthma in poor health were at significantly greater risk of disorder, as were children with asthma in poor health. Findings on ratings of hyperactivity are discussed. Conclusion: Findings that children with asthma have elevated psychological difficulties may result from poor health rather than asthma itself

Calvert, Sandra L., Mahler, Brian A., Zehnder, Sean M., Jenkins, Abby, & Lee, Mickey S. (Dec., 2003). Gender differences in preadolescent children's online interactions: Symbolic modes of self-presentation and self-expression. *Journal of Applied Developmental Psychology, 24*(6), 627.

Abstract: Preadolescent children who did not know one another interacted in a multiuser domain (MUD), an online site designed to facilitate identity exploration and peer interaction. Each child participated in two separate sessions, one with a same-sex and one with an opposite-sex peer. Children created characters that reflected real-life properties of themselves, such as gender and interests in popular culture. Boys in same-sex pairs interacted with one another through action, rapid changes, and playful exchanges. Girls in same-sex pairs interacted primarily through written dialogue. In mixed pairs, boys wrote more and engaged in less playful exchanges, and girls wrote fewer and increased their actions. The results suggest that boys and girls have their own unique play styles with same-sex peers, but will moderate those patterns during late childhood to communicate with peers of the opposite sex. Copyright 2003 Elsevier

Calvert, Sandra L., Murray, Katherine J., & Conger, Emily E. (Dec., 2004). Heroic DVD portrayals: What US and Taiwanese adolescents admire and understand. *Journal of Applied Developmental Psychology, 25*(6) Retrieved from <http://www.cdmc.ucla.edu/downloads/Heroic%20DVD%20portrayals.pdf>.

Abstract: Viewing media aggression can be a risk factor for the long-term well being of viewers, and heroes have been targeted as a major risk factor in this relationship because they commit justified acts of aggression. However, little is known about the specific aspects of heroic conduct that viewers find worthy of emulation. We examined US and Taiwanese adolescents' and college students' identification with, and perceptions of, heroic characters portrayed in a DVD narrative as well as their comprehension of the narrative. Those who thought that certain characters were heroes were more likely to identify with them. However, the qualities that viewers found attractive in heroes were compassion and thinking before using force, not aggression or vengeance. Those who did not understand the program well were more likely to identify with the villain, and they were also more likely to misattribute prosocial qualities to the villain. The results suggest that at least for older viewers, heroic behavior is admired and emulated for prosocial rather than antisocial conduct, and that poor plot-comprehension is one factor that contributes to younger viewers' identification with, and imitation of, antisocial role models.

Cameron, Kenzie, Salazar, Laura, Bernhardt, Jay, Burgess-Whitman, Nan, Wingood, Gina, and DiClemente, Ralph (Nov., 2004). *Adolescents' Experience with Sex on the Web: Results from Online Focus Groups*. Presented at the meeting of the *Moving Forward, Looking Back*, National Communication Association, Chicago. Retrieved Nov. 11, 2004 from

Abstract: Both Congress and experts on youth and media indicate that effects of sexualized media on children and adolescent viewers should be an important research priority, yet little research has been conducted. Thus, to discover adolescent Internet users' experiences with, exposure to, and perceptions of sexually oriented websites (SOW) and sexually explicit websites (SEW), four web-based stratified focus groups with males and females aged 14 to 17 (N = 40) were conducted. Participants reported

high levels of exposure to SEW and SOW. Exposure to SOW was a result of searches for sexual health or relationship related information, opening incoming e-mail with a benign subject line, and following links with misleading address names or URLs, often embedded in e-mails. Exposure to SEW was intentional for some and unsolicited for others. Females found SEW to be socially distasteful and noted concerns that such images objectified women. Male participants had divergent views: some avoided SEW, while others were willing consumers. In general, participants believed that their exposure to online sexual images and information had no influence on them, and reported that their parents have no knowledge about what they see on the Internet. Continued research is needed to explore the effects of exposure to SEW and to SOW and the factors that might mediate exposure and effects. Parents, teachers, physicians and other healthcare experts should become more aware of the easy access to such material on the web and seek ways to reduce the potentially harmful effects of exposure.

Carpentier, Francesca Dillman, Knobloch, Silvia, & Zillmann, Dolf (Nov., 2003). Rock, rap, and rebellion: comparisons of traits predicting selective exposure to defiant music. *Personality & Individual Differences, 35*(7), 1643-1655.

Abstract: After the assessment of various traits pertaining to adolescent rebelliousness, respondents were placed in a private situation that allowed them to listen to selections of an assortment of upbeat songs with either socially defiant or non-defiant messages. The songs were presented via computer. The computer's software unobtrusively recorded the duration of all musical choices made. The assessments of trait rebelliousness, disinhibition, and hostility were found to be correlated with time spent listening to songs featuring defiant messages. Trait rebelliousness was closely related to disinhibition. The preference for defiant music proved to be more strongly related to disinhibition and proactive rebelliousness than to hostility and reactive rebelliousness. The two latter traits were without appreciable influence on selective exposure to defiant music.

Carpini, Michael X. D. (Oct., 2000). Gen.com: Youth, Civic Engagement, and the New Information Environment. *Political Communication, 17*(4), 341-349.

Abstract: Explores the civic disengagement of young speculation for the use of Internet to improve public affairs in the United States. Reasons for the disengagement behavior of young Americans; Effectiveness of technologies to increase motivation of disengagement behavior on young adults; Negative impact of the information environment

Carvatta, Matthew (Aug., 1997). Online adolescents. *American Demographics, 19*(8)

Casas, F., Gonzalez, M., Figuer, C., & Coenders, G. (2004). Subjective well-being, values and goal achievement: The case of planned versus by chance searches on the internet. *Social Indicators Research, 66*(1-2), 123-141.

Abstract: The relation between life domains satisfaction and overall life satisfaction, values, internal/external perceived control and the option of planning or by chance searching information on the Internet has been explored in a sample of Spanish adolescents aged 12 to 16 (N=968). Age and sex differences have been examined. Results clearly confirm a positive relation between satisfaction with life domains and overall satisfaction with life. Satisfaction with life as a whole shows also to be positively correlated with non-materialistic values. Perceived control shows to be, once again, a key

construct to understand both life-satisfaction of adolescents and their behavioural intentions to plan or not to plan their action to fulfil intended goals. A clear pattern between external and internal perceived control stems from our analysis: subjects reporting to rely on chance when searching information show higher external perceived control while respondents who prefer to plan show higher internal perceived control. The more satisfaction expressed with learning related items (satisfaction with school performance, learning, and preparation for future), with family and with life as a whole, the more tendencies are observed among the respondents to plan their search. No direct relation has been observed between values and behavioural intentions to plan or not to plan action to fulfill intended goals. Perceived control, but also satisfaction with some life domains and with life as a whole seem to act as mediating factors between behavioural intentions and values

Caslon Analytics (Aug., 2004a). profile: web logs and blogging I. *Caslon Analytics*. Retrieved Nov. 16, 2004a from <http://www.caslon.com.au/weblogprofile.htm>.

Caslon Analytics (Aug., 2004b). profile: web logs and blogging II. *Caslon Analytics*. Retrieved Nov. 16, 2004b from <http://www.caslon.com.au/weblogprofile1.htm>.

Chandler, Daniel & Roberts-Young, Dilwyn (1998). *The Construction of Identity in the Personal Homepages of Adolescents., 2004(1st September 2004)*

Chandler-Olcott, K. & Mahar, D. (2003). "Tech-savviness" meets multiliteracies: Exploring adolescent girls' technology-mediated literacy practices. *Reading Research Quarterly, 38(3)*, 356-385.

Abstract: The purpose of this collaborative study between a university-based researcher and a teacher researcher was to explore early adolescent girls' use of digital technologies in their literacy practices. The rationale for the study stemmed from the lack of research considering (a) how adolescents employ technological tools for literate purposes in communities of practice beyond academic settings and (b) how constructions of gender might influence, as well as be influenced by, particular technology-mediated reading and writing practices. The New London Group's (1996) conception of Multiliteracies (cf., Cope & Kalantzis, 2000) and an activity theory-influenced framework (Beach, 2000; Cole, 1996; Engestrom & Miettinen, 1999) were used to guide the study. Collected over an 18-month period, data included field notes from face-to-face interactions such as interviews, home visits, and school-based discussion groups as well as online documents and artifacts such as websites, listserv contributions, and e-mail messages. Data were analyzed inductively and recursively, with the two theoretical frameworks used as lenses in the later stages of that process. The technology-mediated literacy practices of two focal informants, both seventh-grade girls at the time of the study, are highlighted in this article. Two major themes emerged from data analysis: (a) the centrality of multimedia popular culture texts in the girls' technology-mediated Designing (New London Group, 1996) and (b) the importance of online relationships in mentoring the girls through the Design process. Implications for classroom teachers as well as researchers are discussed

Chen, Milton (1987). Gender differences in adolescents' uses of and attitudes toward computers. In Margaret L. McLaughlin (Ed.), *Communication Yearbook 10* (pp. 200-216). Newbury Park CA: Sage.

Clark, Lynn Schofield (1998). Dating on the net: Teens and the rise of the "pure" relationship. In Steven G. Jones (Ed.), *Cybersociety 2.0: Revisiting Computer-Mediated Communication and Community* (pp. 159-183). Thousand Oaks CA: Sage Publications.

Cohall, A. T., Cohall, R., Dye, B., Dini, S., & Vaughan, R. D. (2004). Parents of urban adolescents in harlem, new york, and the Internet: A cross-sectional survey on preferred resources for health information. *Journal of Medical Internet Research, 6(4)*, 59-66.
Abstract: Background: Vulnerable populations suffer disproportionately from a variety of health conditions. Access to health information is an important component of health promotion. Reports suggest that while health providers and print media are traditional sources of information, the Internet may be becoming an increasingly important resource for consumers. Particularly, for parents of urban adolescents of color, the Internet could prove to be a valuable asset in helping them understand adolescent health and behavioral issues. Objective: To determine the types of adolescent health and behavioral issues of concern to parents of color and to assess their preference for sources of health information, including the Internet. Methods: A confidential, self-administered survey was administered to parents (largely of African American and Hispanic descent) of 9th-grade students over a 2-year period during 2001-2002 in Harlem, NY. The instrument assessed health and behavioral topics of concern, preferred resources for information, ownership and utilization patterns of computers and the Internet, and interest in obtaining additional computer/Internet training. Results: A total of 419 surveys were completed; 165 in 2001 (67% response rate) and 254 in 2002 (no response rate available). Analysis of responses indicated a substantial degree of interest in obtaining information about a variety of adolescent health issues, including: HIV, sexually transmitted infections,, mental health concerns and relationships with family and peers. While home ownership of computers (84%) and access to the Internet were reasonably high (74%), use of the Internet for health information was low (14%). However, 62% of parents indicated a strong desire to have more instruction on computers and the Internet. Conclusions: Compared to other sources of health information, the Internet is underutilized by urban parents of color. Additional research is needed to identify strategies to improve utilization and assess subsequent impact on parenting activities

Colley, A. (Nov 2003). Gender differences in adolescents' perceptions of the best and worst aspects of computing at school. *Computers in Human Behavior, 19(6)*, 673-682.
Abstract: This study examined gender differences in perceptions of school computing by asking girls and boys at early and late stages in secondary education what they liked best and least about using computers at school. Overall age differences were very marked and reflected the different skill levels of the pupils and the increase in the sophistication of their computer use at the later stage of the curriculum. Gender differences were found in both age groups. These included a greater work orientation and liking for e-mail apparent in girls' responses. Boys showed a greater affinity with computer games and mentioned limitations upon their access to machines more. These gender differences are a further demonstration that girls approach computers as tools for accomplishing tasks, while boys

approach them as technology for play and mastery. Such differences are important for understanding how computers are approached in educational settings. (C) 2003 Elsevier Ltd. All rights reserved

Convertino, Gregorio. (2003). Teenagers: The Internet use and groups on-line and off-line. Retrieved from http://br.endernet.org/~akrowne/courses/2002/fall/dc/all_papers/gregorio_convertino/project.pdf.

Abstract: In this paper, we describe a study conducted with teenagers about their use of the Internet and their participation in groups. The study represents an exploration about the role that the Internet has for a group of teenagers living in the area of Blacksburg, Virginia. The data presented in the PEW study in 2001 are used as a term of comparison for detect similarity and differences of this group of teenagers that has been studied. Our results confirm the major observations done by the PEW study, but we found also several important differences about the frequency and the way of using the Internet. Our data seem to confirm the uniqueness of the profile of teenagers as the Internet users, and age and gender appear to be two major factors that determine their way to approach the Internet.

Cottler, L. B., Womack, S. B., Compton, W. M., & Ben-Abdallah, A. (Dec., 2001). Ecstasy abuse and dependence among adolescents and young adults: applicability and reliability of DSM-IV criteria. *Human Psychopharmacology-Clinical and Experimental*, 16(8), 599-606.

Abstract: As part of an ongoing National Institute on Drug Abuse study on the reliability of DSM substance use disorders, 173 adolescents and young adults have been interviewed to date with the CIDI-Substance Abuse Module (SAM) to determine use and abuse of and dependence on 'club drugs' and other substances. Respondents are recruited from a substance abuse program, high school ads, college dorm flyers, the internet and chain referral. Retest interviews after 5 days determined the reliability of responses. Ecstasy use was reported by 52 respondents (30%); of these users 52% were female and 23% were non-white. Nearly all users (94%) reported recent Ecstasy use. Among Ecstasy users, 'continuing to use despite knowledge of physical or psychological harm' was the most prevalent dependence criterion (63%), with excellent retest agreement ($k = 0.66$). Withdrawal (59%) and tolerance (35%) were also commonly reported dependence criteria. Hazardous use was the most commonly reported abuse symptom. Most surprising were the rates of Ecstasy use disorders: 43% met DSM-IV criteria for dependence; 34% met criteria for abuse; only 23% met neither. This is the first effort to assess the reliability of Ecstasy abuse and dependence, and the first to determine abuse and dependence using criteria specific to Ecstasy. The importance of additional studies and the relevance of such work to DSM-V are discussed. Copyright (C) 2001 John Wiley & Sons, Ltd

Cranmer, Sue (2004). *Families uses of the internet: how access at home reinforces existing social inequalities for children and young people*. Presented at the meeting of the *AoIR 5.0: Ubiquity*, Association of Internet Researchers (AoIR), University of Sussex at Brighton, Brighton UK.

Cravatta, Matthew (Sept., 1997). Online adolescents. *American Demographics*, 19(8)

Daley, M. L., Becker, D. F., Flaherty, L. T., Harper, G., King, R. A., Lester, P., Milosavljevic, N., Onesti, S. J., Rappaport, N., & Schwab-Stone, M. (2005). Case study: The Internet as a developmental tool in an adolescent boy with psychosis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 44(2), 187-190.

Abstract: The Internet has become an increasingly important part of teen culture; however, there still remains little in the medical/psychiatric literature pertaining to the impact of the Internet on adolescent development. Despite the potential problems associated with communication online, the Internet offers a variety of positive opportunities for teens. In this report, we present a case study that illustrates the Internet as a helpful tool in a 15-year-old adolescent boy with a history of chronic neurological illness accompanied by refractory psychosis. Although the case emphasizes some of the ways in which the Internet may have a positive impact on adolescent development, further research is indicated to evaluate the contexts in which the Internet serves healthy developmental processes and those in which its influence is potentially deleterious

Danet, Brenda, Ruedenberg, Lucia, & Rosenbaum-Tamari, Yehudit (1998).

"Hmmm...Where's that smoke coming from?": Writing, play, and performance on Internet Relay Chat. In Fay Sudweeks, Margaret L. McLaughlin, & Sheizaf Rafaeli (Eds.), *Network and Netplay: Virtual Groups on the Internet* (pp. 41-75). Menlo Park, CA: American Association for Artificial Intelligence.

Abstract: This chapter is a study of writing, play and performance on Internet Relay Chat, known for short as IRC, a network program that allows thousands of users all around the globe, at any hour of the day or night, to "talk" to each other in real time by typing lines of text. We adopt a textual, micro-sociolinguistic approach, informed by recent work in discourse analysis, the study of orality and literacy, and the anthropology of play and performance.

Davies, Julia (in press) "Hello newbie! **big welcome hugs** hope u like it here as much as i do! " An exploration of teenagers' informal on-line learnin. In Buckingham, David and Willett, Rebekah (Ed.), *Digital Generations: Children, Young People and New Media*. London: Lawrence Erlbaum

Abstract: Teenagers' use of digital technologies allows them a nomadic existence, offering opportunities to experiment with voice and identity. Digital technologies facilitate young peoples' chances to keep in perpetual contact, and demonstrate that they inhabit the same life rhythms as each other. This anchors 'screenagers' to a sense of community that has been referred to as a 'virtual ideology', which is collectivist in orientation. This chapter provides evidence from two teenage on-line communities and uses the notion of 'communities of practice' to help understand the evolution and development of the groups' respective cultural practices. The analysis is based on evidence from web sites and message boards, as well as from online correspondence with members of the communities. The chapter explores how the lives of participants are enriched by their internet activities and looks at how they negotiate relationships and skills which benefit them in both their 'off-line' and 'on-line' worlds. It suggests that whilst these communities can be highly beneficial to individuals and the groups they belong to, there is also an important role for more formal systematic teaching, albeit

using an approach that takes account of how digital technology works socially and culturally, and its embeddedness in users' lives.

Di Noia, J., Schwinn, T. M., Dastur, Z. A., & Schinke, S. P. (Dec., 2003). The relative efficacy of pamphlets, CD-ROM, and the Internet for disseminating adolescent drug abuse prevention programs: an exploratory study. *Preventive Medicine, 37(6)*, 646-653. Abstract: Background. Despite the availability of an increasing array of empirically validated adolescent drug abuse prevention programs, program materials and evaluation findings are poorly disseminated. CD-ROM and the Internet hold promise for disseminating this information to schools and agencies that directly serve youth, and to policy-making bodies that exercise control over funds to support adolescent drug abuse prevention programming. However, data on the relative efficacy of these newer technologies over conventional print means of dissemination are lacking. Methods. Recruited through schools, community agencies, and policy-making bodies, 188 professionals were randomized to receive prevention program materials via pamphlets (55 participants), CD-ROM (64 participants), and the Internet (69 participants). Participants completed pretest, posttest, and 6-month follow-up measures that assessed their access to prevention program materials; self-efficacy for identifying, obtaining, and recommending these programs; and their likelihood of requesting, implementing, and recommending prevention programs to their constituents. Results. Participants exposed to dissemination via CD-ROM and the Internet evidenced the greatest short- and long-term gains on accessibility, self-efficacy, and behavioral intention variables. Conclusions. CD-ROM and the Internet are viable means for disseminating adolescent drug abuse prevention programs to schools, community agencies, and policy-making bodies, and should be increasingly used for dissemination purposes. (C) 2003 American Health Foundation and Elsevier Science (USA). All rights reserved

Dinet, J., Marquet, P., & Nissen, E. (Dec., 2003). An exploratory study of adolescent's perceptions of the Web. *Journal of Computer Assisted Learning, 19(4)*, 538-545. Abstract: The purpose of this exploratory study was to investigate the influence of two individual characteristics (Web experience and academic focus) of adolescents on the Web perception, using off-line questionnaires (a Lickert response scale) constituted on the basis of a series of interviews. Questions concerned: perceptions about the nature of information found in the Web; 'strategies' of access to the interesting Internet sites and the reliability of different information resources (libraries, television, Web, etc.). Results lead to the assumption that adolescents with high Web experience became more critical, less confident and less enthusiastic than adolescents with low Web experience and that, in some dimensions, perceptions of literature students are different to those of science students. Even if some interesting results were obtained, further research is needed to explore users' perceptions related to individuals' characteristics and to determine the generalisability of the influences identified in this exploratory study

Donchi, Laura. (2003). Young people and the Internet. *Australian Journal of Psychology 55*, 4.

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

Donchi, Laura & Moore, S. (2004). It's a boy thing: The role of the Internet in young people's psychological wellbeing. *Behaviour Change*, 21(2), 76-89.

Abstract: The aim of this study was to assess the relationship between psychological wellbeing and Internet use among adolescents, focussing not only on time spent on the Internet, but also on the relative strength/importance of both face-to-face and Internet friendship networks. A sample of 336 young people aged between 15 and 21 years from a secondary school and a university population were surveyed. Results indicated that females with more online friends were higher on self-esteem and lower on loneliness than females with fewer online friends, but the opposite was true for males. A higher number of online regular friendships seemed to militate against self-esteem and was related to greater loneliness for males. For face-to-face friendships, the effects on wellbeing were in the same direction for males and females, but stronger for males. Those with more face-to-face friendships were higher on self-esteem and less lonely. In addition, young men who rated their online friendship networks as very important were more likely to have lower self-esteem and to be lonely. Actual time spent on the Internet was not a predictor of wellbeing for either sex when online and offline friendship factors were included in the regression equation

Donohue, Thomas R., Meyer, Timothy P., and Haskins, Barbara (2004). *The Social Impact of the Internet on Teens and Youth*. Presented at the meeting of the 2nd Annual Hawaii International Conference on Arts and the Humanities, Honolulu HI.

Doran, J. & Anderson, A. (Oct., 2003). Inferencing skills of adolescent readers who are hearing impaired. *Journal of Research in Reading*, 26(3), 256-266.

Abstract: Two experiments examined the inferencing abilities of a group of adolescents who were hearing impaired compared with a group of hearing children matched approximately for chronological age. The first experiment used on-line methods and suggests that pupils who are hearing impaired are less efficient at drawing inferences. When they do so correctly, they draw inferences automatically as the text is encountered in a similar manner to the hearing pupils. In the second experiment, the same material

was presented to the hearing-impaired adolescents in British Sign Language. However, from the results obtained, it is not possible to comment on how the information is processed when it is presented manually, and suggestions are made on ways this might be further investigated. It is suggested that the difficulties encountered by the students who are hearing impaired, when reading implicit material, reflect the relative impoverishment of their experiential backgrounds

Douglas, K. M. & McGarty, C. (Sept., 2001). Identifiability and self-presentation: computer-mediated communication and intergroup interaction. *Br.J.Soc.Psychol.*, 40(Pt 3), 399-416.

Abstract: This research investigated the intergroup properties of hostile 'flaming' behaviour in computer-mediated communication and how flaming language is affected by Internet identifiability, or identifiability by name and e-mail address/geographical location as is common to Internet communication. According to the Social Identity Model of Deindividuation Effects (SIDE; e.g. Reicher, Spears, & Postmes, 1995) there may be strategic reasons for identifiable groups members to act in a more group-normative manner in the presence of an audience, to gain acceptance from the in-group, to avoid punishment from the out-group, or to assert their identity to the out-group. For these reasons, it was predicted that communicators would produce more stereotype-consistent (group-normative) descriptions of out-group members' behaviours when their descriptions were identifiable to an audience. In one archival and three experimental studies, it was found that identifiability to an in-group audience was associated with higher levels of stereotype-consistent language when communicators described anonymous out-group targets. These results extend SIDE and suggest the importance of an in-group audience for the expression of stereotypical views

Driver, Susan (in press) Virtually queer youth communities of girls and birls: dialogical spaces of identity work and desiring exchanges. In Buckingham, David and Willett, Rebekah (Ed.), *Digital Generations: Children, Young People and New Media*. London: Lawrence Erlbaum

Abstract: This chapter will explore the creative expansion of youth-oriented and -produced websites, analyzing some specific developments of grassroots projects such as e-zines, online communities and news groups created by, for and about youth who have been historically marginalized within mainstream commercial mass media. It focuses on self-defined "grrrls" challenging sexist media, and queer youth working to affirm their differences and challenge heteronormativity. The transformative approaches adapted by youth internet projects effectively destabilize binary forms of meaning-making through which youth make sense of their identities beyond reified social norms and ideals, as dynamically in-flux. This chapter will analyse a few websites in depth for the unique ways they design and utilize multi-media images/words as a process of self-representation and communication. This involves a detailed interpretation of the visual and narrative styles that make-up counter-hegemonic youth cultures on the internet. Languages will be studied for how they generate participatory dialogues among youth on specific social issues affecting their lives locally. At the same time, the analysis will examine common elements that link diverse internet sites together in term of content and form, thereby suggesting some global dimensions of new media.

Egan, Jennifer (December 10, 2000). Out in cyberspace. *New York Times Magazine*, Retrieved

Eggert, Leona L. & Parks, Malcome R. (1987). Communication network involvement in adolescents' friendships and romantic relationships. In Margaret L. McLaughlin (Ed.), *Communication Yearbook 10* (pp. 283-322). Newbury Park CA: Sage.

Engels, R. C. M. E. & Willemsen, M. (June, 2004). Communication about smoking in Dutch families: associations between anti-smoking socialization and adolescent smoking-related cognitions. *Health Education Research*, 19(3), 227-238.

Abstract: Parents play an important role in the development of young people's smoking behavior, through the modeling effects of their own smoking status, through the ways they raise their children and through the ways they deal with smoking at home. The present study focused on anti-smoking socialization by, first, comparing the perspectives of both parents and an adolescent on eight indicators of anti-smoking socialization. In addition, we aimed to examine how these indicators of anti-smoking socialization are related to adolescent smoking-related cognitions (e.g. attitudes, self-efficacy, intentions to smoke). Data were collected from 116 Dutch families with fathers, mothers and adolescents (10-19 years old) included. Self-reports of these family members were used by means of questionnaires that were sent through the Internet. The findings showed that parents and adolescents differ in their reports on anti-smoking socialization. In general, mothers are more positive about anti-smoking socialization than adolescents and fathers. Furthermore, the results demonstrate that aspects of anti-smoking socialization, such as parental monitoring, norms on adolescents smoking and reactions on adolescent smoking, are related to smoking-related cognitions, such as negative attitudes to smoking, lower intentions to start smoking and higher self-efficacy. These findings are a first step in research on smoking-specific socialization that is considered to be of importance for the development of effective smoking prevention programmes focusing on parents. Nonetheless, longitudinal studies on large samples of families are needed to replicate the findings in this study

Evard, Michele (1996). So please stop, thank you: Girls online. In Lynn Cherny & Elizabeth Reba Weise (Eds.), *wired_women* (pp. 188-204). Seattle: Seal Press.

Facer, K., Sutherland, R. J., Furlong, R., & Furlong, J. (2001). What's the point of using computers? The development of young people's expertise in the home. *New Media & Society*, 3(2), 199-219.

Facer, Keri & Furlong, Ruth (2001). Beyond the myth of the "cyberkid": Young people at the margins of the information revolution. *Journal of Youth Studies*, 4(4), 451-469.

Abstract: There is increasing concern that information poverty will soon become a key indicator of social exclusion, with those unable to use and access new technologies marginalized from key aspects of economic and social activity. This concern, at present, focuses primarily on adults, as young people are predominantly represented in media, academic and political discourse as naturally competent computer users. In contrast, this paper focuses on those young people who are self-described 'low or ambivalent' users of computers, exploring the links between family cultures, access and attitudes towards

computer use. Drawing on a questionnaire survey of 855 children and group interviews with 46 young people, this paper identifies key themes emerging from interviews with low users of computers: difficulties accessing computers; a lack of relevance of computer technology to these children's daily lives; and the potential of formal educational environments to exacerbate inequalities in access and anxieties around computer use. This paper concludes that, if we are not to embed information inequality at the heart of the digital revolution, a radical rethink of the prevalent image of the child as 'cyberkid' is needed.

Falcon, Patricia Martinez (Dec., 1997). KIDLINK: A Place for Children in the Internet. *Computers & Education*, 29(4), 189-194.

Abstract: We present in this paper the experience that we have had with a group of "street children" using the Internet, in an international project for children called KIDLINK, a global net of communication for children between the ages of 10 and 15. In this project, children from all over the world are able to communicate with each other through four types of interchange: one on one communication, discussion forums of projects proposed by the students, discussion forums with previously planned themes by adult coordinators, and free forums of communication in IRC. In this paper we will talk about the three types of interchange in which we have and their culture and has provided a context for learning outside to the school.

Farmer, James (May 20, 2005). *Centred Communication: Weblogs and aggregation in the organisation*. Presented at the meeting of the *Blogtalk Downunder*, Sydney. Retrieved May 24, 2005 from http://incsub.org/blogtalk/?page_id=54.

Abstract: Over the last decade business, educational and community organisations have attempted to enhance their operations through utilizing the web. A significant amount of this effort has been directed towards the development and management of internal communities, employee knowledge and organisational information. To this end, complex and powerful tools have been sourced, developed and implemented to create intranets, learning management systems, community sites, portals and virtual team spaces.

However, while many organisational communication processes have been revolutionised by direct interpersonal communication through email and Instant Messaging (IM), only limited successes have been achieved through the use of these web-based environments. It is argued that this has occurred as a result of the limitations in design of tools brought about by a tendency to embrace tree-like and centralised principles and their associated technological solutions.

In light of these arguments, this paper outlines an alternative, centred (as opposed to centralised) approach to online communication. In doing this, an organisational online communication model based around the use of weblogs and aggregation is presented and discussed in relation to its application in a large, distributed and complex setting. Key to this model are the assumptions that ownership, control, independence, choice and design for subversive use are critical in establishing conducive, motivating, authentic and effective online communication and knowledge environments.

Feldstein, S. & Field, T. (Fall 2002). Vocal behavior in the dyadic interactions of preadolescent and early adolescent friends and acquaintances. *Adolescence*, 37(147), 495-513.

Abstract: Conversational interactions of sixth-grade friends and acquaintances in mixed- and same-gender pairs were computer analyzed so that the individual and dyadic time patterns of their vocal behavior could be examined. A comparison of their time patterns revealed that the boy-boy pairs used more and longer segments of simultaneous speech with acquaintances than with friends whereas the girl-girl pairs did the opposite. In general, partners tended to coordinate the durations of their vocal behaviors with each other but, more specifically, the boys coordinated the timing of their speaking turns and switching pauses more when they were friends than when they were acquaintances, and the girls again did the opposite. Finally, the girls coordinated the durations of their pauses significantly more than did the boys regardless of whether they were with friends or acquaintances or in mixed- or same-gender pairs

Fernback, Jan & Thompson, Brad (1995). Virtual communities: Abort, retry, fail? <http://www.well.com/user/hlr/texts/Vccivil.html>. Retrieved from <http://www.well.com/user/hlr/texts/Vccivil.html>.

Fikar, C. R. & Keith, L. (Jan., 2004). Information needs of gay, lesbian, bisexual, and transgendered health care professionals: results of an Internet survey. *Journal of the Medical Library Association*, 92(1), 56-65.

Abstract: Objectives: To obtain basic facts and considered opinions from health care professionals and students (nonlibrarian and librarian) about the information needs of gay, lesbian, bisexual, and transgendered (GLBT) health care professionals and their interactions with medical librarians. Methods: The survey instrument was a Web-based questionnaire. A nonrandom sample of health care professionals and students (librarian and nonlibrarian) was obtained by posting messages to several large Internet electronic discussion groups (GLBT and general) and to randomly selected members of the Gay and Lesbian Medical Association. A total of 152 forms were analyzed with about 50% of the participants being GLBT persons. Results: GLBT people have specific health information needs and concerns. More than 75% of medical librarians and students believed that GLBT persons have special information needs, with similar response rates by nonlibrarian health professionals and students. The delivery of services needs to be done with privacy and respect for the feelings of the patron. Major areas of need include the topics of health care proxy, cancer, adolescent depression and suicide, adoption, sexual health and practices, HIV infection, surrogate parenting, mental health issues, transgender health issues, intimate partner violence, and intimate partner loss. Conclusions: Most GLBT health care professionals desire GLBT-friendly health information services. Making GLBT-oriented health information resources available on a library Web page and making an effort to show acceptance of cultural diversity through signs or displays would be helpful. Education directed toward instilling an awareness of GLBT persons may also be advisable. Most survey participants make some use of medical reference services and many find medical librarians to be very helpful and resourceful

Fotheringham, M. J., Wonnacott, R. L., & Owen, N. (2000). Computer use and physical inactivity in young adults: public health perils and potentials of new information

technologies. *Ann Behav.Med.*, 22(4), 269-275.

Abstract: Physical inactivity contributes to premature mortality and morbidity and increasing prevalences of overweight and obesity in industrialized countries. Computer use is an increasingly common sedentary behaviour, potentially displacing physical activity. Physical activity and computer use were examined in 697 young adults (18-30 years). Energy expenditure estimates were derived from self-reported walking, moderate, and vigorous activity; participants were classified as sedentary, low, moderate, or high in their level of activity. For multivariate analyses, two categories of physical activity were used: inactive (sedentary/low activity; < 800 kcal.week-1) or active (moderate/high activity; > or = 800 kcal.week-1). Time spent in computer-related activities was summed, and computer use tertiles calculated (< 3 hours.week-1; 3-8 hours.week-1; > 8 hours.week-1). Those in the highest tertile of computer use were most likely to be inactive ($p = 0.003$) and most likely to report computer use as a barrier to physical activity ($p < 0.001$). The majority of those in the top two tertiles of computer use, and of the inactive, preferred obtaining information from computers than from conventional print media. These findings suggest that computer use plays a significant role in the discretionary time of young adults and is negatively associated with physical activity. Computer-mediated communication has potential in disseminating interventions to increase physical activity in young adults

Freeman-Longo, R. E. (2000). Children, teens and sex on the Internet. *Sexual Addiction & Compulsivity*, 7, 75-90.

Funk, J. B., Baldacci, H. B., Pasold, T., & Baumgardner, J. (2004). Violence exposure in real-life, video games, television, movies, and the internet: is there desensitization? *Journal of Adolescence*, 27(1), 23-39.

Abstract: It is believed that repeated exposure to real-life and to entertainment violence may alter cognitive, affective, and behavioral processes, possibly leading to desensitization. The goal of the present study was to determine if there are relationships between real-life and media violence exposure and desensitization as reflected in related characteristics. One hundred fifty fourth and fifth graders completed measures of real-life violence exposure, media violence exposure, empathy, and attitudes towards violence. Regression analyses indicated that only exposure to video game violence was associated with (lower) empathy. Both video game and movie violence exposure were associated with stronger proviolence attitudes. The active nature of playing video games, intense engagement, and the tendency to be translated into fantasy play may explain negative impact, though causality was not investigated in the present design. The samples' relatively low exposure to real-life violence may have limited the identification of relationships. Although difficult to quantify, desensitization to violence should be further studied using related characteristics as in the present study. Individual differences and causal relationships should also be examined. (C) 2003 The Association for Professionals in Services for Adolescents. Published by Elsevier Ltd. All rights reserved

Funk, Jeanne B. & Buchman, Debra D. (Spring 1996). Playing violent video and computer games and adolescent.. *Journal of Communication*, 46(2), 19.

Abstract: Focuses on the effects that leisure activities, such as playing video and computer games, have on the minds of adolescents. When video games were introduced;

Comparison of games in the 1980's to those in the 1990's; Belligerence in children after viewing violent video games; Need for careful assessment of habits developed from game playing

Furger, Roberta (1998). *Does Jane compute? preserving our daughters' place in the cyber revolution*. New York: Warner Books.

Ganzel, A. K. (July, 1999). Adolescent decision making: The influence of mood, age, and gender on the consideration of information. *Journal of Adolescent Research, 14(3)*, 289-318.

Abstract: This study examined the impact of mood, age, and gender on decision processes of adolescents and adults. A total of 161 7th through 12th graders and adults completed a computer-administered decision task (choosing a part-time job). Each job varied on eight categories of information. Positive, neutral, and negative moods were induced; participants then used the computer to review information about the jobs. The computer recorded the amount of time spent viewing each piece of information, categories that were discarded, and the sequence of these views. Type of information processing (careful vs, superficial) was affected by mood, but only for females, who discarded more information and took longer to decide in negative vs. positive or neutral moods. Age affected participants' estimates of the probability of obtaining their desired job and predecision search strategy: Junior high females were more pessimistic about their chances, and adults used more sophisticated decision strategies

Garrison, M. M., Christakis, D. A., Ebel, B. E., Wiehe, S. E., & Rivara, F. P. (Nov., 2003). Smoking cessation interventions for adolescents - A systematic review. *American Journal of Preventive Medicine, 25(4)*, 363-367.

Abstract: Objective: To conduct a systematic review of controlled trials for adolescent smoking cessation. Methods: Online bibliographic databases were searched as of June 2002, and reference lists from review articles and the selected articles were also reviewed for potential studies. The methodology and findings of all retrieved articles were critically evaluated. Data were extracted from each article regarding study methods, intervention studied, outcomes measured, and results. Results: The abstracts or full-text articles of 281 relevant studies were examined, of which six met the selection criteria. Included were three school-based studies, a study in pregnant adolescent girls, a hospital-based study, and a trial of laser acupuncture. All three of the school-based studies reported significant impacts on cessation rates, although only one of these was a randomized trial. None of the studies had follow-up times of >5.2 months. Conclusions: There is very limited evidence demonstrating efficacy of smoking-cessation interventions in adolescents, and no evidence on the long-term effectiveness of such interventions. Smoking-cessation interventions that have proven most effective in adults, such as nicotine replacement and antidepressant use, have not been studied in adolescents in a controlled manner

Gati, A., Tenyi, T., Tury, F., & Wildmann, M. (May, 2002). Anorexia nervosa following sexual harassment on the Internet: A case report. *International Journal of Eating Disorders, 31(4)*, 474-477.

Abstract: Background: Sexual abuse may, be a risk factor for the development of

anorexia nervosa. No information is available on sexual abuse through the Internet and its connection to the development of eating disorders. Method: We report on a case of an adolescent female with the diagnosis of anorexia nervosa, whose symptomatology correlated significantly, with an incident of sexual harassment experienced via the Internet. Results: A case of on-line harassment suffered without off-line follow-up is reported to have led to a restrictive type of anorexia nervosa, where the symptomatology, was connected to a "computer scatology," like persecution of our patient. Discussion: A causal connection of the on-line sexual harassment suffered and development of eating disorder is reported. (C) 2002 by, Wiley, Periodicals, Inc

Genuis, S. J. & Genuis, S. K. (2005). Internet interactions - Adolescent health and cyberspace. *Canadian Family Physician, 51*, 329-331.

Gerber, Elaine & Kirchner, Corinne (Mar., 2001). Who's Surfing? Internet Access and Computer Use by Visually Impaired Youths and Adults. *Journal of Visual Impairment & Blindness, 95*(3), 176-181.

Abstract: The Census Bureau's 1999 Survey of Income and Program Participation found that Internet access and computer use by people with visual impairments is substantially (30 percent) less than that for people with no disabilities. Age, employment, and the presence of additional impairments also affected computer use. Results suggest over a million individuals could benefit from visually enhanced Internet/computer adaptations.

Gorriz, Cecilia M. & Medina, Claudia (2000). Engaging girls with computers through software games. *Communications of the ACM, 43*(1), 42-49.

Gould, M. S., Munfakh, J. L. H., Lubell, K., Kleinman, M., & Parker, S. (Oct., 2002a). Seeking help from the Internet during adolescence. *Journal of the American Academy of Child and Adolescent Psychiatry, 41*(10), 1182-1189.

Abstract: Objective: To assess the prevalence and demographic and psychological correlates of Internet use as a help-seeking resource for emotional problems in a community sample of adolescents. Method: A self-report survey was completed by 9th-through 12th-grade students (n = 519) enrolled in health courses in six New York State high schools in the fall/winter of 1999. The relationship between Internet help-seeking behavior and demographic characteristics, hopelessness, functional impairment, and use of various treatment services was examined. Results: Nearly one fifth (18.2%) of the adolescents sought help on the Internet for emotional problems in the previous year. The proportions of males and females seeking help on the Internet did not significantly differ (15.6% and 20.8%, respectively). Internet help-seekers were significantly more likely than non-help-seekers to score above the clinical threshold on the Columbia Impairment Scale (34% versus 20.6%; $\chi^2(1) = 7.4, p < .01$) or Beck Depression Inventory (16.1% versus 9.1%; $\chi^2(1) = 3.8, p < .05$). These at-risk youths tended to combine Internet help-seeking with other sources of help, rather than substituting it for other resources. More than 20% of Internet help-seekers were dissatisfied with the help they received, and only 14% thought it had helped them very much. Conclusions: For the Internet to realize its potential as an effective resource for teenagers struggling with emotional problems, further development is needed

Gould, Madelyn S., Munfakh, Jimmie Lou Harris, Lubell, Keri, Kleinman, Marjorie, & Parker, Sarah (Oct., 2002b). Seeking help from the Internet during adolescence. *Journal of the American Academy of Child and Adolescent Psychiatry*, 41(10), 1182-1190.

Abstract: Objective: To assess the prevalence and demographic and psychological correlates of Internet use as a help-seeking resource for emotional problems in a community sample of adolescents.

Method: A self-report survey was completed by 9th-through 12th-grade students (n = 519) enrolled in health courses in six New York State high schools in the fall/winter of 1999. The relationship between Internet help-seeking behavior and demographic characteristics, hopelessness, functional impairment, and use of various treatment services was examined.

Results: Nearly one fifth (18.2%) of the adolescents sought help on the Internet for emotional problems in the previous year. The proportions of males and females seeking help on the Internet did not significantly differ (15.6% and 20.8%, respectively). Internet help-seekers were significantly more likely than non-help-seekers to score above the clinical threshold on the Columbia Impairment Scale (34% versus 20.6%; $[\chi^2]_{21} = 7.4, p < .01$) or Beck Depression Inventory (16.1% versus 9.1%; $[\chi^2]_{21} = 3.8, p < .05$). These at-risk youths tended to combine Internet help-seeking with other sources of help, rather than substituting it for other resources. More than 20% of Internet help-seekers were dissatisfied with the help they received, and only 14% thought it had helped them very much.

Conclusions: For the Internet to realize its potential as an effective resource for teenagers struggling with emotional problems, further development is needed.

Gray, N. J., Klein, J. D., Cantrill, J. A., & Noyce, P. R. (2002). Adolescent girls' use of the Internet for health information: Issues beyond access. *Journal of Medical Systems*, 26(6), 545-553.

Abstract: Whilst the "digital divide" in access to Internet technology has rightly concerned commentators on health inequalities, there are issues beyond physical access that must be tackled if adolescents and adults are to optimize the benefits of this developing medium. Emerging themes from an exploratory qualitative study of adolescents' use of the Internet for information about health and medicines describe four major challenges. Access issues persist if there are insufficient school computers that are unable to cope with increasing Web site sophistication. Software on school-based machines preventing exposure to material that is deemed to be unsuitable may also prohibit access to educational sites about sexual health and drug misuse. Strategies to manage the volume of available information are needed. The interplay of active and passive information seeking challenges whether the Internet can be truly useful during acute illness episodes. This exploration with future health service users highlights important questions for further study

Gray, N. J., Klein, J. D., Sesselberg, T. S., Cantrill, J. A., & Noyce, P. R. (Apr., 2003b). Adolescents' health literacy and the Internet. *Pediatric Research*, 53(4), 243A.

Gray, N. J., Klein, J. D., Sesselberg, T. S., Cantrill, J. A., & Noyce, P. R. (Feb., 2003a). Adolescents' health literacy and the Internet. *Journal of Adolescent Health, 32*(2), 124.

Greenfield, Patricia Marks (Dec., 2004b). Developmental considerations for determining appropriate Internet use guidelines for children and adolescents. *Journal of Applied Developmental Psychology, 25*(6), 751-762. Retrieved from <http://www.cdmc.ucla.edu/downloads/Developmental.pdf>.

Abstract: A request from the National Academies to prepare a presentation for a Workshop on Non-Technical Strategies to Protect Youth from Inappropriate Material on the Internet occurred before much was known about children, youth, and the Internet. The author's strategy was to investigate websites that cater to children and adolescents. The developmental issue of consumer socialization was raised by a visit to the Disney website. In contrast, the developmental issues of sexuality, aggression, and intergroup relations were raised by visits to chat rooms hosted by two different Internet Web portals. Examination of existing research literature, in conjunction with visits to the websites, led to the following conclusions: (1) Many parents are aware of the problems of making children the targets of commerce; however, they are quite unaware of the kind of social and cultural worlds young people are creating online. (2) Children and adolescents are not simply the targets of adult Internet creations; they are active participants in creating their own cybercultures, for example, in teen chat rooms. (3) The nature and norms of these cultures can be very much influenced by adult rules, regulations, and participatory monitoring. (4) The important developmental issues raised by this new medium are not unique to the Internet. For example, each psychosocial phenomenon from consumerism to sexuality to aggression has important manifestations in the culture at large.

Greenfield, Patricia Marks (Dec., 2004a). Inadvertent exposure to pornography on the Internet: Implications of peer-to-peer file-sharing networks for child development and families. *Journal of Applied Developmental Psychology, 25*(6) Retrieved from <http://www.cdmc.ucla.edu/downloads/Inadvertent%20exposure.pdf>.

Abstract: This essay comprises testimony to the Congressional Committee on Government Reform. The Committee's concern was the possibility of exposure to pornography when children and teens participate in peer-to-peer filesharing networks, which are extremely popular in these age groups. A review of the relevant literature led to three major conclusions: (1) Pornography and related sexual media can influence sexual violence, sexual attitudes, moral values, and sexual activity of children and youth. (2) Peer-to-peer file-sharing networks are part of an allpervasive sexualized media environment. This total environment, including file-sharing networks, leads to a tremendous amount of inadvertent and unintentional exposure of children and young people to pornography and other adult sexual media. Peer-to-peer networks and the Internet differ from other sexualized media in that young people construct important components of this sexualized environment themselves. (3) A warm and communicative parent-child relationship is the most important nontechnical means that parents can use to deal with the challenges of the sexualized media environment, including peer-to-peer file-sharing networks. In addition, open parent-child channels for communicating about sexual and media experiences, sex education at home or school, and parental participation with children on the Internet are constructive influences. For

boys already at risk for antisocial behavior, parents should carefully monitor and severely limit access to pornography on file-sharing networks and elsewhere.

Greenfield, Patricia Marks. (Jan. 27, 2005). Teenagers Find Information About Sex on the Internet When They Look for It - And When They Don't, UCLA's Children's Digital Media Center Reports. UCLA News.

Greenfield, Patricia Marks, Gross, E. F., Subrahmanyam, Kaveri, Suzuki, L. K., and Tynes, B. (in press) Teens on the internet: Interpersonal Connection, Identity, and Information. In Kraut, Robert (Ed.), *Information Technology at Home*. Oxford: Oxford University Press <http://www.cdmc.ucla.edu/downloads/Teens.pdf>.

Greenfield, Patricia Marks & Subrahmanyam, Kaveri (Dec., 2003). Online discourse in a teen chatroom: New codes and new modes of coherence in a visual medium. *Journal of Applied Developmental Psychology*, 24(6), 713.

Abstract: In this article, we describe how participants in an online teen chatroom adapt to the unique features of chat environments to achieve conversational coherence and create a new communicative register. Typically, online chat conversations have several topics being discussed simultaneously, and participants' contributions do not follow the turn-taking sequence found in face-to-face or telephone conversations. We propose that there are two basic requirements for coherence in a chat conversation establishing who is participating in a particular conversation and establishing what constitutes a relevant response. Our analysis of an online chat transcript reveals that the visual nature of the chat medium allows participants to modify extant communication strategies and create new ones to fulfill these requirements. Formally, the chatroom code integrates features of oral and written discourse. Functionally, this code, in the context of a teen chatroom, enables participants to co-construct important features of discourse, such as participant identity and characteristics, and relevant utterances. Copyright 2003 Elsevier

Greenspan, Robyn (Feb. 9, 2004). Teen Girls as Music Influencers, Spenders. *ClickZ Network*. Retrieved

Griffiths, M. D., Davies, M. N. O., & Chappell, D. (Feb., 2003). Breaking the stereotype: The case of online gaming. *CyberPsychology & Behavior*, 6(1), 81-91.

Abstract: Despite the rise of computer games as a leisure phenomenon, there has been relatively little research into this area. Furthermore, almost all of the research to date has concentrated on arcade or console games. More recently, the Internet has become a new medium in which players can play videogames. Since there is no published research in this area, some "benchmark" data on which future research can build was collected from two online gaming fan sites. Sociodemographics showed that the majority of players were male (approximately 85%). Over 60% of players were older than 19 years. The data provide clear evidence that the game clientele is very much an adult profile and suggest a different picture to the stereotypical image of an adolescent online gamer. The stereotype of the typical online player being a socially withdrawn young male with limited sex role identity appears to be misplaced

Griffiths, M. D., Davies, M. N. O., & Chappell, D. (2004). Online computer gaming: a comparison of adolescent and adult gamers. *Journal of Adolescence*, 27(1), 87-96.
Abstract: Despite the growing popularity of online game playing, there have been no surveys comparing adolescent and adult players. Therefore, an online questionnaire survey was used to examine various factors of online computer game players (n = 540) who played the most popular online game Everquest. The survey examined basic demographic information, playing frequency (i.e. amount of time spent playing the game a week), playing history (i.e. how long they had been playing the game, who they played the game with, whether they had ever gender swapped their game character, the favourite and least favourite aspects of playing the game, and what they sacrifice (if anything) to play the game. Results showed that adolescent gamers were significantly more likely to be male, significantly less likely to gender swap their characters, and significantly more likely to sacrifice their education or work. In relation to favourite aspects of game play, the biggest difference between the groups was that significantly more adolescents than adults claimed their favourite aspect of playing was violence. Results also showed that in general, the younger the player, the longer they spent each week playing. (C) 2003 The Association for Professionals in Services for Adolescents. Published by Elsevier Ltd. All rights reserved

Griffiths, Mark (1997). Friendship and social development in children and adolescents: The impact of electronic technology. *Educational and Child Psychology*, 14(3), 25-37.
Abstract: It has been noted that friendships are more than just friendly interaction. Most importantly, friends form emotional ties with each other, and by the age of about seven years a child will spend as much social time with friends and peers as they do with adults. However, there has been much debate about the effects that electronic forms of entertainment (television, computer games, slot machines, etc.) may have on a child's or adolescent's social development. This paper examines the impact of interactive electronic technology in the lives of children and adolescents and will also examine "electronic friendships". By reviewing the relevant literature, a number of questions will be addressed (e.g., Can children use machines as "electronic friends"? What effect does interactive technology have on friendship and social development? What are the implications of children being able to access the Internet?

Grimes, Sara M. (March, 2003). All About the Blog. *ACM SIGCAS Computers and Society*, 33, 1. Retrieved 11-24-2004 from <http://doi.acm.org/10.1145/966498.966500>.
Abstract: The world order of child and youth media has traditionally been one in which adults create the media content that is then selected and consumed by young people and their families. Much of the debate surrounding children's media concerns the author's responsibility to produce moral, educational, and healthy media messages, which are believed to have varying levels of influence on childhood development and socialization processes. Less attention is paid to the cultural content and artifacts that children themselves create and communicate. This participatory aspect of children's culture is becoming increasingly prominent, however, through the expansion of information and communication technologies (ICTs) and, more specifically, the Internet. Youth-created websites, chatrooms and weblogs make up a significant component of children and teens' on-line experiences, and as more young people gain access to the necessary tools and skills, their presence will only continue to exert itself in the new media landscape.

Grohol, John M. (Apr., 2001). Psychology of Weblogs: 1998. *PsychCentral*. Retrieved Feb. 1, 2004 from <http://psychcentral.com/blogs/blog.htm>.

Gross, Elisheva F. (Dec., 2004). Adolescent Internet use: What we expect, what teens report. *Journal of Applied Developmental Psychology*, 25(6), 633-649. Retrieved from <http://www.cdmc.ucla.edu/downloads/Adolescent%20Internet%20usepdf.pdf>.

Abstract: As adolescent Internet use grew exponentially in the last decade, with it emerged a number of correspondent expectations. Among them were the following: (1) that gender predicts usage, i.e., that boys spend more time online, surfing the web and playing violent games, while girls chat or shop online; (2) that Internet use causes social isolation and depression, especially for teens; and (3) that adolescents use the Internet for anonymous identity experimentation. These expectations were based on research with earlier technologies when the Internet was less diffused in the adolescent population. By means of highly detailed daily reports of adolescents' home Internet usage and peer-related adjustment, the present research sought to compare these expectations with the actual experiences of early and mid-adolescents in 2000 and 2001. Participants were 261 7th and 10th graders from suburban California public schools who completed four consecutive end-of-day reports on their school-based adjustment and Internet activity (including detailed logs of instant messages). Results challenge prevailing expectations regarding gender, well-being, and identity play. For the most part, adolescent boys' and girls' online activities have become more similar than different. On average, boys and girls alike described their online social interaction as (1) occurring in private settings such as e-mail and instant messages, (2) with friends who are also part of their daily, offline lives, and (3) devoted to fairly ordinary yet intimate topics (e.g., friends, gossip). No associations were found between Internet usage and well-being. Online pretending was reported to be motivated by a desire to play a joke on friends more often than to explore a desired or future identity, but participants reported a range of pretending content, contexts, and motives.

Gross, Elisheva F., Juvonen, Jaana, & Gable, Shelly L. (2002). Internet use and well-being in adolescence. *Journal of Social Issues*, 58(1), 75-90.

Abstract: Previous research suggests that Internet use may be associated with decreases in well-being among adolescents. However, there has been little investigation of the relationship between well-being and social aspects of Internet use. In the present study, 130 7th graders from a middle-class public school in California completed dispositional measure of well-being, and on three subsequent evenings they responded to questions regarding their Internet use (including detailed logs of instant messages) and daily well-being. Time spent on-line was not associated with dispositional or daily well-being. However, as suggested by intimacy theory, the closeness of instant messenger communication partners was associated with daily social anxiety and loneliness in school, above and beyond the contribution of dispositional measure.

Guyatt, G. H., DiCenso, A., Farewell, V., Willan, A., & Griffith, L. (Feb., 2000). Randomized trials versus observational studies in adolescent pregnancy prevention. *Journal of Clinical Epidemiology*, 53(2), 167-174.

Abstract: The objective of this study is to compare the results of randomized trials and observational studies of interventions to prevent adolescent pregnancy. We identified

published and unpublished reports through computerized searches of CATLINE, CINAHL, CONFERENCE PAPERS INDEX, DISSERTATION ABSTRACTS ONLINE, EMBASE, ERIC, MEDLINE, NTIS, POPLINE, PsycINFO, and SOCIOLOGICAL ABSTRACTS; manual searches of eight relevant journals; reference lists from primary articles; and contact with content experts. We included randomized trials and observational studies that evaluated the impact of primary prevention interventions including sex education classes, school-based clinics, free-standing clinics, physician/nurse practitioner practice-based service, improved access, and community-based programs on four outcomes: sexual intercourse, birth control use, responsible sexual behavior, or pregnancy in adolescents. One investigator abstracted the data and a second conducted a detailed review of the abstraction. We identified 13 randomized trials and 17 observational studies. We generated estimates of the impact of the interventions separately for males and females for all four outcomes for both observational studies and randomized trials. For six of the eight outcomes the summary odds ratios for the observational studies showed a significant intervention benefit ($P < 0.05$) while the randomized trials did not show a benefit for any outcome in either females or males. The difference between the results of the observational studies and randomized trials was statistically significant in two of the eight outcomes ($P < 0.05$ for initiation of intercourse and pregnancy in females). Observational studies yield systematically greater estimates of treatment effects than randomized trials of adolescent pregnancy prevention interventions. Public policy or individual patient treatment decisions should be based on observational studies only when randomized trials are unavailable and only with careful consideration of possible biases. (C) 2000 Elsevier Science Inc. All rights reserved

Ha, K. Oanh (February 1, 2005). Adults better Web surfers than teens, study shows. *Mercury News*, <http://www.siliconvalley.com/mld/siliconvalley/10787236.htm>.

Harding, G. F. A. & Takahashi, T. (2004). Regulations: What next? *Epilepsia*, 45, 46-48. Abstract: Television (TV) is the most provocative visual stimulus and evokes (first) seizures in susceptible children and adolescents, especially when flickering and patterned images are shown. This has led to the initiative to develop guidelines for broadcasters. The development of new types of TV screens will not remove the need for control of broadcast material. It could be argued that rather than protect the whole viewing audience by application of broadcasting guidelines, only those who are photosensitive should be protected. But maybe we should do both, because most known sensitive patients will benefit from greater safety and will not be dependent on fashionable ideas by commercial broadcasters that are not (yet) familiar with the guidelines. No such guidelines exist for video material, electronic screen games, and the Internet. It would be wise to adopt the guidelines for video material and electronic screen games

Harmon, Amy (August 26, 2004). Internet Gives Teenage Bullies Weapons to Wound From Afar. *New York Times*. Retrieved Aug. 26, 2004 from <http://www.nytimes.com/2004/08/26/education/26bully.html?ex=1251259200&en=07f307975194b5b1&ei=5090&partner=rssuserland>.

Hawthorne, G. (Mar., 2001). Drug education: myth and reality. *Drug and Alcohol Review*, 20(1), 111-119.

Abstract: Recently there has been an increase in Australian public funds for drug education. The accompanying rhetoric asserts that it is to enable abstinence among young people. This contradicts some State Government education guidelines endorsing harm minimization. A literature search of the key electronic databases, drug agency libraries, the Internet and reference lists identified evaluation research in school-based drug education. There is little evidence to support the new public rhetoric. The predictors of adolescent drug use are social and personal; schools can have little effect on these. Four models of drug education are described. Schools, however, mix-and-match activities from different models, and exposure is too slight for major effects on behaviours. Although methodological difficulties affect findings, none of the drug education models show consistent behavioural effects over time. There is a mismatch between the new public rhetoric and the evaluation research literature. Reasons for this are explored, including that there are two stakeholder groups, one with exaggerated ideological anti-drug messages and the other with more realistic perspectives about what schools can reasonably achieve. The paradox is that the rhetoric is needed for continued funding, yet this same rhetoric sets up criteria which doom drug education to failure

Hayashibara, Kammie N. E. (Aug., 1998). *Adolescent Communication on the Internet: Investigation of a Teenage Chat Room*. Master of Education Thesis, Graduate Division of the University of Hawai'i,

Hayez, J. Y. (Nov., 2002). Children and adolescents confronted to pornography. *Archives de Pediatrie*, 9(11), 1183-1188.

Abstract: The author describes the influence of pornography on children, focusing on pornographical material on the web. Most children escape almost uninjured from visualization of pornography. However some are either traumatized, or precipitated in a strict perversion. The consequences on adolescents are similar, though more complex. The hypersexualization of teenagers may become complicated by addiction (so called internet addiction disorder: IAD), isolation, and perversion. Recommendations for the parents are presented

Hellawell, Samantha (2001). *Beyond access: ICT and social inclusion*. York: York Publishing Services for Joseph Rowntree Foundation.

Herring, Susan C., Kouper, Inna, Scheidt, Lois Ann, & Wright, Elijah (2004). Women and Children Last: The Discourse Construction of Weblogs. In Laura J. Gurak, Smiljana Antonijevec, Laurie Johnson, Clancy Ratliff, & Jessica Reyman (Eds.), *Into the Blogosphere: Rhetoric, Community, and Culture of Weblogs* (. Minneapolis: University of Minnesota. Retrieved July 2, 2004 from http://blog.lib.umn.edu/blogosphere/women_and_children.html.

Abstract: This proposal takes as its point of departure the observation that media reportage about blogs, even when ostensibly concerned with the phenomenon of blogging in general, tends to focus on adult male bloggers (Cavanaugh, 2002; Festa, 2003; Glenn, 2003; Lasica, 2001). Similarly, much of the emerging scholarship about blogs analyzes content produced predominantly by male blog authors (Halavais, 2003; Krishnamurthy, 2002). Yet, at least one report (Orlowski, 2003) claims that the majority of bloggers are teenaged girls. Where does the truth reside? In this essay we present the results of a

random survey of 200+ English-language blogs collected in spring 2003, which show that slightly more bloggers are male than female, adult than teen. However, within the sample, there is significant gender and age variation according to blog type. 'Personal journals' are maintained by blog authors with diverse demographics, but adult males predominate in the creation of 'filter'-type (news and politics-oriented) blogs and 'k-logs' (so-called knowledge logs, typically with a technological focus). These latter two types receive the majority of media and scholarly attention, even though they constitute a minority of blogs currently available on the Web. We critique this practice, arguing that it contributes to defining blogging in terms of the behavior of a minority elite, while overlooking the reality of the majority of blogs, and in the process, marginalizing the contributions of women and young people to the weblog phenomenon. We also show how this bias is reproduced within the blogosphere itself, including, paradoxically, by female bloggers.

Cavanaugh, T. (2002). Let slip the blogs of war. In Perseus Publishing (ed.), *We've Got Blog: How Weblogs are Changing Our Culture* (pp.188-197). Cambridge, MA: Perseus.

Festa, P. (2003). Blogging comes to Harvard. *CNET News.com*, February 25, 2003. http://news.com.com/2008-1082-985714.html?tag=fd_nc_1

Glenn, D. (2003). Scholars who blog. *The Chronicle of Higher Education*, June 6, 2003. A14-16.

Halavais, A. (2003). Tracking ideas in the blogosphere. Unpublished manuscript.

Krishnamurthy, S. (2002). The multidimensionality of blog conversations: The virtual enactment of September 11. Paper presented at Internet Research 3.0, Maastricht, The Netherlands. October, 2002.

Lasica, J. D. (2001). Blogging as a form of journalism. *USC Annenberg Online Journalism Review*, May 24, 2001. <http://www.ojr.org/ojr/workplace/1017958873.php>

Orlowski, A. (2003). Most bloggers 'are teenage girls' - survey. *The Register*, 30/05/2003. <http://www.theregister.co.uk/content/6/30954.htm>

Ho, S. M. Y. & Lee, T. M. C. (Oct., 2001). Computer usage and its relationship with adolescent lifestyle in Hong Kong. *Journal of Adolescent Health*, 29(4), 258-266.
Abstract: Purpose. To determine the patterns of computer usage among adolescents in Hong Kong and to examine whether computer usage is associated with less physical activity and social support among adolescents. Methods: A total of 2110 secondary school students (52% boys and 48% girls) in Hong Kong completed a set of questionnaires to measure their computer usage and lifestyle. Mean age of the respondents was 14.16 years (SD = 1.81 years). Computer usage was taped by asking the students to indicate how much time (in minutes) they spent on the computer each day for doing homework assignments; playing computer games; "surfing" the Internet; and communicating with others. The students also provided information on their social-physical lifestyle. Student's t-tests and analysis of variance were used to examine group

differences. Pearson product moment correlations were used to explore relationships between computer usage and lifestyle. Results: Boys who use computers for doing homework, "surfing" the Internet, and communicating with others engage in more social-physical activities than others. Boys who use computers to play games tend to be more social-behaviorally inactive. For girls, patterns of computer usage are not related to lifestyle. Conclusions: Computer users tended to engage in social-physical activities more frequently and had higher social support than nonusers. But among computer users, the amount of time spent daily on the computer was not associated with lifestyle. Instead, patterns of computer usage are more related to lifestyle and the relationship is moderated by gender. (C) Society for Adolescent Medicine, 2001

Hocke, V. & Schmidtke, V. (Dec., 1998). Multiple personality disorder in childhood and adolescence. *Zeitschrift fur Kinder-und Jugendpsychiatrie und Psychotherapie*, 26(4), 273-284.

Abstract: Multiple Personality Disorder (MPD) (ICD 10, DSM-III-R) or Dissociative Identity Disorder (DSM IV) is seen as a dissociative disorder. The diagnosis is mainly made only in adults. Descriptions of MPD in children or adolescents are rare in scientific literature. Both sexual and physical abuse are seen as the most important etiological factors. The diagnostic criteria include the presence of two or more identities within one person, the alternating control of the person's actions by the different personalities and amnesia with regard to episodes in one's life history which cannot be accounted for by forgetfulness. Objectives: Is MPD diagnosed in children and adolescents? Which criteria are relevant in this disorder? Methods: All scientific publications found in an online search were individually analyzed. Results: The literature survey yielded 120 published cases of MPD in children and adolescents. The main clinical presentations are affective and anxiety symptoms, auditory hallucinations, amnesia and behavioral disturbances. The sex ratio for children and adolescents is 5:4 f:m, resp. 9:1 for adults. Description of the social and familial backgrounds of children and adolescents with MPD is inadequate. The number of MPD cases among children, adolescents and adults has risen in recent years. Conclusion: MPD is diagnosed in children and adolescents. The diagnostic criteria are inconclusive

Hogan, M., Bar-On, M., Beard, L., Corrigan, S., Gedissman, A., Palumbo, F., Rich, M., Shifrin, D., Roberts, M., Villani, S., Holroyd, J., Sherry, N. S., & Strasburger, V. (Aug., 1999). Media education. *Pediatrics*, 104(2), 341-343.

Abstract: The American Academy of Pediatrics recognizes that exposure to mass media (television, movies, video and computer games, the Internet, music lyrics and videos, newspapers, magazines, books, advertising, etc) presents both health risks and benefits for children and adolescents. Media education has the potential to reduce the harmful effects of media. By understanding and supporting media education, pediatricians can play an important role in reducing the risk of exposure to mass media for children and adolescents

Huang, H. M. (Jan., 2002). Toward constructivism for adult learners in online learning environments. *British Journal of Educational Technology*, 33(1), 27-37.

Abstract: Since online learning has a different setting from the conventional classroom, online educators need to use some special techniques and perceptions to lead to success,

Moreover, adults have special needs and requirements as learners compared with children and adolescents, thus online educators should know how adults can learn best because of their special characteristics. Philosophical and methodological shifts also affect instruction. Many researchers have suggested that constructivism should be applied in distance education. Thus, this paper attempts to examine the impact of constructivism in online learning environments when focusing on adult learners. The author develops the connection between constructivism and adult learning theory. In addition, the paper proposes instructional guidelines using the constructivist approach in online learning for adults

Huffaker, David (June, 2004c). The educated blogger: Using weblogs to promote literacy in the classroom. *First Monday*, 9(6) Retrieved from http://firstmonday.org/issues/issue9_6/huffaker/index.html.

Abstract: This paper explores the role of weblogs or "blogs" in classroom settings. Blogs, which resemble personal journals or diaries and provide an online venue where self-expression and creativity is encouraged and online communities are built, provide an excellent opportunity for educators to advance literacy through storytelling and dialogue. This paper explores the importance of literacy and storytelling in learning, and then juxtaposes these concepts with the features of blogs. The paper also reviews examples of blogs in practice.

Huffaker, David (Apr. 28, 2004a). *Gender Similarities and Differences in Online Identity and Language Use Among Teenage Bloggers*. Master of Arts in Communication, Culture and Technology Graduate School of Arts and Sciences of Georgetown University. Retrieved from <http://cct.georgetown.edu/thesis/DavidHuffaker.pdf>.

Abstract: This study examines issues of online identity and language use among teenagers (ages 13 - 17) who create and maintain weblogs or *blogs*, which are personal journals created by individuals and made publicly accessible on the Internet. Online identity is investigated in terms of the disclosure of personal information, online name choice, avatar selection and emotive features. Language use is explored in terms of word counts and semantic themes. This study also examines common blog topics, blog characteristics, blog abandonment rates and frequency of use.

Overall, the results indicate that teenagers reveal a considerable amount of personal information in their blogs, including name, age, and location, as well as contact information in the form of an email address, an instant messenger name or a link to personal homepage. The content of blogs typically reflects what is expected to impact a teenager's life, such as school, intimate relationships, sexual identity and even music. While almost half of teenage blogs are abandoned, active blogs demonstrate high levels of loyalty in terms of frequency of posts (daily or weekly) and length of posts (which average 2000 words per page).

Contrary to prediction, the results indicate that there are more gender similarities than differences in blog use. However, some gender differences were noted, regarding emotive features, sexual identity, language use, and some components of personal information. Males average more emoticons in their posts than females. Males also reveal their homosexuality more often than females, expressing their sexual identity or coming out.

Males reveal their location more often than females, while females present a link to a personal web site more often than males. Finally, males use a more active and resolute language than females.

Huffaker, David (Jan., 2004b). Spinning yarns around the digital fire: Storytelling and dialogue among youth on the Internet. *First Monday*, 9(1) Retrieved from http://www.firstmonday.dk/issues/issue9_1/huffaker/.

Abstract: Leaping into the cultural-meme business from the cusp of a decidedly MaCluhan-esque metaphor, the author argues that the practice of storytelling -- a key factor in early child development -- enjoys new life with digital media. He hypothesizes that online forums and virtual communities, including message boards, Weblogs and instant messaging software, create important spaces for youth to express ideas and feelings, discuss issues and projects, and develop their social skills. Along the way, he invokes Paolo Friere's work on the nature of student-teacher relationships. He goes on to examine the importance of dialogue and storytelling children's learning, matching standard teaching practices with scenarios that utilize digital technologies. He concludes this interesting exploration with examples of Weblogs and instant message forums that illustrate the potential of the Internet as a community builder.

Huffaker, David & Calvert, Sandra L. (2005). Gender, Identity, and Language Use in Teenage Blogs. *Journal of Computer-Mediated Communication*. Retrieved Feb. 4, 2005 from <http://jcmc.indiana.edu/vol10/issue2/huffaker.html>.

Abstract: This study examines issues of online identity and language use among male and female teenagers who created and maintained weblogs, personal journals made publicly accessible on the World Wide Web. Online identity and language use were examined in terms of the disclosure of personal information, sexual identity, emotive features, and semantic themes. Male and female teenagers presented themselves similarly in their blogs, often revealing personal information such as their real names, ages, and locations. Males more so than females used emoticons, employed an active and resolute style of language, and were more likely to present themselves as gay. The results suggest that teenagers stay closer to reality in their online expressions of self than has previously been suggested, and that these explorations involve issues, such as learning about their sexuality, that commonly occur during the adolescent years.

Huyhn, K., Kosmyna, B., Lea, H., Munch, K. R., Reynolds, H. S., Specht, C., Tinker, E. C., Yee, A. J., & French, L. R. (May-June 2000). Creating an adolescent health promotion Internet site: A community partnership between university nursing students and an inner-city high school. *Nursing and Health Care Perspectives*, 21(3), 122-126.

Iakushina, E. V. (Nov., 2002). Adolescents on the Internet - The specific character of information interaction. *Russian Education & Society*, 44(11), 81.

Abstract: Investigates the usefulness of the Internet to the young people in Russia. Source of information of an educational nature; System for the development of critical thinking and media education skills; Tool for communication interaction

Jacobs, E. A., Joffe, A., Knight, J. R., Kulig, J., & Rogers, D. (July, 2001). Alcohol use and abuse: A pediatric concern. *Pediatrics*, 108(1), 185-189.

Abstract: Alcohol use and abuse by children and adolescents continue to be a major problem. Pediatricians should interview their patients regularly about alcohol use within the family, by friends, and by themselves. A comprehensive substance abuse curriculum should be integrated into every pediatrician's training. Advertising of alcohol in the media, on the Internet, and during sporting events is a powerful force that must be addressed. Availability of alcohol to minors must be controlled, and interventions for the child and adolescent drinker and punitive action for the purveyor are encouraged

Jacobs, E. A., Joffe, A., Knight, J. R., Kulig, J., Rogers, P. D., Williams, J. F., Simkin, D., Smith, K. S., Kaplan, D. W., Diaz, A., Feinstein, R. A., Fisher, M. M., Klein, J. D., Rome, E. S., Yancy, W. S., Davis, A. J., Pearson, G., Frappier, J. Y., & Smith, K. S. (June, 2004). Legalization of marijuana: Potential impact on youth. *Pediatrics*, 113(6), 1825-1826.

Abstract: As experts in the health care of children and adolescents, pediatricians may be called on to advise legislators concerning the potential impact of changes in the legal status of marijuana on adolescents. Parents, too, may look to pediatricians for advice as they consider whether to support state-level initiatives that propose to legalize the use of marijuana for medical purposes or to decriminalize possession of small amounts of marijuana. This policy statement provides the position of the American Academy of Pediatrics on the issue of marijuana legalization, and the accompanying technical report (available online) reviews what is currently known about the relationship between adolescents' use of marijuana and its legal status to better understand how change might influence the degree of marijuana use by adolescents in the future

Jacobs, G. E. (Oct-Dec 2004). Commentary - Complicating contexts: Issues of methodology in researching the language and literacies of instant messaging. *Reading Research Quarterly*, 39(4), 394-406.

Abstract: THIS COMMENTARY discusses the methodological challenges of researching the intersection of online and offline activities of an adolescent girl engaged in instant messaging. If the New Literacy Studies stance that literacy practices are locally situated is accepted, a methodology for interrogating the multiple online and offline contexts that overlap in an activity, such as instant messaging, needs to be developed. Specifically, this commentary discusses the challenges of collecting data from overlapping physical and virtual worlds and transcribing those data in ways that show how multiple contexts inform each other. Although the methodological issues remain open, the author suggests that addressing these issues can provide insight into how young people negotiate multiple, simultaneous contexts and activities

Jansen, K. W., Pettersen, E., Bryn, I., Skarstein, S., & Nakken, K. O. (2003). Internet cafe: A service for adolescents with epilepsy. *Epilepsia*, 44, 194.

Jenkins, Henry (Mar., 2002). Digital renaissance - Blog this. *Technology Review*, 105(2), 91.

Abstract: Blog is short for Web log. Improvements in Web design tools have made it easier for beginners to create their own Web logs and update them as often as they wish. Blogs are thus more dynamic than older-style home pages, and more permanent than

posts to a Net discussion list. They are more private and personal than traditional journalism, more public than diaries.

Johnson, K. B. (Dec., 2001). Barriers that impede the adoption of pediatric information technology. *Archives of Pediatrics & Adolescent Medicine*, 155(12), 1374-1379.

Abstract: Background: Information technology (IT) is a critical but underused component of health care. Many factors contribute to the inconsistent adoption of IT. Objective: To review the literature to better elucidate barriers that are likely to affect the adoption of IT by pediatric professionals. Data Sources: Manuscripts were found using a MEDLINE search combining the terms medicine, information systems, and technology transfer. I also obtained references cited by relevant articles. Finally, I explored the Internet using <http://www.google.com> and <http://www.northernlight.com>. Study Selection: Articles discussing barriers or factors affecting the adoption of IT were considered for inclusion. Articles unrelated to clinical IT were excluded. Data Synthesis: A variety of barriers exist that affect the adoption of useful technologies. Situational barriers include challenges imposed by the current national health environment, financial and legal risks associated with technology purchasing and use, and access to technology. The most significant barrier is that pediatric health care practitioners may lack the knowledge or training to use IT effectively. Conclusions: Although some barriers exist that may be challenging to overcome, other barriers, such as the lack of knowledge about the uses of IT, are imminently solvable. Efforts to overcome these barriers should begin in earliest and should include educating stakeholders in the care of children and adolescents, as well as improving the knowledge about various technologies available to support pediatric and adolescent health care

Johnson, K. B., Ravert, R. D., & Everton, A. (1999). Internet TV set-top devices for web-based projects: Smooth sailing or rough surfing? *Journal of the American Medical Informatics Association*, 535-539.

Abstract: Background: The explosion of projects utilizing the World Wide Web in the home environment offer a select group of patients a tremendous tool for information management and health-related support. However, many patients do not have ready access to the Internet in their homes. For these patients, Internet TV set-top devices may provide a low cost alternative to PC-based web browsers. Methods: As a part of a larger descriptive study providing adolescents with access to an on-line support group, we investigated the feasibility of using an Internet TV set-top device for those patients in need of Internet access. Results: Although the devices required some configuration before being installed in the home environment, they required a minimum of support and were well accepted by these patients. However, these patients used the Internet less frequently than their peers with home personal computers--most likely due to a lack of easy availability of the telephone or television at all times. Conclusion: Internet TV set-top devices represent a feasible alternative access to the World Wide Web for some patients. Any attempt to use these devices should however, be coupled with education to all family members, and an attempt at providing a dedicated television and phone line

Johnson, K. B., Ravert, R. D., & Everton, A. (Feb., 2001). Hopkins teen central: Assessment of an internet-based support system for children with cystic fibrosis. *Pediatrics*, 107(2)

Abstract: Support groups are an important therapeutic intervention for patients with chronic debilitating illnesses. Patients who are difficult to assemble in one physical location may benefit from participating in an electronic support group (ESG). ESGs for adolescents have not been evaluated, although studies have shown a benefit to adult ESGs. Our goals were to create a web-based support service for adolescents with cystic fibrosis (CF) and to qualitatively and quantitatively measure the effects that such a support site could have on patients' relationships with the clinic faculty and staff, access to and interaction with peers with CF, and understanding of CF. Methods. A highly interactive ESG was developed after discussions with a team of CF specialists and patients. Eighteen of 37 teenagers with CF agreed to use this site. Each patient was asked to assess his or her perceived availability of and comfort with the clinic staff and faculty, perceived support available through peers, knowledge about CF, and perceived usefulness of the Internet as a support tool. Results. Participants logged into the site an average of 4 times each month. Teens who owned home computers accessed the site somewhat more frequently than did teens who were provided with home Internet access for the study. Most activity occurred in those sections of the site that described the participants and that allowed them to socialize. Over one half of the participants e-mailed each other at least once a week, with 77% e-mailing peers at least every other week. There was no significant difference in the participants' scores on a quiz about CF at the beginning and the end of the study; however, there was a significant decrease in perceptions about their knowledge about CF. At the conclusion of the study, participants believed that they had more friends who they could relate to than they did at the beginning of the study. Clinic staff noticed an increase in references to peers among the group who were using the site. In addition, 4 of the teens expressed a desire to get together to meet each other as a result of their interactions on the web site. There was no significant change in perceptions about the perceived availability and comfort with the clinic staff and faculty, support available through peers, knowledge about CF, and the usefulness of the Internet as a support environment. Managing the project was extremely easy, with virtually no technical or procedural issues arising during the study. Conclusions. Teenagers with a chronic disease will actively participate in an ESG. The social and expressive aspects of their involvement with this support group hold much promise

Jung, Joo-Young, Kim, Yong-Chan, Lin, Wan-Ying, & Cheong, Pauline Hope (Feb., 2005). The influence of social environment on internet connectedness of adolescents in Seoul, Singapore and Taipei. *New Media & Society*, 7(1), 64-88.

Abstract: This article examines the influence of the social environment on adolescents' connectedness to the internet in East Asia, one of the most wired regions in the world. Connectedness is a qualitative conceptualization of an individual's relationship with the internet, taking into consideration the breadth, depth, and the importance of individuals' internet experience. This study seeks to situate adolescents' internet connectedness in three spheres of social environment: (1) the general social support measured by how easy it is to get help when adolescents encounter problems in using the internet; (2) the parents, where we examine parents' socioeconomic status and their internet use; and (3) the peer group, where we look into the proportion of friends who connect to the internet. The results from a survey of 1303 adolescents in Seoul, Singapore and Taipei support

our major hypothesis that among the internet-using adolescents, their internet connectedness patterns differ by the nature of their social environments.

Kaltiala-Heino, R., Lintonen, T., & Rimpela, A. (Feb., 2004). Internet addiction? Potentially problematic use of the Internet in a population of 12-18 year-old adolescents. *Addiction Research & Theory, 12(1)*, 89-96.

Abstract: On-line surveys indicate harmful excessive use of the Internet resulting in psychosocial problems (Internet addiction). Population studies are scarce, particularly on adolescents who are a vulnerable group in the middle of their personality development. The prevalence of features suggesting harmful use of the Internet is studied in a representative sample of 12-18 year-old Finns (N = 7292) in a postal survey in 2001. Criteria were tailored analogously to the criteria of pathological gambling, fulfilling four of the seven criteria operationalised as Internet addiction. Eighty five percent used the Internet. Among daily users 4.6% of boys and 4.7% of girls fulfilled the four criteria, infrequent users 0.3 and 0.5%, and all respondents 1.7 and 1.4%, respectively. The "addicts" spent more hours (mean = 2.7) in the Internet daily than the "non-addicts" (mean = 1.3). Some adolescents reported a potentially harmful relationship with the Internet comparable to addictive disorders. Although not common now, it will most likely increase with the increasing Internet use

Keller, S. N. & Brown, J. D. (Feb., 2002). Media interventions to promote responsible sexual behavior. *Journal of Sex Research, 39(1)*, 67-72.

Abstract: While the media have been used effectively to promote sexual responsibility in other countries for decades, few such opportunities have been seized in the United States. Mass media may be especially useful for teaching young people about reproductive health because elements of popular culture can be used to articulate messages in young people's terms, in language that won't embarrass them and may even make safe sex more attractive. Media can potentially change the way people think about sex, amidst cultural pressures to have sex at a young age, to have sex forcefully, or to have sex unsafely. Information can be communicated through a variety of channels-small media (e.g., pamphlets, brochures, and the Internet) and mass media-and in a variety of formats-campaigns, news coverage, and educational messages inserted into regular entertainment programming. Several international studies show that exposure to family planning messages through television, radio, and print media are strongly associated with contraceptive use. Domestically, safe sex media campaigns have been associated with increased teen condom use with casual partners, and reductions in the numbers of teenagers reporting sexual activity. Due to private ownership and First Amendment concerns, U.S. sexual health advocates have been working with the commercial media to incorporate subtle health messages into existing entertainment programming

Keller, S. N., Labelle, H., Karimi, N., & Gupta, S. (Jul-Sep 2002). STD/HIV prevention for teenagers: A look at the Internet universe. *Journal of Health Communication, 7(4)*, 341-353.

Abstract: The objective was to determine how the Internet is used to promote sexual health among adolescents. Six key words were entered into three search engines producing 87,180 results. Three percent (n = 36) were educational Web sites targeted at teenagers and covered a range of sexually transmitted diseases (STDs). These were

content analyzed using sexuality education and usability guidelines. All sites addressed some STD information, but only two covered negotiation. Navigability results were mixed; only one third offered a site map. Sexual health educators may need to include more information on how to negotiate safe sex and improve Web navigability for teenagers

Kerner, M. S., Kalinski, M., Kurrant, A. B., Small, E., Spatz, E., & Gropack, S. (Nov., 2001). Leisure-time internet use does not correlate with physical activity or physical fitness level of ninth grade African-American girls. *Pediatric Exercise Science, 13*(4), 402-412.

Abstract: We assessed leisure-time Internet use (IU) and its relationship to physical fitness (PF) and leisure-time physical activity (PA) among 295 adolescent African-American girls. In addition, scales measuring variables in the Theory of Reasoned Action (TRA) were administered to elucidate PA data. Based on responses to the IU Questionnaire, participants were placed into either an Internet Nonuser (n = 184) or Internet User (n = 111) group. PF was assessed using body mass index (BMI) and AAHPERD Youth Fitness Tests. There were no correlations found between the fitness test scores and IU, PA, or BMI. No correlation was found between IU and PA, and similar findings were noted between PA and each variable constituting the TRA. As expected, within the TRA variables studied, significant moderate to high correlations were found between both Attitude to Exercise and Subjective Norm with Intention to Exercise, $r = .43$ and $r = .53$, respectively. The remarkably low scores among participants on the fitness tests and TRA scales suggest that IU would have no appreciable influence on the PF of this population, irrespective of IU

Kiesler, Sara, Sproull, Lee, & Eccles, Jacquelynne S (1985). Pool halls, chips, and war games: Women in the culture of computing. *Psychology of Women Quarterly, 9*, 451-462.

Kiesler, Sara, Zdaniuk, Bozena, Lundmark, Vicki, & Kraut, Robert (2000). Troubles With the Internet: The Dynamics of Help at Home. *Human Computer Interaction, 15*(4), 323-351.

Klein, J. D. & Wilson, K. M. (2002). Delivering quality care: Adolescents' discussion of health risks with their providers. *Journal of Adolescent Health, 30*(3), 190-195.

Abstract: Purpose: To compare adolescents' report of topics they wanted to discuss with their providers with what they actually discussed, and whether they talked to their providers about their self-reported health risks. Methods: We analyzed the 1997 Commonwealth Fund Survey of the Health of Adolescent Girls, a nationally representative sample of 6728 in-school adolescent boys and girls in 5th through 12th grade. Respondents reported on health risks, whether they believed their provider should discuss certain topics, and whether their provider did talk about health-related topics. Logistic regression was used to compare proportions and assess the associations among variables. Results: Adolescents most frequently discussed healthy dietary habits (49%), weight (43%), and exercise (41%) with their clinicians but most frequently wanted to discuss drugs (65%), smoking (59%), and healthy dietary habits (57%). Overall, 70.9% of the sample reported at least one of eight potential health risks, but 63% of these

adolescents had not spoken to their doctor about any of these risks. Using logistic regression models, having a female provider (odds ratio [OR] 1.41), obtaining health care information from a doctor (OR 1.72) and from the Internet (OR 1.50), speaking privately with their provider (OR 1.45), and reporting more total risk factors (OR 1.59) were each associated with having discussed any risks. Conclusions: Adolescents want and need to discuss health care issues with their providers but often do not. Providing quality preventive care to adolescents will require increased physician screening and counseling about these issues. (C) Society for Adolescent Medicine, 2002

Klein, J. D., Wilson, K. M., & Sesselberg, T. S. (Apr., 2003). Adolescents' access to health care: Report from an online survey of youth. *Pediatric Research*, 53(4), 10A.

Ko, C. H., Yen, J. Y., Chen, C. C., Chen, S. H., & Yen, C. F. (2005). Gender differences and related factors affecting online gaming addiction among Taiwanese adolescents. *Journal of Nervous and Mental Disease*, 193(4), 273-277.

Abstract: The aim of this study was to evaluate the extent to which gender and other factors predict the severity of online gaming addiction among Taiwanese adolescents. A total of 395 junior high school students were recruited for evaluation of their experiences playing online games. Severity of addiction, behavioral characteristics, number of stressors, and level of satisfaction with daily life were compared between males and females who had previously played online games. Multiple regression analysis was used to explore gender differences in the relationships between severity of online gaming addiction and a number of variables. This study found that subjects who had previously played online games were predominantly male. Gender differences were also found in the severity of online gaming addiction and motives for playing. Older age, lower self-esteem, and lower satisfaction with daily life were associated with more severe addiction among males, but not among females. Special strategies accounting for gender differences must be implemented to prevent adolescents with risk factors from becoming addicted to online gaming

Kolko, Beth E. (1999). Representing bodies in virtual space: The rhetoric of avatar design. *The Information Society*, 15, 177-186.

Abstract: This article discusses the rhetorical aspects of avatars, or virtual selves, within multi-user graphical virtual realities [GVRs]. In both text-based and graphical virtual worlds users are represented in the world by discursive or visual avatars. Because the manner in which users in a synchronous shared environment are represented affects how they are able to communicate, the design of an avatar affects the communicative possibilities within a virtual world. This essay examines the development of GVRs in order to question how representations of selves in these newer versions of cyberspace relate to online communication. The focus here is particularly on how bodies in GVRs are gendered, and how differing modes of gender-inscription might affect online interaction. Ultimately, GVRs raise the issue of how the visual affects the verbal when both are mediated by technology.

La Ferle, Carrie, Edwards, Steven M., & Lee, Wei Na (May, 2000). Teens' Use of Traditional Media and the Internet. *Journal of Advertising Research*, 40(3), 55-65.

Abstract: As the teen market segment expands and spending power increases, advertisers

are cognizant of the importance in understanding traditional and emerging media trends in reaching this new generation of consumers. Increasing penetration of the internet at home and at school encouraged the authors to examine teens' relationships with media. Time allocation across media and the needs fulfilled by each medium were investigated. The study further explored how the internet, given its ability for two-way communication, stacks-up against interpersonal communication sources. Influences of gender and home access to the internet were analyzed, as were the methods teens use to learn about websites. Results provide implications for effectively targeting the teen market.

Lam, Wan Shun Eva (Aut 2000). L2 Literacy and the Design of the Self: A Case Study of a Teenager Writing on the Internet. *TESOL Quarterly*, 34(3), 457-482.

Abstract: This article presents a case study that uses ethnographic and discourse analytic methods to examine how electronic textual experience in ESL figure in the identity formation and literacy development of the learner. First, the article reviews some recent work in literacy studies, L2 learning and computer-mediated communication to provide a conceptual basis for studying discursive practices and identity formation in L2 learning. The results of a case study of a Chinese immigrant teenager's written correspondence with a transnational group of peers on the Internet then show how this correspondence relates to his developing identity in the use of English. This study develops the notion of textual identity for understanding how texts are composed and used to represent and reposition identity in the networked computer media. It also raises critical questions on literacy and cultural belonging in the present age of globalization and transborder relations.

Langellier, Kristin M. & Peterson, Eric E. (2004). Storytelling in a weblog: Performing narrative in a digital age. In *Storytelling in Daily Life: Performing Narrative* (pp. 159-188). Philadelphia: Temple University Press.

Lasica, J. D. (May 24, 2001). Blogging as a form of journalism. *USC Annenberg Online Journalism Review* Retrieved from <http://www.ojr.org/ojr/workplace/1017958873.php>.

Laufer, M. R. (Oct., 2002). Congenital absence of the vagina: in search of the perfect solution. When, and by what technique, should a vagina be created? *Current Opinion in Obstetrics & Gynecology*, 14(5), 441-444.

Abstract: Purpose of review To review the Mayer-von Rokitansky-Kuster-Hauser syndrome and to address means of diagnosis, patient education and counselling. The timing of, and vast options for, creation of a functional vaginal are also discussed. Recent findings The diagnosis of Mayer-von Rokitansky-Kuster-Hauser usually occurs during an evaluation of primary amenorrhea. Counselling and support are of great importance for affected young women and their families. Educational materials have increased with the availability of Internet web sites and there is a vast number of options for creation of a functional vagina; most international centers promote the utilization of vaginal dilators. Summary Young girls, adolescents and women with Mayer-von Rokitansky-Kuster-Hauser should be offered a comprehensive evaluation, and presented with information regarding all options for management and support. Ongoing psycho-social and educational support is extremely important. International centers that focus on congenital

anomalies of the reproductive tract should be developed. These centers of excellence will facilitate long-term follow up studies to improve patient care and evidence based medical options

Lawless, Kimberly A., Mills, Robert, & Brown, Scott W. (2003). Children's hypertext navigation strategies. *Journal of Research on Technology in Education*, 34(3), 274-284. Abstract: Research investigating the nature of reader's navigational choices indicates at least three recurring patterns among hypertext users. Each of these patterns is marked by the type and amount of resources visited and the level of text processing that occurs. Conclusions from prior research have highlighted that navigation seems to be a strategy some readers employ better and more efficiently than others. However, the majority of these studies have investigated experienced adult readers. Because navigational choices are made strategically, it stands to reason that children, who have less strategic knowledge with respect to reading, may navigate differently than their adult counterparts. This study was undertaken to identify if similar or different navigational profiles emerge for younger readers of hypertext documents. In addition, knowledge and interest variables were examined to illuminate why differences may or may not occur. Results indicate that both adult and adolescent readers use the same navigational profiles. However, the order of prominence of the profiles differed between the two groups. Differences appear to be linked to the level of exposure to a given domain rather than experience navigating computer environments.

Leander, Kevin M. & McKim, Kelly K. (May, 2003). Tracing the Everyday 'Sittings' of Adolescents on the Internet: a strategic adaptation of ethnography across online and offline spaces. *Education, Communication & Information*, 3(2), 211. Abstract: This article argues for the need to move beyond place-based ethnography and develop ethnographic methodologies that follow the moving, traveling practices of adolescents online and offline. In the first part of the article, challenges to traditional ethnographic constructs such as place, identity, and participant observation, and the ways in which these constructs are further destabilized in research online are reviewed. Secondly, at the center of the discussion, a common misconception of the Internet as somehow radically separate from everyday life is critiqued. Thirdly, possible interpretive methodologies are discussed for following connections and circulations in research that travels, with adolescents, across online and offline spaces. These methodologies include tracing the flows of objects, texts, and bodies, analyzing the construction of boundaries within and around texts, and focusing upon the remarkable ways in which texts represent and embed multiple contexts. ABSTRACT FROM AUTHOR

Lee, E. & Leets, L. (Feb., 2002). Persuasive storytelling by hate groups online - Examining its effects on adolescents. *American Behavioral Scientist*, 45(6), 927-957. Abstract: Increasingly, hate groups have used the Internet to express their viewpoints, sell their paraphernalia, and recruit new members. This study explored the effectiveness of persuasive storytelling found on White supremacist Web pages. One hundred eight adolescents participated in a longitudinal study (pretest, Time 1, Time 2) conducted online. A 3 (receptivity: negatively inclined, neutral, predisposed) x 2 (narrative: high vs. low perceived) x 2 (message explicitness: implicit vs. explicit) factorial design found that immediately following exposure, high-narrative and implicit messages were more

persuasive than low-narrative and explicit messages. Interestingly, high-narrative and implicit effects decayed whereas low-narrative and explicit message effects endured or increased slightly over time. In addition, people's receptivity interacted with the message factors to further mediate persuasion. For example, disagreeing individuals resisted low-narrative, explicit messages significantly more than any other condition. The article concludes with a discussion of the social implications of these findings

Lei, L. & Li, H. L. (2004). Relationship of time perspective, coping styles, and Internet use of adolescents. *International Journal of Psychology*, 39(5-6), 352.

Lenhart, Amanda (Mar. 17, 2005). *Protecting Teens Online* PEW Internet & American Life.

Lenhart, Amanda, Horrigan, John B., & Fallows, Deborah (June 20, 2004). Content Creation Online. *PEW Internet & American Life Project*. Retrieved Aug. 30, 2004 from http://www.pewinternet.org/pdfs/PIP_Content_Creation_Report.pdf.

Lenhart, Amanda, Rainie, Lee, & Lewis, Oliver (June 20, 2001). Teenage Life Online: The rise of the instant-message generation and the Internet's impact on friendship and family relationships. *PEW Internet & American Life Project*. Retrieved Nov. 27, 2002 from http://www.pewinternet.org/reports/pdfs/PIP_Teens_Report.pdf.

Lewis, Cynthia & Fabos, Bettina (Feb., 2000). But Will It Work in the Heartland? A Response and Illustration. *Journal of Adolescent & Adult Literacy*, 43(5), 462-469. Abstract: Reports on research on computer-mediated communication among adolescent females in the United States Midwest, examining the purposes served by a particular kind of Internet communication (Instant Messaging) in the life of one girl and her best friend. Points to the need for new pedagogies that both incorporate and offer critical frames for new literacies.

Li, H. L. (2004). The correlates of pathological Internet use in adolescents. *International Journal of Psychology*, 39(5-6), 171.

Lin, Jia & Halavais, Alexander (2004). Mapping the Blogosphere in America. In *13th World Wide Web Conference*. New York: The International World Wide Web Conference Committee (IW3C2) and the Association for Computing Machinery (ACM). Retrieved June 30, 2004 from <http://www.blogpulse.com/papers/www2004linhalavais.pdf>.

Abstract: This short paper constitutes the first phase of a long-term project focused on probing American urban culture by examining the hyperlinks and text of personal weblogs. It discusses methods of extracting geographic location information from weblogs and ways of indexing weblogs to city units. After a brief introduction to the broader research plan, the paper proposes a process to automatically extract geographic information from different weblogs. From both theoretical and practical perspectives, we will explain and justify the rationale of using 3-digit zip codes as units for comparing urban cultures. A distribution of American bloggers registered with Livejournal and Diaryland, two popular blog

hosting services, will be presented to demonstrate the geocoding of the blogosphere, and to compare the distribution of these two hosts in terms of concentrations of populations and demographic profiles. Finally, we will discuss how to further improve the indexing methods.

Lin, S. S. J. & Tsai, C. C. (July, 2002). Sensation seeking and internet dependence of Taiwanese high school adolescents. *Computers in Human Behavior*, 18(4), 411-426.
Abstract: The present study examined excessive Internet use of Taiwanese adolescents and a psychological aspect of users. sensation seeking, thus to differentiate motivation of Internet dependents and non-dependents. Seven hundred and fifty three Taiwanese high school student, were selected using cluster sampling and 88 of them were categorized as Internet dependent users. Results indicated that Internet dependents spent more time on-line than non-dependents. While Internet dependents perceived significantly more negative Internet influences on daily routines, school performance. and parental relation than non-dependents, both Internet dependents and non-dependents viewed Internet use as enhancing peer relations. Making friends through the Internet has become a popular activity among adolescents, Potentially leading to its excessive use. Internet dependents scored significantly higher on overall sensation seeking and disinhibition than Internet non-dependents. Ho ever. both groups did not differ in the life experience seeking subscale and thrill and adventure seeking subscale. This finding contradicts that of Lavin, Marvin. McLarney, Nola. and Scott [CyberPsychol. Behav. 2 (2000) 425], Possible reasons for this discrepancy and for the relation between Internet dependence and disinhibition in Taiwanese adolescents are also discussed. (C) 2002 Elsevier Science Ltd. All rights reserved

Livingstone, Sonia & Bober, Magdalena (Oct., 2003). UK Children Go Online: Listening to Young People Experiences. *Magdalena Bober's Homepage, London School of Economics and Political Science*. Retrieved July 25, 2004 from <http://personal.lse.ac.uk/bober/reports.htm>.

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'.

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PAGE 03

Key findings on communication cont.

Shifting from chat to instant messaging. Although some younger teens enjoy 'messaging 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)

Livingstone, Sonia & Bober, Magdalena (July, 2004). *UK Children Go Online: Surveying the experiences of young people and their parents* London: Economic & Social Research Council.

Livingstone, Sonia, Bober, Magdalena, & Helsper, Ellen (Feb., 2005). *Internet literacy among children and young people: Findings from the UK Children Go Online project* London: Economic & Social Research Council.

Livingstone, Sonia, Bober, Magdalena, & Helsper, Ellen (Oct., 2004). *Active Participation or Just More Information: Young people's take up of opportunities to act and interact on the internet* London: Economic & Social Research Council.

Livingstone, Sonia M. (2002). *Young people and new media: childhood and the changing media environment*. London: SAGE.

Ljungman, G., McGrath, P. J., Cooper, E., Widger, K., Ceccolini, J., Fernandez, C. V., Frager, G., & Wilkins, K. (Mar., 2003). Psychosocial needs of families with a child with cancer. *Journal of Pediatric Hematology Oncology*, 25(3), 223-231.

Abstract: Purpose: The aims of this study were to map the problems and needs of children with cancer and their families with regard to possible psychosocial interventions, and to do an acceptability study of different ways to provide support. Methods: The authors performed a cross-sectional structured telephone interview with 56 parents of children with cancer and 13 adolescents from these families. On 0 to 10 analog scales, parents and adolescents rated the importance of different needs, how these needs had been met, the acceptability of different ways of providing supportive interventions, how often these ways had been used, and comfort using them. Results: Parents' mean rating of importance of information needs was 9.42, peer social support 7.84, and self-management therapy 9.21. The ratings of how well these needs had been met were 8.05, 5.30, and 7.13, respectively. Both parents and adolescents ranked getting information written on paper highest, preferred to communicate in a face-to-face support group for peer social support, and preferred a therapist for self-management therapy. The comfort ratings for using different ways to provide the interventions were all high, as was access; 89% of families had computers in their homes, 76% had Internet access. Conclusions: The needs for information, peer social support, and self-management therapy are all high. There is still room to meet these needs better. Using paper-based, telephone, computer CD, or an interactive Web-based intervention package all seem to be acceptable and accessible ways to meet the needs and might reduce the risk of families developing psychosocial problems

Machill, Marcel, Neuberger, Christoph, & Schindler, Friedemann (2003). Transparency on the Net: functions and deficiencies of Internet search engines. *Info - The journal of policy, regulation and strategy for telecommunications*, 5(1), 52-74.

Madell, D. & Muncer, S. (June, 2004). Back from the beach but hanging on the telephone? English adolescents' attitudes and experiences of mobile phones and the Internet. *CyberPsychology & Behavior*, 7(3), 359-367.

Abstract: Recently, a number of commentators have suggested that growth in use of the Internet may be slowing, and its impact may have been exaggerated. However, a disproportionate number of the nonusers tend to be those over the age of 50, and the young are most likely to go on-line eventually. Therefore, the most appropriate people to survey with regard to Internet use are adolescents and young adults who are likely to be the Internet users or nonusers of the future. This survey was conducted to find out more about the activities and opinions of secondary-school aged children who do, and do not, use the Internet. Mobile phone use was also examined in this survey as this has also shown a meteoric rise in adults and more particularly in young people. Generally, the survey revealed that children aged between 11 and 16 years old are quite comfortable with the Internet, use it a moderate amount and for a variety of purposes. However, boys were more likely to use the Internet than girls and sometimes for slightly different purposes. Reasons for not using the Internet generally revolved around a lack of access to

equipment. Furthermore, a higher percentage of adolescents have mobile phones than adults and girls are more likely to own a mobile phone than boys. Mobile phones were also used for a variety of purposes, most notably making and receiving calls and text-messaging. The most common reasons for children not owning a mobile phone was because they had no need for one. Finally, a significant positive relationship between the use of emails and text messaging suggests that the mobile phone may supplement some of the previous functions of the Internet

Mazalin, D. & Moore, S. (2004). Internet use, identity development and social anxiety among young adults. *Behaviour Change*, 21(2), 90-102.

Abstract: Contradictory evidence exists regarding the benefit of the Internet for social and personal wellbeing, with some studies indicating deleterious effects and others possible social enrichment. The potential for increased social isolation from 'over-involvement' in online activities or, conversely, the Internet's possibilities for enhancing social relationships, may be particularly salient during young adulthood and adolescence because of the special importance of the peer group during this developmental phase. This study was an investigation of the relationships between the levels of identity development, Internet use and social anxiety among a sample of 161 older adolescents/young adults aged between 18 and 25. Results indicated that, for males only, higher levels of social anxiety and less mature identity statuses were associated with more frequent Internet use, specifically time spent in chatrooms, online browsing for personal use, and games. For females (who were in this sample less socially anxious, more identity-developed, and lower users of the Internet than males), social anxiety and identity status were not significantly associated with time spent online. Discussion centred around the potential roles of Internet use in reinforcing already-existing social anxiety or, alternatively, in supporting and maintaining social contacts in those with lower levels of social deficit

McFarlane, M., Bull, S. S., & Rietmeijer, C. A. (July, 2002). Young adults on the Internet: Risk behaviors for sexually transmitted diseases and HIV. *Journal of Adolescent Health*, 31(1), 11-16.

Abstract: Purpose: To examine the sexual behaviors and related risk factors for sexually transmitted diseases and HIV among young adults who seek sex partners on the Internet. Methods: Study staff recruited participants in online chat rooms, bulletin boards, and other online venues. A total of 4507 participants responded to a 68-item, self-administered, online survey of Internet sex-seeking practices. The survey solicited information on sexual behavior with partners found on the Internet; in addition, a parallel set of questions addressed sexual behaviors with partners found off the Internet. Of the respondents, 1234 (27.4%) were 18-24 years old. Of the young adults, 61% were male and 75% were white. Responses from young adults were compared to those received from older adults. In addition, responses from young adults who seek sex partners online were compared to responses from young adults who do not seek sex partners online. Analyses, including logistic regression, Chi-square tests, Student's t-tests, and analyses of variance, focused on the difference between young and older adults, as well as the differences in sexual behavior with partners located online and offline. Results: Young adults who seek sex on the Internet report substantially different sexual behavior patterns than young adults who do not seek sex on the Internet. Young adults with online partners

reported sexual behaviors similar to older respondents who used the Inter-net to find sex partners; however, older respondents were more likely than young adults to have been tested for sexually transmitted diseases and HIV. Conclusions: Young adults who seek sex partners online may be at significantly greater risk for sexually transmitted diseases than their peers who do not seek sex partners online. These data point to an urgent need for online sexual health promotion. (C) Society for Adolescent Medicine, 2002

McIntyre, Tom, Tong, Virginia M., & Perez, Joseph F. (Dec., 2001). Cyber-Lock Down: Problems Inherent with the Use of Internet Technology in Correctional Education Settings. *Journal of Correctional Education*, 52(4), 163-165.

Abstract: Outlines concerns about Internet use by incarcerated youth such as use of e-mail for criminal activity and privacy and censorship of online communications. Gives guidelines for Internet use that would address concerns while giving these youth access to the educational advantages of the technology.

Merchant, G. (2001). Teenagers in cyberspace: An investigation of language use and language change in Internet chatrooms. *Journal of Research in Reading*, 24(3), 293-306.

Mesch, G. S. (Dec., 2003). The family and the Internet: The Israeli case. *Social Science Quarterly*, 84(4), 1038-1050.

Abstract: Objective. The goal of this study was to explore the relationship between Internet connection and frequency of adolescents' daily use and family time and the perceived quality of relations between adolescents and their parents. Methods. Data from the 2000 National Youth Survey conducted in Israel by the Minerva Center for Youth Studies were used. Results. The findings show that frequency of Internet use is negatively related to adolescents' perception of the quality of family relationships. This negative relationship is not explained by a reduction of the time that parents and adolescents' share. Conclusions. It is possible that high frequency of Internet use by adolescents, particularly when it is not being used for learning purposes, creates intergenerational conflicts. This possibility should be explored in future studies

Mesch, G. S. (June, 2001). Social relationships and Internet use among adolescents in Israel. *Social Science Quarterly*, 82(2), 329-339.

Abstract: Objective. This study examined the relationship between youth leisure activities, peer relations, and prosocial attitudes and the frequency of Internet use among adolescents in Israel. Methods. Hypotheses were tested using data from a face-to-face survey of a representative sample of the Israeli youth population (n = 927) conducted in February 1998. Results. It was found that the lower an individual's level of attachment to close friends and the less prosocial attitudes he/she expressed, the higher was the likelihood of his/her being a frequent. Internet user. However, Internet users were more likely than nonusers to participate in social activities such as parties, singers' performances, and sports activities. Conclusions. Contrary to public perceptions it appears that among the adolescent population of Israel, Internet use is not displacing other social activities. However, adolescents who are more socially isolated are more likely to be frequent Internet users. Future research should explore whether for this group, the Internet is being used to, overcome individuals' barriers to the formation of social relationships

Michaud, P. A. & Colom, P. (Oct., 2003). Implementation and evaluation of an Internet health site for adolescents in Switzerland. *Journal of Adolescent Health, 33*(4), 287-290. Abstract: "Ciao" is a website specifically designed for young people and focuses mainly on health issues. This report presents the process of setting up the site and a first evaluation undertaken by using two self-administered questionnaires administered via the website itself. It suggests that it is possible to provide young people with authoritative health information and to facilitate their access to counseling and health care facilities by having young people use such a website. (C) Society for Adolescent Medicine, 2003

Miller, L., Schweingruber, H., Oliver, R., Mayes, J., & Smith, D. (2002). Teaching neuroscience through Web adventures: Adolescents reconstruct the history and science of opioids. *Neuroscientist, 8*(1), 16-21.

Abstract: New technological and cultural developments surrounding adolescents' use of the World Wide Web offer an opportunity for turning aspects of the Internet gaming phenomenon to the advantage of neuroscience education. Specifically, an experimental project to transmit aspects of problem-based learning and the National Science Standards through an interactive Web adventure is reported here. The Reconstructors is an episodic Web-based adventure series entitled Medicinal Mysteries from History. It is funded by the National Institute on Drug Abuse, and the first series focuses on opioids. It was created with the input of middle school students and teachers. Through the use of multimedia technologies, middle school students enter a futuristic world in which they become "reconstructors," members of an elite scientific unit charged with recovering lost medical knowledge about analgesic drugs. Two of the four episodes have been evaluated through a comprehensive review process involving middle school students, teachers, neuroscience researchers, and clinicians. Analysis of the pretest and posttest scores demonstrated significant knowledge gain that validly can be attributed to use of the game. These data provide evidence that science content can be transmitted through innovative online techniques without sacrificing compelling content or effective pedagogical strategies

Mitchell, K. J., Finkelhor, D., & Wolak, J. (Mar., 2003). The exposure of youth to unwanted sexual material on the Internet - A national survey of risk, impact, and prevention. *Youth & Society, 34*(3), 330-358.

Abstract: This national survey of youth, ages 10 to 17, and their caretakers has several implications the current debate about young people and Internet pornography. Twenty-five percent of youth had unwanted exposure to sexual pictures on the Internet in the past year, challenging the prevalent assumption that the problem is primarily about young people motivated to actively seek out pornography. Most youth had no negative reactions to their unwanted exposure, but one quarter said they were very or extremely upset, suggesting a priority need for more research on and interventions directed toward such negative effects. The use of filtering and blocking software was associated with a modest reduction in unwanted exposure, suggesting that it may help but far from foolproof. Various forms of parental supervision were not associated with any reduction in exposure. The authors urge that social scientific research be undertaken to inform this highly contentious public policy controversy

Montgomery, K. (Aug., 2000). Youth and digital media: A policy research agenda. *Journal of Adolescent Health, 27(2)*, 61-68.

Abstract: At a time when researchers are still sorting out the complex relationship between adolescents and the mass media, the entire nature of the media system is undergoing dramatic change. The explosive growth of the Internet is ushering in a new digital media culture. Youth are embracing the new technologies much more rapidly than adults. In addition, because of their increased spending power, youth have become a valuable target market for advertisers. These trends have spurred the proliferation of Web sites and other forms of new-media content specifically designed for teens and children. The burgeoning digital marketplace has spawned a new generation of market research companies, and market research on children and youth is outpacing academic research on youth and the newer media. The emergence of this new media culture holds both promise and peril for youth. Whether the positive or negative vision of the digital future prevails will be determined, in large part, by decisions being made now and in the next few years in the halls of government and in corporate boardrooms. Research has contributed to the resolutions of several recent legislative and policy decisions in areas including television violence and the V-chip, children's educational television programming, and privacy and marketing to children on the Web. Future research needs to be designed with the public policy agenda in mind. The academic community has much to contribute to the debates over new developments in the digital age. (C) Society for Adolescent Medicine, 2000

Neinstein, L. (July, 2000). Utilization of electronic communication (E-mail) with patients at university and college health centers. *Journal of Adolescent Health, 27(1)*, 6-11.

Abstract: Purpose: To examine the utilization and potential uses and problems of electronic communication with patients. Methods: University and college health centers were surveyed about the type of utilization and policies of electronic communication with patients. The survey group consisted of 99 health centers predominantly serving students representing small-, medium-, and large-sized public and private colleges and universities. Eighty-nine health centers completed the survey. Results: Of the responding health centers, 63.6% use some form of electronic communication with patients. Twenty-seven percent of the health centers give out some form of medical advice via E-mail or the Internet; 14.7% give out some laboratory results via E-mail; 3.4% make appointments via E-mail; and 63.6% give out administrative advice by E-mail. While there was consistent concern expressed about confidentiality and security, only five health centers had a policy about electronic communication. Uses were most common in nonclinical areas but did include health education, Web sites, medical advice, laboratory results, appointment-making or confirmation, and contacting hard-to-reach patients including those studying abroad. Conclusions: While electronic communication with patients was common, provision of direct medical advice was less common. Issues receiving little attention include determining the types of electronic communication that is acceptable to staff and students, determining the level of security of their current information system, educating staff about confidentiality and security issues, and establishing a comprehensive policy regarding electronic communication with patients. (C) Society for Adolescent Medicine, 2000

O'Keefe, Barbara J. & Zehnder, Sean M. (Dec., 2004). Understanding media development: A framework and case study. *Journal of Applied Developmental*

Psychology, 25(6) Retrieved from
<http://www.cdmc.ucla.edu/downloads/Understandingmedia.pdf>.

Abstract: The ongoing evolution of communications technologies and systems creates significant challenges for any effort to understand the role of media in the lives of children and adolescents. The dominant paradigm in studying the relationship between children and media has been one of media effects. However, we propose a reciprocal relationship in which human capabilities and motivation affect the development of media, while media affect human development. In order to investigate this reciprocal relationship, we need not only theories of human development (which are already well established); we also need a theoretical framework for media development, one which has a strong human factors component to it. Without such a framework, the media side of our developmental research will be limited to mere description of a particular local media practice at a particular moment. The purpose of this paper is to sketch part of such a framework and offer an example of its application in a study of the evolution of interactive games.

Olson, J., Tanaka, D., De Rosa, C., & Iverson, E. (Feb., 2003). Expanding the cyber horizon: Provider attitudes toward using the Internet to augment the care of adolescents. *Journal of Adolescent Health*, 32(2), 148.

Orlowski, Andrew (May 30, 2003). Most bloggers 'are teenage girls' - survey. *The Register*. Retrieved May 30, 2003 from
<http://www.theregister.co.uk/content/6/30954.html>.

Pastore, Michael (Sept. 13, 2000). Teens Not Online as Often as You Think. *ClickZ Network*. Retrieved from
http://www.clickz.com/stats/big_picture/demographics/article.php/459381.

Pastore, Michael (Jan. 25, 2002). Internet Key to Communication Among Youth. *ClickZ Network*. Retrieved from
http://www.clickz.com/stats/big_picture/demographics/article.php/961881.

Paul, C., Fitzjohn, J., Herbison, P., & Dickson, N. (Aug., 2000). The determinants of sexual intercourse before age 16. *Journal of Adolescent Health*, 27(2), 136-147.
Abstract: Purpose: To identify risk and protective factors for initiation of sexual intercourse before age 16 years at the level of the individual, family, and school. Methods: A longitudinal study based on a cohort of 1020 people born in Dunedin, New Zealand in 1972/73 and followed up to age 21 years, Demographic characteristics of the sample were similar to the New Zealand population of that age, except that a smaller proportion (3%) were Maori or Pacific Island Polynesian. Information on individual, family and school factors was collected by interview with parents at ages 3, 5, 7 and 9 years and then by postal questionnaire two-yearly up to 15 years. Subjects were assessed two-yearly from age 3 years and interviewed about their behaviours and ambitions at ages 11, 13, and 15 years. Questions about age at first intercourse were asked by computer at age 21 years. Multivariate logistic regression was used to model associations with age of first intercourse less than 16 years. Results: Data on age at first intercourse were available for 926/1020 (91%) of surviving members of the cohort assembled at age

3 years. Overall 27.5% of males and 31.7% of females reported sexual intercourse before age 16 years. In multivariate analyses the independent predictors for early sexual initiation for males were: not having outside home interests at age 13 years, no religious activity at age 11 years, not being attached to school at age 15 years, a low reading score, and a diagnosis of conduct disorder in early adolescence. For females, independent predictors were: socioeconomic status in the middle range, mother having her first child before age 20 years, IQ in the middle range, not being attached to school, being in trouble at school, planning to leave school early, cigarette smoking and higher self-esteem score. Conclusions: Individual and school factors appear to be more important than family composition or socioeconomic status in the decision to have sexual intercourse before age 16 years. The lowering of age at first intercourse may be partly a cohort effect related to high rates of teenage childbearing in the mothers' generation, and to changes in social acceptability of early sexual behaviour. (C) Society for Adolescent Medicine, 2000

Peter, Jochen, Valkenburg, Patti M., and Schouten, Alexander Peter (May 28, 2005). *Characteristics and Motives of Adolescents Talking with Strangers on the Internet and Its Consequences*. Presented at the meeting of the *Communication: Questioning the Dialogue*, International Communication Association, New York. Retrieved May 29, 2005 from

Abstract: Despite widespread concerns about the dangers of adolescents' online communication with strangers, we know little about (a) which types of adolescents talk with strangers; (b) what motivates them to do so; and (c) what consequences this has for romantic relationship formation. Drawing on a survey among 412 adolescents, we found that early adolescents (12- to 14-year-olds) were most prone to talk with strangers on the Internet. In contrast to earlier research, introversion was not related to adolescents' tendency to talk with strangers. The motives of entertainment, meeting new people, and social compensation increased adolescents' online communication with strangers. Adolescents' online communication with strangers did not enhance their probability to establish online romantic relationships.

Petzold, M. (2002). Internet - Addiction in adolescence? *Psychologie in Erziehung und Unterricht*, 49(4), 302-309.

Abstract: Especially children and adolescents show a high increase in internet use in recent years. The generally accepted view that the internet has a dangerous drug potential has led to divergent first empirical studies. American studies point to the fact that the addictive potential is relevant for a special sub-group. Recent German studies show that internet addiction is related to unfavourable conditions of socialization. In adolescence the manner of coping with developmental tasks is also very important. The communicative facilities of the internet (chat, e-mail etc.) offer a great chance for young people to try out new personal roles. This use of communicative facilities of the internet is only a problem if it reaches such a high degree that other activities which are significant for identity development fall far behind

Polak, Michele (in press) It's a Gurl Thing: Community vs. Commodity in Girl-Focused Netspace. In Buckingham, David and Willett, Rebekah (Ed.), *Digital Generations: Children, Young People and New Media*. London: Lawrence Erlbaum

Abstract: There has been a proliferation of websites designed for girls in the last five

years by corporations aimed at selling to the tween and teen generation. Company-owned and -created websites have found an audience in the rising trend of "gurls", the computer savvy girl that surfs the net with avid familiarity. These websites offer gurls advice, information, and a netspace to claim as their own. What is also prevalent, however, is commodification: most of the websites created for gurls by corporations exist to promote company-produced products. Such websites are rhetorically designed in ways to cater to this generation of girls, ones with spending power. The visual design with such websites is traditionally girl-designated while enforcing the rhetoric of the site's commodity-driven purpose. This girl-focused netspace is not limited to commodity rhetoric, however, as gurl-created websites replace the presence of commodity with community. Here, gurls have designed their own websites, shifting site content to include community in a text that is written in the familiar language gurls utilize in online forums such as chat rooms and message boards. This shift from commodity to community may prove that girls of this digital generation are more rhetorically aware than many media creators assume.

Povlsen, L. (2002). How can we adapt education for children across different countries? *Hormone Research*, 57, 72-74.

Abstract: The development of educational material as part of major changes in the service of the diabetic clinic in Glostrup University Hospital turned out to be a very rewarding process for the multidisciplinary team. This material includes age-appropriate goals and guidelines for teaching and learning about diabetes, and advice on coping with diabetes in hand-outs designed for diabetic educators, parents/adults and teenagers. The paper briefly describes the developmental process, the concepts and designs of the material, and makes recommendations on how it can be applied. Part of the material was later translated into Polish and Russian in connection with educational projects in these countries, and the material as a whole was recently incorporated into the Novo Care website at www.d4pro.com - Childhood Diabetes [1]. Growing Internet access by diabetes patients, their relatives and health care professionals creates almost overwhelming possibilities, but also brings up many new questions. The development of diabetes educational material of the more 'traditional' type is discussed with regard to content, ideas and design, and focuses on how these concepts and projects can be influenced and adapted across different countries by Internet communication. Copyright (C) 2002 S. Karger AG, Basel

Prezza, M., Pacilli, M. G., & Dinelli, S. (Sept., 2004). Loneliness and new technologies in a group of Roman adolescents. *Computers in Human Behavior*, 20(5), 691-709.

Abstract: This study was carried out on 331 Italian secondary school students (64 females and 267 males; their mean age was 17.25, S.D. = 0.87). The first aim of this study was to explore the relationships among type of class (computer science or not), gender and socio-economic status and frequency and modality of using the computer, Internet and the mobile phone. The second aim was to explore the relationship between the use of Internet and feelings of loneliness. Two instruments were administered: a questionnaire to explore some of the social habits of adolescents and their use of the three technologies considered, and the UCLA Loneliness Scale. The results confirmed that those with a higher socio-economic status use Internet more; the computer is used more by those who frequent a computer science section and by those with a higher socio-economic status. Loneliness emerged in relation to gender (higher in females), but not in

relation to socio-economic status. Moreover it emerged at both the univariate and multivariate level in relation to the use of Internet and in negative relation to frequenting an informal peer group. A positive relationship between feelings of loneliness and number of friends who go on-line emerged only at the univariate level. The use of the mobile phone was almost completely independent of the variables examined here. (C) 2003 Elsevier Ltd. All rights reserved

Ratner, R. A. (Oct., 2002). Ethics in child and adolescent forensic psychiatry. *Child and Adolescent Psychiatric Clinics of North America*, 11(4), 887-+.

Abstract: Ethics as a discipline applies ancient principles to current situations. It seems appropriate to begin an article on ethics in the second year of the twenty-first century with a serviceable definition from a contemporary source: Encarta, the online encyclopedia from Microsoft. Ethics (from the Greek ethos, meaning "character" or "custom") is defined as "principles or standards of human conduct, sometimes called morals (from the Latin mores, meaning "customs"), and by extension, the study of such principles, sometimes called "moral philosophy"[1]. In other words, ethics (or morals; the terms typically are used interchangeably) is the study of right and wrong conduct, regardless of whether it is codified into laws. In contrast to ethics, the law, as pointed out by Koocher and Keith-Spiegel [2], may differ in terms of origins and purposes and especially the manner of enforcement of legal standards. In criminal matters, an individual is pitted against the state, and such serious consequences as loss of liberty or heavy fines are potential consequences. In civil matters, although imprisonment is not a possible outcome, lawsuits still revolve around violations of law, such as tort law in malpractice matters, and one wins or loses in court depending on whether one has shown the elements of the suit to be present, usually by a preponderance of the evidence. Many areas of law do not concern ethics or morality, and many areas of ethical concern are not, for various reasons, amenable to the passage or effective prosecution of laws. The Ten Commandments, the primary code of ethics and morality for Judeo-Christian civilization, is an example of how some moral precepts have and others have not been made into law. Killing someone is proscribed by the Ten Commandments and by the law in every civilized country. On the other hand, honoring one's mother and father is an ethical precept but not a law. The reasons that some ethical matters are not codified into law are various, not the least of which is the unenforceability of such laws. Prohibition in this country could be seen as an attempt to legislate morality, and it failed utterly. Not only was it unenforceable but also it spawned a whole series of unintended consequences that endangered public health by allowing moonshiners to make alcohol in their bathtubs without regulation or quality control and by creating a new criminal subculture. On the other hand, law and ethics are parallel concepts: both begin with core principles and codes of behavior that must be applied to situations that are new and often unprecedented. The law and ethics are constantly changing and evolving to meet new situations as society and its institutions change. Much law represents interpretation by courts of existing or conflicting principles, but new law is also made. Similarly, much of the literature on medical ethics represents interpretation of ethical principles, but on occasion newly delineated ethical principles are added to codes

Reid, Elizabeth M. (Jan., 1994). *Cultural Formation in Text-Based Virtual Realities*. Master's Thesis, Cultural Studies Program, Department of English, University of Melbourne. Retrieved from <http://www.aluluei.com/>.

Abstract: Beginning with an understanding of virtual reality as an imaginative experience and thus a cultural construct rather than a technical construction, this thesis discusses cultural and social issues raised by interaction on 'MUDs', which are text-based virtual reality systems run on the international computer network known as the Internet. MUD usage forces users to deconstruct many of the cultural tools and understandings that form the basis of more conventional systems of interaction. Unable to rely on physical cues as a channel of meaning, users of MUDs have developed ways of substituting for or by-passing them, resulting in novel methods of textualising the non-verbal. The nature of the body and sexuality are problematised in these virtual environments, since the physical is never fixed and gender is a self-selected attribute. In coming to terms with these aspects of virtual interaction, new systems of significance have been developed by users, along with methods of enforcing that cultural hegemony through power structures dependent upon manipulation of the virtual environment.

Reinehr, T. & Wabitsch, M. (July, 2003). Structured survey of treatment programs for obese children and adolescents. Project of the working group on obesity in childhood and adolescence. *Monatsschrift Kinderheilkunde*, 151(7), 757-760.

Abstract: Background. A structured survey of treatment programs for obese children is still missing in Germany. We performed this survey on behalf of the AGA (association for treatment of obesity in children and adolescents) to identify treatment programs and evaluate their success. Methods. A structured questionnaire was sent to all members of the AGA, children's hospitals, social pediatric centers, public health offices, rehabilitation clinics, and the federation of health insurance providers in Germany (n=1464). In addition, a request for information was published in medical journals and on the home page of the AGA. Results. A total of 119 outpatient and 56 inpatient treatment centers for obese children and adolescents were identified in Germany. They will be published on the Internet pages of the AGA. The recommendations of the AGA are not met by 51% of the outpatient and 27% of the inpatient therapy plans. Only 16% of the outpatient and 14% of the inpatient therapy institutions evaluate therapy success at the end of the treatment program. Discussion. This survey demonstrates considerable heterogeneous quality in the therapy of obese children. The efficacy of treatment plans is still unclear since no long-term follow-up data are available. A controlled long-term follow-up study is necessary to improve the quality of treatment programs and to evaluate their efficacy.

Ribisl, K. M. (June, 2003). The potential of the internet as a medium to encourage and discourage youth tobacco use. *Tobacco Control*, 12, I48-I59.

Abstract: The internet is fast becoming a new battleground between tobacco control advocates and pro-tobacco forces, and this new media will certainly have a greater impact on tobacco use behaviour in the future. This paper reviews how the internet can encourage youth smoking by providing youth access to tobacco products and offering content that glamorises smoking lifestyle and culture, particularly in hundreds of websites and chat rooms. These sites feature pictures of celebrity smokers, provide information about smoking in movies, and provide smoking advice to teen smokers. In contrast, youth smoking is discouraged on online grassroots advocacy and countermarketing websites.

Although these strategies show promise, more research is needed to evaluate their impact. Recommendations are made for future research to study pro-smoking internet content and ways to counteract it, as well as to monitor the online activities of the tobacco companies. Finally, some of the challenges in addressing tobacco related internet content are discussed

Ribisl, K. M., Lee, R. E., Henriksen, L., & Haladjian, H. H. (Feb., 2003). A content analysis of Web sites promoting smoking culture and lifestyle. *Health Education & Behavior, 30(1)*, 64-78.

Abstract: The present study examined smoking culture and lifestyle Web sites listed on Yahoo!, a popular Internet search catalog, to determine whether the sites were easily accessible to youth, featured age or health warnings, and mentioned specific tobacco brands. A content analysis of photographs on these sites assessed the demographics of individuals depicted and the amount of smoking and nudity in the photographs. The sample included 30 Web sites, all of which were accessible to youth and did not require age verification services to enter them. Cigarette brand names were mentioned in writing on 35% of the sites, and brand images were present on 24% of the sites. Nearly all of the photographs (95%) depicted smoking, 92% featured women, and 7% contained partial or full nudity. These results underscore the need for greater research and monitoring of smoking-related Internet content by health educators and tobacco control advocates

Ribisl, K. M., Williams, R. S., & Kim, A. E. (Sept., 2003). Internet sales of cigarettes to minors. *Jama-Journal of the American Medical Association, 290(10)*, 1356-1359.

Abstract: Context There is growing concern that the Internet might become a source of tobacco products for minors. Although researchers have studied tobacco sales to minors at retail outlets for more than a decade, there are no published studies of tobacco sales to minors via the Internet. Objective To determine the proportion of Internet cigarette vendors that will sell cigarettes to minors. Design, Setting, and Participants Cross-sectional study conducted in April-July 2001. Under adult supervision, 4 adolescents aged 11 to 15 years attempted to purchase cigarettes via 55 Internet cigarette vendors located in 12 states. These minors made a total of 83 purchase attempts, paying by credit card (n=47) and by money order (n=36). Main Outcome Measure Proportion of Internet cigarette vendors that sold cigarettes to minors. Results Minors successfully received cigarettes for 93.6% of credit card purchase attempts and for 88.9% of money order purchase attempts. Age was never verified for any of these deliveries. Internet vendors sent a total of 1650 packs of cigarettes to the underage adolescents in this study. Conclusion Minors appear to have easy access to cigarettes via the Internet because many Internet vendors have weak or nonexistent age verification procedures

Rich, M. & Bar-On, M. (Jan., 2001). Child health in the information age: Media education of pediatricians. *Pediatrics, 107(1)*, 156-162.

Abstract: exposure to entertainment media with increased levels of interpersonal violence, risky sexual behavior, body image distortion, substance abuse, and obesity. The objective of this study was to determine what pediatric residency programs are teaching trainees about media and the influence of media on the physical and mental health of children and adolescents. Design. Survey of residency curricula, consisting of 17 items about children's exposure to media, including television, movies, popular music,

computer/video games and the Internet, the effects of this exposure on specific health risks, and associations between program characteristics and media education in the residency curriculum. Participants. Directors of the 209 accredited pediatric residency programs in the United States. Results. Two hundred four programs (97.6%) responded. Fifty-eight programs (28.4%) offered formal education on 1 or more types of media; 60 programs (29.4%) discussed the influences of media when teaching about specific health conditions. Residents in 96 programs (47.1%) were encouraged to discuss media use with patients and parents; 13 programs (6.4%) taught media literacy as an intervention. Among program characteristics, only media training received by program directors was significantly associated with inclusion of media in residency curricula. Conclusions. Despite increasing awareness of media influence on child health, less than one-third of US pediatric residency programs teach about media exposure. Developing a pediatric media curriculum and training pediatric residency directors or designated faculty may be a resource-effective means of improving health for children growing up in a media-saturated environment

Richardson, C. R., Resnick, P. J., Hansen, D. L., Derry, H. A., & Rideout, Victoria J. (Dec. 11, 2002). Does pornography-blocking software block access to health information on the Internet? *Jama-Journal of the American Medical Association*, 288(22), 2887-2894. Abstract: Context The Internet has become an important tool for finding health information, especially among adolescents. Many computers have software designed to block access to Internet pornography. Because pornography-blocking software cannot perfectly discriminate between pornographic and nonpornographic Web sites, such products may block access to health information sites, particularly those related to sexuality. Objective To quantify the extent to which pornography-blocking software used in schools and libraries limits access to health information Web sites. Design and Setting In a simulation of adolescent Internet searching, we compiled search results from 24 health information searches (n=3206) and 6 pornography searches (n=781). We then classified the content of each site as either health information (n=2467), pornography (n=516); or other (n=1004). We also compiled a list of top teen health information sites (n=586). We then tested 6 blocking products commonly used in schools and libraries and 1 blocking product used on home computers, each at 2 or 3 levels of blocking restrictiveness. Main Outcome Measure Rates of health information and pornography blocking. Results At the least restrictive blocking setting, configured to block only pornography, the products blocked a mean of only 1.4% of health information sites. The differences between blocking products was small (range, 0.6%-2.3%). However, about 10% of health sites found using some search terms related to sexuality (eg, safe sex, condoms) and homosexuality (eg, gay) were blocked. The mean pornography blocking rate was 87% (range, 84%-90%): At moderate settings, the mean blocking rate was 5% for health information and 90% for pornography. At the most restrictive settings, health information blocking increased substantially (24%), but pornography blocking was, only slightly higher (91%). Conclusions Blocking settings have a greater impact than choice of blocking product on frequency of health information blocking. At their least restrictive settings, over-blocking of general health information poses a relatively minor impediment. However, searches on some terms related to sexuality led to substantially more health information blocking. More restrictive blocking configurations blocked

pornography only slightly more, but substantially increased blocking of health information sites

Rickwood, D. J. (2002). Developmental patterns in using the internet to seek help for mental health problems in adolescence. *Australian Journal of Psychology*, 54, 52.

Rintel, E. Sean, Mulholland, Joan, & Pittam, Jeffery (Apr., 2001). First things first: Internet relay chat openings. *Journal of Computer-Mediated Communication*, 6(3)
Retrieved from <http://www.ascusc.org/jcmc/vol6/issue3/rintel.html>.

Abstract: Internet Relay Chat (IRC) was the Internet's first widely popular quasi-synchronous computer-mediated communication (CMC) system. While research has consistently demonstrated the interpersonal nature of IRC, and is now turning to more structurally-oriented topics, it is argued that IRC research now needs to systematically address links between interaction structures, technological mediation and the instantiation and development of interpersonal relationships within a framework that privileges IRC interaction and social explanations. This exploration of the openings of IRC interactions is positioned as a step in that direction. The openings investigated in the study are those that occur directly following user's entries into public IRC channels, termed the newly-joined users' Channel Entry Phase (CEP). It is found that turn coordination in the CEP is often ambiguous, has the potential to disrupt relationship development, and leads to considerable emphasis on interactive strategies for the clear ordering of opening phases.

Roberts, Donald F. (Aug., 2000). Media and youth: Access, exposure, and privatization. *Journal of Adolescent Health*, 27(2), 8-14.

Abstract: Purpose: To describe U.S. youth's access and exposure to the full array of media, as well as the social contexts in which media exposure occurs. Methods: A cross-sectional national random sample of 2065 adolescents aged 8 through 18 years, including oversamples of African-American and Hispanic youth, completed questionnaires about use of television, videotapes, movies, computers, video games, radio, compact discs, tape players, books, newspapers, and magazines. Results: U.S. youngsters are immersed in media. Most households contain most media (computers and video game systems are the exception); the majority of youth have their own personal media. The average youth devotes 63/4 h to media; simultaneous use of multiple media increases exposure to 8 h of media messages daily. Overall, media exposure and exposure to individual media vary as a function of age, gender, race/ethnicity, and family socioeconomic level. Television remains the dominant medium. About one-half of the youth sampled uses a computer daily. A substantial proportion of children's and adolescents' media use occurs in the absence of parents. Conclusions: American youth devote more time to media than to any other waking activity, as much as one-third of each day. This demands increased parental attention and research into the effects of such extensive exposure. (C) Society for Adolescent Medicine, 2000

Rose, Richard (2003). *Oxford Internet Survey (OxIS)* Oxford Internet Institute.

Runge, C., Tews, J. T., Lecheler, J., Horn, M., Horn, M., & Schaefer, M. (2003). Cost-benefit analysis of an internet based patient education programme for asthmatic children and adolescents. *Value in Health*, 6(6), 629.

Sanders, C. E., Field, T. M., Diego, M., & Kaplan, M. (Sum 2000). The relationship of Internet use to depression and social isolation among adolescents. *Adolescence*, 35(138), 237-242.

Abstract: The present study investigated whether higher levels of Internet use are associated with depression and social isolation among adolescents. Eighty-nine high school seniors were administered a questionnaire that measured low (less than 1 hour per day), moderate (1-2 hours per day), and high (more than 2 hours per day) Internet use; relationships with mother, father, and peers; and depression. Low Internet users, as compared with high users, reported better relationships with their mothers and friends

Savin-Williams, R. C. & Ream, G. L. (Dec., 2003). Suicide attempts among sexual-minority male youth. *Journal of Clinical Child and Adolescent Psychology*, 32(4), 509-522.

Abstract: The purpose of this study was to provide data addressing Diamond's (this issue) 4 problem areas in sexual orientation research by comparing gay, bisexual, and questioning male youth who report attempting suicide with those who do not. Secondary analyses were conducted with 2 datasets, I with a gay support group (n = 51) and the other with online youth (n = 681). Reported suicide attempts ranged from 39% among support-group youth, to 25% among Internet gay support group youth, to 9% among Internet non-support group youth. Sexual orientation, behavior and identity did not predict suicidal attempt status, but suicide attempters experienced higher levels of both generic life stressors (low self-esteem, substance use, victimization) and gay-related stressors, particularly those directly related to visible (femininity) and behavioral (gay sex) aspects of their sexual identity. Support-group attendance was related to higher levels of suicidality and life stressors, as well as certain resiliency factors. Results suggest that there exists a minority of sexual-minority youth who are at risk but that it would be inappropriate to characterize the entire population as such

Scheffler, S. (Dec., 2001). European Child & Adolescent Psychiatry in the Internet. *European Child & Adolescent Psychiatry*, 10(4), 260.

Scheidt, Lois Ann (Sept. 21, 2004). *Addressing the unseen: The audience envisioned for adolescent diary weblogs*. Presented at the meeting of the AoIR 5.0: *Ubiquity*, Association of Internet Researchers (AoIR), University of Sussex at Brighton, Brighton UK.

Abstract: This paper is divided into two sections. In the first section I discuss adolescent diary weblogs their prevalence online, I situate them with their offline antecedents, and align them with offline and online performance including Langellier's (1998) typology of personal narrative performance. The second section then uses content analysis in applying Langellier's typology to the implied audience embedded in adolescent diary weblog posts. The content analysis of a small sample of adolescent weblogs finds that Langellier's typology can be successfully applied to adolescent diary weblogs.

Schmitt, Kelly L., Dayanim, Shoshana, and Matthias, Stacey (2004). *Personal Home Page Construction As An Expression of Mastery and Identity Formation*. Presented at the meeting of the International Communication Association, New Orleans LA. Retrieved May 31, 2004 from

Abstract: New technologies provide children with opportunities for self-exploration. According to Erikson (1968) the key developmental challenge during middle childhood is mastery and during adolescence is identity formation. This study explored the hypothesis that creating a personal homepage is a way of gaining feelings of mastery and expressing "who I am." In the first study, a nationally representative survey of eight to seventeen year olds was conducted to determine the prevalence of home page or online journal creation. Survey items regarding the relationship between personal homepages and mastery or identity were included. In the second study, a content analysis was conducted on the personal home pages of 48 eight to seventeen year olds. Results were consistent with the hypothesis that eight to seventeen year olds who create personal homepages express feelings of mastery regarding technology. Furthermore, children are able to experiment with how they describe themselves to others on their personal homepages.

Schofield, Clark L. (2003). Challenges of social good in the world of Grand Theft Auto and Barbie: a case study of a community computer center for youth. *New Media & Society*, 5(1), 95-116.

Scorza, Jason (Sept. 2, 2004). Teaching Global Citizenship: The Paradox of Competency and Power. In *Proceedings of the annual meeting of the American Political Science Association*. Chicago IL: American Political Science Association. Retrieved Nov. 30, 2004 from http://archive.allacademic.com/publication/getfile.php?file=docs/apsa_proceeding/2004-09-13/29740/apsa_proceeding_29740.PDF&PHPSESSID=d99a266b9d5b3aa8aad8c907a2cdbf1e.

Abstract: Although the United States is commonly thought to be long on power (e.g., political, economic, cultural, technological, etc.), its citizens remain short on the competencies (i.e., knowledge, skills, and attitudes) needed to be responsible and effective members of a global community. Taking this paradox of global competency and power as my starting point, this paper examines one unique effort to use online technology and an interdisciplinary pedagogical approach to educate young people for global citizenship. Specifically, this paper presents "The Global Challenge," a three-credit hour interdisciplinary course on global issues required since Fall 2001 of all freshmen at Fairleigh Dickinson University.

Scott, David Clark (February 17, 1999). Dad gets cybersavvy. *Christian Science Monitor*, Abstract: Examines the popularity of the Internet among teenagers in the United States. Importance of online talk in the teenage world; teenagers' fear of having no friends; use of Internet as a social tool; the Internet compared with shopping malls for teenage social life.

Seepersad, Sean (2004). Coping with loneliness: Adolescent online and offline behavior. *CyberPsychology & Behavior*, 7(1), 35-39. Retrieved from

<http://www.liebertonline.com/doi/pdf/10.1089/109493104322820093?cookieSet=1>.

Abstract: This study looked at the similarities between the way adolescents cope with

loneliness both online and offline. There were 429 participants, ranging from 14 to 23 years old, who answered a questionnaire posted on the Internet. There was a strong relationship between avoidant coping strategies offline and Entertainment Internet use. In addition, adolescents who considered Communication as the most important use of the Internet also coped with loneliness through Emotion Expression and Social coping. Results suggest that online and offline coping behaviors are strongly related especially if they are avoidant

Sherer, K. (1997). College Life On-Line: Healthy and Unhealthy Internet Use. *Journal of College Student Development*, 38, 655-665.

Shotton, Margaret A. (1989). *Computer addiction? a study of computer dependency*. London; New York: Taylor & Francis.

Silver, David & Garland, Philip (2004). "sHoP onLiNE!": Advertising female teen cyberculture. In Philip E. N. Howard & Steve Jones (Eds.), *Society Online: The Internet in Context* (pp. 157-171). Thousand Oaks: Sage.

Silverstone, Roger, Hirsch, Eric, & Morley, Dave (1992). *Information and communication technologies and the moral economy of the household*. London; New York, NY: Routledge.

Skibell, Reid (2002). The myth of the computer hacker. *Information, Communication & Society*, 5(3)

Abstract: The seriousness of computer hacking is not exaggerated, it is far worse than that. The computer hacker has attained the status of myth; society associates all computer crime with a mythical perpetrator that bears no resemblance to reality. This paper will argue that in the early stages of the myth the computer hacker was regarded as a highly skilled but mentally disturbed youth who has an unhealthy association with computers. The new reality of electronic commerce resulted in pressures that culminated in the computer hacker becoming regarded as a dangerous criminal. A thorough analysis of the statistics will demonstrate that the majority of computer intruders are neither dangerous nor highly skilled, and thus nothing like the mythical hacker.

Skinner, H., Biscope, S., Murray, M., & Korn, D. (2004). Dares to addiction - Youth definitions and perspectives on gambling. *Canadian Journal of Public Health-Revue Canadienne de Sante Publique*, 95(4), 264-267.

Abstract: Background: Over the past decade, there has been a rapid growth of gambling in Canada and internationally. Although youth are a potentially vulnerable group, little is known about what they understand and if they are being affected by the recent increase in gambling. Methods: This study examined how youth view gambling using an inductive qualitative research design and analysis based on grounded theory principles. Twelve focus groups were conducted comprising 103 participants (median age = 15 years) with diverse representation of Ontario youth. Focus-group questions were designed to capture youth's experiences and opinions about gambling. Results: Youth participants defined a spectrum of gambling from a dare and friendly betting to legalized forms of gambling (lotteries, casinos) and addiction. Their opinions varied according to age and gambling

type. For example, daring and friendly betting were identified as positive activities used by younger adolescents to relieve boredom and establish social relationships. Gambling was separate from daring because of its association with money. Many participants had minimal awareness of the potential negative impact of gambling. Information technology (Internet) was seen as an attractive medium for playing games and gambling where no money was involved. Conclusion: Lack of awareness of gambling among youth and its consequences underscores the need for public education. The diverse range of gambling behaviour and age-dependent access to money need careful consideration in defining youth gambling "problems" and in designing public health interventions

Slater, Michael D. (Mar., 2003). Alienation, aggression, and sensation seeking as predictors of adolescent use of violent film, computer, and website content. *Journal of Communication*, 53(1), 105-121.

Abstract: Use of violent media content by adolescents has long been a matter of public concern and debate, a concern that was heightened by the reported use of violent computer games and websites by the killers at Columbine High School in 1999. This study examined predictors of various types of self-reported use of violent media content by 8th graders (N = 3,127) from 20 schools around the U.S. Hierarchical regression analyses indicated that gender, sensation seeking, aggression, and frequency of Internet use had relatively strong contributions to explaining the use of violent media content composite and the measure of violent website content use. Alienation from school and family also appeared to partially mediate effects of sensation seeking and aggression on use of violent Internet content. A negative feedback loop model for linking uses and gratifications approaches to the study of effects of violent media content on adolescents is suggested.

Slater, Michael D., Henry, Kimberly L., Swaim, Randall C., & Anderson, Lori L. (Dec., 2003). Violent Media Content and Aggressiveness in Adolescents: A Downward Spiral Model. *Communication Research*, 30(6), 713-736.

Abstract: Theory and research on media violence provides evidence that aggressive youth seek out media violence and that media violence prospectively predicts aggression in youth. The authors argue that both relationships, when modeled over time, should be mutually reinforcing, in what they call a downward spiral model. This study uses multilevel modeling to examine individual growth curves in aggressiveness and violent media use. The measure of use of media violence included viewing action films, playing violent computer and video games, and visiting violence-oriented Internet sites by students from 20 middle schools in 10 different regions in the United States. The findings appear largely consistent with the proposed model. In particular, concurrent effects of aggressiveness on violent-media use and concurrent and lagged effects of violent media use on aggressiveness were found. The implications of this model for theorizing about media effects on youth, and for bridging active audience with media effects perspectives, are discussed.[ABSTRACT FROM AUTHOR]

Smahel, D. (2003). Communication of adolescents in the internet environment. *Ceskoslovenska Psychologie*, 47(2), 144-156.

Abstract: Presented study is focused on communication of adolescents in the internet environment. The study is based on qualitative methodology - grounded theory method.

16 interviews were carried out, a half of them being held in the reality and the others in the internet environment. The communication of adolescents is analyzed on two levels - from the point of view of adolescents, and from the point of researcher's view. The author carried out a comparison of virtual and real interviews and set the differences between them. He defines a new phenomenon in the virtual communication - the phenomenon of multiplicity of communication

Smeaton, M. & Griffiths, M. (Feb., 2004). Internet gambling and social responsibility: An exploratory study. *CyberPsychology & Behavior*, 7(1), 49-57.

Abstract: Within the last few years, we have seen a substantial increase in the amount of gambling opportunities offered on the Internet. Many concerns have been raised about the activity, including the potential for excessive gambling, and the lack of safeguards for vulnerable populations such as adolescents and problem gamblers. Given these concerns, a representative selection of 30 U.K.-owned Internet gambling sites were studied to examine what safeguards were in place to encourage social responsibility of Internet gamblers. It was found that very few sites were engaged in socially responsible practice and that much more could be done to protect vulnerable groups. The findings from this study were then used to compile a list of recommendations for good practice among Internet gambling operators

Soon, K. H., Sook, K. I., Jung, C. W., & Im, K. M. (Jan-Feb 2000). The effects of Internet-based distance learning in nursing. *Computers in Nursing*, 18(1), 19-25.

Abstract: Distance learning has been the turning point for accomplishing adult learning in nursing education. This article describes the development and structure of a distance-learning course used to deliver distance learning to the RN-BSN students at Yonsei University, College of Nursing. The distance-learning course was developed cooperatively by content experts, instructional designers, programmers, and graphic designers. The course content, "Growth and Development," was a computerized instructional course delivered using the Internet. The programming system was developed on the Web Server and Oracle DB through the Internet. The characteristics of adult learners-graduates with 3-year RN diplomas and working full-time-were considered during development of the course. For a semester, the students studied the growth and development of a person from infancy to adolescence through interactions with peers and instructors using alternative menus on the Internet. The course was evaluated from feedback of 60 RN-BSN students on their satisfaction with this distance-learning course in regard to instructional design, the arrangement and structure of instruction, and the function and feasibility of the courseware. When the self-reported questionnaire with 25 open questions was evaluated, students' general responses were relatively positive. Insufficient feedback from the professor, excessive time and difficulties experienced when connecting to the Internet, and the lack of information about related websites were primary negative responses. For an effective use of the distance-learning system, improvements to the telecommunications network service are crucial. School authorities should support the professors who are interested in developing distance-learning courses so that the courses can be developed with technical perspectives. More distance-learning courses applying interactive multimedia instructional design through the Internet should be developed with the improved network service in the future

Soukup, Charles (1999). The gender interactional patterns of computer-mediated chatrooms: A critical ethnographic study. *The Information Society*, 15(3), 169-176.
Abstract: This study explores the gendered discourse of social-based computer-mediated contexts. Specifically, the critical ethnography explicates the patterns of discourse of both a sport-related (masculine-dominated) chatroom and a female-based (feminine-dominated) chatroom. Through participant observations, the researcher discovered that traditionally masculine and feminine forms of discourse dominate the chatrooms. Furthermore, the groups constructed and maintained normative forms of behavior. Masculine participants were aggressive, argumentative, and power oriented. While feminine participants sought relationships and intimacy, they were often dominated and overpowered by the aggressive discourse of the masculine members. The findings have significant implications for the construction of gender in cyberspace, the normative behavior of computer-mediated communication, and power and gender in the use of technology.

Spratt, Kristine & Weeda, Tabatha (1999). Adolescent Friendship Development in an On-Line Social Environment. *Student Publications*. Retrieved Oct. 31, 1 A.D. from <http://indian.monterey.edu/review/student-pub/adolescent-friend-abstract.html>.
Abstract: The social psychology of self-identity and on-line behavior is a study of the relationships that are formed by the adolescents of the "Net Generation" cohort. In this study, the researchers analyzed the personal relationships that the children form through communication with each other over computer networks. Children, for the purpose of this study, are defined as an age cohort of between twelve and fifteen years. The methodology utilized in this study was a focus group series and a survey. The hypothesis tested was that those individuals of the Net Generation form the same degree of emotional attachment with others on-line when compared to relationships that have physical contact and interaction. The emotional attachment with others on-line develops despite the absence of the physical aspects of a traditional relationship. This phenomenon is contrasted to those of previous generation, which have not had consistent communication with a significant other in any environment except for letters or perhaps the telephone. The research supported the hypothesis that the Net Generation cohort can form the same emotional attachment with others on-line. The children participating in this study were able to establish the same patterns described by the social exchange and social interaction theories. The participants also identified and contrasted the different circumstances, inhibitions, and friendship attributes within the virtual and real worlds.

Stahl, C. & Fritz, N. (Feb., 2000). Internet safety: Adolescents' self-report. *Journal of Adolescent Health*, 26(2), 150.

Stald, Gitte (2004). Global research, local roots: Young Danes and the internet. In Mia Consalvo, Nancy K. Baym, Jeremy Hunsinger, Klaus Bruhn Jensen, John Logie, Monica Murero, & Leslie Regan Shade (Eds.), *Internet Research Annual: Selected Papers from the Association of Internet Researchers Conferences 2000-2002* (pp. 129-140). New York: Peter Lang.

Stern, Susannah R. (1999). Adolescent girls' expression on web home pages: Spirited, sombre, and self-conscious sites. *Convergence*, 5(4), 22-41.

Abstract: This exploratory study examined the potential of the internet to furnish new forums for girls' self-expression. Although many scholars concur that girls benefit from access to safe spaces where they feel comfortable expressing themselves, such sites have historically been sparse. The World Wide Web (WWW) now allows those with access and expertise to construct personal home pages to present their thoughts to a geographically removed, anonymous, yet potentially global public. This qualitative study describes adolescent girls' expression on their web home pages. Three general tones captured the diversity of self-expression on girls' home pages; these tones were labelled spirited, sombre, and self-conscious. Tones were differentiated by their presentation style, content, and degree of self-disclosure. In addition to extensive description of the girls' home pages, the web's potential as a new 'safe place' for girls' self-expression is discussed.

Stern, Susannah R. (2004). Expression of identity online: Prominent features and gender differences in adolescents' WWW home pages. *Journal of Broadcasting & Electronic Media*

Abstract: Despite the increasing popularity of WWW home pages among adolescents, we still know little about their distinguishing features or the extent to which we can learn about adolescents and their relationship with new media from them. To fill in this gap, this article describes an exploratory content analysis aimed at describing and analyzing the stylistic and content features of adolescents' home pages, noting gender differences there they arise. Results indicate that home pages are prominent places for adolescents to discuss themselves in textual and multimedia fashions. Authors signal their desire for an audience and confide in their audiences with varying degrees of intimacy. Gender difference are noticeable primarily with regard to the substantive components of their home pages. The results suggest that home pages may both simulate and supplement traditional (offline) forums for adolescent communication.

Stern, Susannah R. (2003). Studying adolescents online: A consideration of ethical issues. In Elizabeth A. Buchanan (Ed.), *Virtual Research Ethics: Issues and Controversies* (pp. 274-287). Hershey PA: Idea Group.

Stevens, L. P. (Spr 2002). Making the road by walking: The transition from content area literacy to adolescent literacy. *Reading Research and Instruction*, 41(3), 267-277.

Abstract: The past few years have witnessed a shift in both terminology and ideology of studies and practices of literacy and adolescents. Until recently, all such endeavors fell under the monikers of secondary reading and content area reading. However, the use of the term, adolescent literacy, mark's not only a shift in term but also a purposeful change in framework and ideology. This manuscript explores the complexities of plotting this transition through the content of a preservice university class on content area literacy. The course instructor/researcher asked students in the class to consider the traditional topics, pedagogy, and curricula of content area literacy against the broader backdrop of adolescent literacy. The online discussions of students served as data for analyzing the complexities in secondary schooling, societal discourses about adolescents, and teaching and learning. The analysis of these discussions is then compared to work in adolescent literacy in Australia. Implications address the need to examine potential barriers and

benefits of reconceptualizing the content, format. and placement of courses that currently cover secondary and/or content area literacy

Stone, Biz (2004). *Who Let the Blogs Out? : A Hyperconnected Peek at the World of Weblogs*. New York: St. Martin's Press.

Abstract: From Publishers Weekly

This overview of Web logs, the currently vogueish online journals, begins with a tale about a Buddhist monastery "long ago" that used strings to connect documents in a prototypical Internet. The episode is typical of Stone's approach: facts may be interesting enough on their own, but why not dress them up with snazzy distortions? In this work, Stone emulates the worst qualities of many of the unpolished blogs he celebrates. The prose, reading like it was churned out on the fly, is terminally in love with its own hipness, mistaking generalization for profundity and a lack of critical discrimination for democratization. Some of the claims about blogs, such as the notion they are "hooking people up with book deals willy-nilly," are hyperbolic, while others are simply ridiculous (e.g., despite Stone's assertions, "traditional web pages" had "context" long before blogs became popular). As a "senior blogger specialist for Google," Stone's cheerleading is not unexpected, but its clownishness is an overwhelming distraction from the kernels of useful information about the various blogging software manufacturers and their tools. Copyright © Reed Business Information, a division of Reed Elsevier Inc. All rights reserved.

From Booklist

As a pop-culture reference, the title is surely dated, but the rest of this introduction to the history and culture of blogging is anything but. Stone, who cofounded the blogging site xanga and now works for Google, covers every facet of life in the blogosphere, from helpful html codes to "what to do when your mom discovers your blog." The emphasis here is on the personal weblogger; from political pundits to angsty 14-year-olds, it seems everyone has a blog these days, and Stone wants to help make yours worth reading. But Stone also discusses the new frontiers in the blogosphere, like the growth of blogs in business and the classroom. Throughout, Stone maintains a breezy, colloquial style that makes for engaging reading, even when the pages feature a lot of "u". Both for folks who have been blogging for years and for those who have reached the end of this review wondering what the hell a blog is, this book is the best resource to date on the blogosphere. John Green

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Subrahmanyam, K., Greenfield, P., Kraut, R., & Gross, E. (2001). The impact of computer use on children's and adolescents' development. *Journal of Applied Developmental Psychology, 22(1)*, 7-30.

Abstract: In recent years, electronic games, home computers, and the Internet have assumed an important place in our lives. This paper presents a review of the research on the impact of home computer use on the development of children and adolescents. Time use data are presented along with a discussion of factors such as age, gender, and ethnicity, which impact the time spent on computers as well as the activities engaged in. Research on the impact of computer use on cognitive skill and academic development,

social development and relationships, and perceptions of reality and violent behavior is reviewed. The special role of the Internet in the lives of adolescents is brought out using data from the HomeNet study. The paper concludes with recommendations for future study in order to better understand the growing impact of computers on our youth. (C) 2001 Elsevier Science Inc. All rights reserved

Subrahmanyam, K., Greenfield, P. M., & Tynes, B. (Dec., 2004). Constructing sexuality and identity in an online teen chat room. *Journal of Applied Developmental Psychology*, 25(6), 651-666. Retrieved from

<http://www.cdmc.ucla.edu/downloads/Constructing%20sexuality.pdf>.

Abstract: In this article, we propose that adolescents' online interactions are both a literal and a metaphoric screen for representing major adolescent developmental issues, such as sexuality and identity. Because of the public nature of Internet chat rooms, they provide an open window into the expression of adolescent concerns. Our study utilizes this window to explore how issues of sexuality and identity are constructed in a teen chat room. We adapt qualitative discourse methodology to microanalyze a half-hour transcript from a monitored teen chat room, comparing it, where relevant, to a second transcript, used in a prior study [Greenfield, P.M., Subrahmanyam, K., 2003. Online discourse in a teen chat room: New codes and new modes of coherence in a visual medium. *Journal of Applied Developmental Psychology* 24, 713-738.]. Our microanalysis reveals that participants use the online space of teen chat to air adolescent concerns about sexuality and to develop creative strategies to exchange identity information with their peers. This exchange is critical to the activity of "pairing off", an important teenage expression of emerging sexuality. Developmental issues from adolescents' offline lives are reconstructed online with some important differences. The virtual world of teen chat may offer a safer environment for exploring emerging sexuality than the real world. Through the verbally explicit exchange of identity information, participants are able to "pair off" with partners of their choice, despite the disembodied nature of chat participants.

Suler, John (1998). Adolescents in cyberspace: The good, the bad, and the ugly. In John Suler (Ed.), *Psychology of Cyberspace* (. Web-Publishing. Retrieved June, 98 A.D. from <http://www.rider.edu/users/suler/psycyber/adoles.html>.

Abstract: The newest street corners, arcades, and malls that serve as teen hangouts can be found right within the walls of the homestead. They are electronic mockups of the real thing - accessed easily by the family's modem-equipped computer. For many adolescents these cyberspace hangouts are no less treasured or real than the "real" thing.

What draws adolescents to the world of the internet? What are the benefits and dangers of their exploring this new realm that may very well become a cornerstone of the new millennium into which they will grow as adults?

Suler, John (Apr., 1999). The psychology of avatars and graphical space in multimedia chat communities (or how I learned to stop worrying and love my Palace props). In John Suler (Ed.), *Psychology of Cyberspace* (2.7 ed.. Web-Publishing. <http://www.rider.edu/users/suler/psycyber/psyav.html>.

Abstract: Visual chat is a simple way to describe them, although they have gone by a variety of other names, such as multimedia chat, GMUKS (graphical multi-user

konversations), and "habitats," a term coined by Randy Farmer, the first to invent them. They are something of a cross between a MOO and a traditional chat room. As social environments, they are unique in that they are graphical. Rather than limiting users to text-only communications, as in most chat rooms, multimedia programs add a visual dimension that creates the illusion of movement, space, and physicality. It allows people to express their identity VISUALLY, rather than just through written words. The result is a whole new realm for self-expression and social interaction with subtleties and complexities not seen in text-only chat rooms.

Süss, Daniel (May, 2001). Computers and Internet in school: Closing the knowledge gap? In Sonia Livingstone & Moira Bovill (Eds.), *Children and Their Changing Media Environment: A European Comparative Study* (pp. 221-241). Mahwah NJ: Lawrence Erlbaum.

Suzuki, Lalita K. & Calzo, Jerel P. (Dec., 2004). The search for peer advice in cyberspace: An examination of online teen bulletin boards about health and sexuality. *Journal of Applied Developmental Psychology*, 25(6), 685-698. Retrieved from

L:_Synch_folder\Reference Manager

Data\Readings\subrahmanyam_greenfield_tynes2004.pdf.

Abstract: The physical, emotional, and psychological changes that occur in adolescence prompt youths to have serious questions about their bodies, relationships, and health that are often personal, sensitive, or embarrassing. Past research has shown that adolescents are often reluctant to consult physicians, peers, and others for personal health questions due to concerns about confidentiality. One new venue for health information is the Internet, which is a promising resource due to its accessibility, interactivity, and anonymity. This study is a snapshot investigation of a popular health support website, which utilized a peer-generated bulletin board format to facilitate the discussion of adolescent health and social issues. Analyses of two health bulletin boards—one on teen issues and one on sexual health—were conducted on the questions and replies found on 273 topics of mainly anonymous adolescents collected over a 2-month period. Results revealed that the questions most frequently posted and viewed reflected interests and concerns about their changing physical, emotional, and social selves: Romantic relationships were the most frequent topic on the teen issues bulletin board; sexual health was the most frequent topic on the sexuality bulletin board. The bulletin boards proved to be a valuable forum of personal opinions, actionable suggestions, concrete information, and emotional support and allowed teens to candidly discuss sensitive topics, such as sexuality and interpersonal relations.

Takayoshi, Pamela, Huot, Emily, & Huot, Meghan (1999). No Boys Allowed: The World Wide Web as a Clubhouse for Girls. *Computers and Composition*, 16(1), 89-106.

Abstract: Although popular representations of the World Wide Web depict it as inhospitable and sometimes dangerous space for girls, there are increasing numbers of young women who actively navigate the author girl-friendly sites. Many studies report that during adolescence, girls become withdrawn and suffer from lapses of self-confidence. Girls authoring Web pages devoted to girl power, however, use the Web as a place where they confidently assert themselves and actively shaped their identity. In this article, two adolescent girls and their stepmother (composition scholar) identity grrl-

power sties, explore their potential strengths for girls as authors and readers, and discuss the sites' implications for classroom practices.

Thomas, Angela (2004). Digital Literacies of the Cybergirl. *E-Learning*, 1(3), 358-382. Retrieved from

http://www.wvwords.co.uk/pdf/viewpdf.asp?j=elea&vol=1&issue=3&year=2004&article=3_Thomas_ELEA_1_3_web&id=129.78.228.114.

Abstract: This paper explores the nexus between digital literacies and identity in the online graphical chat environment of the 'palace'. With a focus on the adolescent cybergirl, it examines how girls use words and images to create a digital presence, and in so doing, 'write' their bodies and their selves. I discuss how the cybergirl is discursively constructed as well as self-produced within discourses of sexuality and idealised beauty. A grammatical analysis of both words and images is presented to describe the resources girls are using to construct their identities. In doing so, I highlight the particular ways that girls are creating cyberbodies that are encoded surfaces of the girls' fantasies and desires. I argue that the palace is a site that produces new forms of femininities through allowing girls the space to explore, experience a sense of empowerment and find new ways of reinventing themselves.

Thomas, Angela. (2005). Blurring and Breaking through the Boundaries of Narrative, Literacy and Identity in Adolescent Fan Fiction.

Abstract: This paper presents a case study of the literacy practices of two adolescent girls, Tiana and Jandalf, as they work collaboratively online to produce fan fiction. The case study was based on a small portion of the data set gathered from a longitudinal ethnographic study related to children's identity construction online. The authoring of fan fiction for these girls is motivated by a passion for mythical and magical fantasy worlds from Tolkien's Middle Earth to Lucas' Tatooine. I examine the multiplicity of social and discursive practices in which they are engaged as they co-construct sophisticated multimodal narratives across a diverse set of play spaces. Data sources for this paper were drawn from a range of sources: electronic interviews with each of the girls, role-playing transcripts, multiple fan fiction texts, forum posts, livejournal entries, blog posts, and multimodal data such as images, movie files and sound files created by the girls.

Data are analysed using a combination of narrative theory (Eagleton, 1994; Abbott, 2002), genre theory (Bhatia, 1999; Swales, 1990) and systemic functional linguistics (Halliday, 1994; Martin, 2000a, 2000b, 2002). Informing this analysis further were psychoanalytical theories of identity and subjectivity (Lacan, 1977; Foucault, 1977, Butler, 2003; Grosz, 2001). Based on the analysis, the paper offers some critical reflections on notions of literacy, narrative and identity as it pertains to young people in the digital age. As the girls write their real selves into these fictional worlds, the narrative serves to help them negotiate new social identities for themselves, blurring the boundaries of the real and virtual, the spaces of online and offline and the margins of the intimate and public. More particularly, I focus on three areas in which the girls are blurring and breaking through boundaries: narrative, literacy and identity.

Thomas, S. P. & Smith, H. (2004). School connectedness, anger behaviors, and relationships of violent and nonviolent American youth. *Perspectives in Psychiatric*

Care, 40(4), 135-148.

Abstract: PROBLEM. Youth violence research often focuses on risk factors arising from early familial interactions rather than school-related factors. METHODS. Via an Internet questionnaire, 282 girls and boys (ages 7-19, mean 15.3) from 47 states and Washington, DC, reported on school connectedness, interpersonal relationships, and anger behaviors. FINDINGS. Substantial percentages of violent youth did not perceive themselves to be liked by classmates and reported loneliness. If not liked by classmates, 80% hated school. Likers and haters of school differed on seven variables (all p less than or equal to .01). CONCLUSIONS. Insufficient attention is paid to the alienation experienced by disliked and lonely students. Mental health nurses could play a pivotal role in fostering change in the social climate of schools and helping youth to achieve better anger management and social skills

Thompson, Claudine (June 19, 2000). Americans online, part 4: Teens. http://www.emarketer.com/analysis/edemographics/20000619_teens.html. Retrieved Feb. 23, 1 A.D. from http://www.emarketer.com/analysis/edemographics/20000619_teens.html.

Thurlow, Crispin & McKay, Susan (Mar., 2003). Profiling 'New' Communication Technologies in Adolescence. *Journal of Language & Social Psychology*, 22(1), 94. Abstract: In an overview of some of the central issues concerning the impact and effects of new technology in adolescence, this article questions the reality of the "net generation" before considering the interplay of new and old technologies, the internet as both communication and lifestyle resource, and newer technologies like text messaging and webcams

Tichon, J. & Yellowlees, P. (2003). Internet social support for children and adolescents. *Journal of Telemedicine and Telecare*, 9(4), 238-240.

Trammell, Kaye D. and Ferdig, Richard E. (Sept. 21, 2004). *Blogging from a Pedagogical Perspective*. Presented at the meeting of the AoIR 5.0: Ubiquity, Association of Internet Researchers (AoIR), University of Sussex at Brighton, Brighton UK.

Tsai, C. C. (Aug., 2004). Adolescents' perceptions toward the Internet: A 4-T framework. *CyberPsychology & Behavior*, 7(4), 458-463.

Abstract: This study could be viewed as one of the initial attempts to probe adolescents' general perceptions toward the Internet. Through interviewing 40 adolescents in Taiwan, this study found the following 4-T categories for interpreting their perceptions toward the Internet, which included Technology, Tool, Toy, and Travel. Most adolescents perceived the Internet as a tool, implying that these adolescents, in general, held pragmatic views about the Internet. This paper further proposes a framework to elaborate the 4-T categories. The framework consists of the following two axes: one axis probably shows the ontology of the Internet, ranging from a "product" to a "process," whereas the other axis indicates the perceived feature of the Internet, varying from "functional" to "technical." It is finally suggested to carefully investigate the effects of people's Internet

perceptions on their behaviors, as well as psychological and cognitive activities in Internet-related environments

Tsai, C. C. & Lin, C. C. (2004). Taiwanese adolescents' perceptions and attitudes regarding the Internet: Exploring gender differences. *Adolescence, 39*(156), 725-734.
Abstract: The purpose of this study was to explore adolescents' perceptions and attitudes regarding the Internet, by gender. Data were collected from 636 high school students in Taiwan. It was found that male adolescents perceived the Internet more as a "toy," while female adolescents perceived the Internet more as a "technology," "tool" or "tour." Results indicated that females held more pragmatic views of the Internet, whereas males believed they could obtain more enjoyment from the Internet. In addition, males expressed significantly more positive attitudes than did females on two aspects of the Internet: usefulness and perceived control. However, no significant gender differences were found in terms of the affection and behavior aspects of using the Internet. More importantly, females tended to show higher Internet self-efficacy than did males. It is suggested that gender differences regarding the Internet might be narrowing because female adolescents are acquiring more experience with it

Tsai, C. C. & Lin, S. S. J. (June, 2001). Analysis of attitudes toward computer networks and internet addiction of Taiwanese adolescents. *CyberPsychology & Behavior, 4*(3), 373-376.

Abstract: This study explored the interplay between young people's attitudes toward computer networks and Internet addiction. Ninety possible Internet addicts were selected for examination after analyzing the questionnaire responses of an initial sample of 753 Taiwanese high school adolescents. It was found that the subjects' attitudes toward computer networks could explain many aspects of Internet addiction. However, actual behaviors on Internet usage and perceptions on the usefulness of Internet were more important than affective responses toward computer networks in predicting adolescents' Internet addiction

Tsai, C. C. & Lin, S. S. J. (Dec., 2003). Internet addiction of adolescents in Taiwan: An interview study. *CyberPsychology & Behavior, 6*(6), 649-652.

Abstract: This study presented a follow-up investigation of a series of studies about Taiwanese adolescents' Internet addiction. Through analyzing a series of questionnaires, 10 Taiwanese adolescents with Internet addiction were selected for in-depth interviews. Adolescents' interview data revealed the following: First, almost all of the interviewed adolescents exhibited most of the symptoms of Internet addiction as identified by previous studies, including compulsive use and withdrawal, tolerance, and related problems of school, health, family, finance, and time management. Moreover, almost all of the interviewed adolescents stated that messages on the Internet became the primary source of their information and knowledge. Many of them were addicted to the messages and activity on the Internet, but not by the Internet as a medium per se. Also, the world of the Internet seemed to become a place to relieve adolescents' depression. Most of the interviewed adolescents self-declared that they were Internet addicts, but none of them could clearly state what to do with such an addiction. Psychologists and educators should pay more attention to this and then propose possible solutions for adolescents

Turkle, Sherry (1988). Computational reticence: Why women fear the intimate machine. In Cheris Kramarae (Ed.), *Technology and Women's Voices: Keeping in Touch* (pp. 41-61). New York: Routledge.

Turkstra, Lyn S., McDonald, Skye, & DePompei, Roberta (2001). Social information processing in adolescents: Data from normally developing adolescents and preliminary data from their peers with traumatic brain injury. *Journal of Head Trauma Rehabilitation*, 16(5), 469-483.

Abstract: Objective: To assess aspects of social information processing in naturalistic conversations, using online videotape tasks. Design and Participants: The tasks were administered to 60 normally developing (ND) subjects ages 13 to 21, and 10 adolescents with traumatic brain injury (TBT). Setting: University. Main Outcome Measure: Task accuracy scores and measures of reliability, and validity Results and Conclusions: ND group scores were generally high, without significant differences by race, sex or age, TBT group scores were significantly lower than ND group scores for both emotion recognition and detection of conversation skills, The results are discussed in light of the evaluation of pragmatic competence in adolescents with TBT.

Turnbull, Giles and Williams, Evan (Feb. 26, 2001b). The state of the blog: Part 1: Blogger past. *WriteTheWeb*. Retrieved Nov. 28, 2004b from <http://writetheweb.com/Members/gilest/old/106/>.

Turnbull, Giles and Williams, Evan (Feb. 28, 2001c). The state of the blog: Part 2: Blogger present. *WriteTheWeb*. Retrieved Nov. 28, 2004c from <http://writetheweb.com/Members/gilest/old/107/>.

Turnbull, Giles and Williams, Evan (Mar. 2, 2001a). The state of the blog: Part 3: Blogger future. *WriteTheWeb*. Retrieved Nov. 28, 2004a from <http://writetheweb.com/Members/gilest/old/106/>.

Turner, C. F., Ku, L., Rogers, S. M., Lindberg, L. D., Pleck, J. H., & Sonenstein, F. L. (1998). Adolescent Sexual Behavior, Drug Use, and Violence: Increased Reporting with Computer Survey Technology. *Science*, 280(5365), 867-873.

Tynes, Brenda, Reynolds, Lindsay, & Greenfield, Patricia Marks (Dec., 2004). Adolescence, race, and ethnicity on the Internet: A comparison of discourse in monitored vs. unmonitored chat rooms. *Journal of Applied Developmental Psychology*, 25(6), 667-684. Retrieved from <http://www.cdmc.ucla.edu/downloads/Adolescence%20Race.pdf>. Abstract: Scholars have argued that the Internet could bring about the realization of an electronic global village, with no race, gender, infirmities, or the social problems that often accompany these physical indicators of difference. In this study, we explored this issue by conducting content and discourse analyses of online conversations about race and ethnicity in teen chat rooms. A key focus of our research was to compare the racial and ethnic discourse in monitored vs. unmonitored teen chat rooms. Contrary to the claims of Internet scholars, we found that race and ethnicity were frequently mentioned in teen chat: 37 out of 38 half-hour transcripts had at least one racial or ethnic utterance. While most references had a neutral or positive valence in both monitored and

unmonitored chat rooms, chat participants, nonetheless, had a 19% chance of being exposed to negative remarks about a racial or ethnic group (potentially their own) in monitored chat and a 59% chance in unmonitored chat. Statistical analysis indicated that racial or ethnic slurs were significantly more frequent in the unmonitored than in the monitored chat rooms. These findings suggest that, in the absence of social controls, such as a monitor, negative intergroup attitudes can surface. The implication is that more attention needs to be paid to reducing prejudice in both online and offline contexts.

Unger, J. B., Rohrbach, L. A., & Ribisl, K. M. (Dec., 2001). Are adolescents attempting to buy cigarettes on the Internet? *Tobacco Control*, 10(4), 360-363.

Abstract: Objective- To assess the prevalence of, and demographic and smoking behaviour correlates of, attempting to purchase cigarettes via the internet among adolescent current smokers. Methods- A representative sample of 17 181 10th and 12th grade California students completed a written questionnaire on tobacco related attitudes and behaviour during the 1999-2000 school year. Logistic regression analyses were used to determine the variables associated with attempting to purchase cigarettes on the internet. Results-Among youth under 18 years of age who were current smokers (n = 1689), 2.2% (95% confidence interval 1.5% to 2.9%) reported attempting to purchase cigarettes on the internet. Attempted internet purchases were more likely among younger respondents, males, frequent smokers, and respondents reporting lower perceived availability of tobacco products from retail and social sources. Conclusions-Few adolescent smokers in California surveyed during the 1999-2000 school year had attempted to obtain cigarettes from the internet. As internet access increases, future studies should examine whether internet cigarette vendors sell to minors and whether adolescents are purchasing cigarettes on the internet

Vaizoglu, S. A., Aslan, D., Gormus, U., Unluguzel, G., Ozemri, S., Akkus, A., & Guler, C. (June, 2004). Internet use among high school students in Ankara, Turkey. *Saudi Medical Journal*, 25(6), 737-740.

Abstract: Objective: Internet use has grown considerably in recent years throughout the world, particularly among young people. This study aimed at assessing Internet use among high school students. Methods: This is a cross-sectional epidemiological study involving 246 students in 7 classes representing first, second, and third year students (754 persons) at a high school in Ankara, Turkey during March 2001. An Internet use questionnaire comprising 34 questions was used. Results: It was found that 86.5% of the students used the Internet at home. The mean daily Internet use was 2.5 hours during vacation, and less while school was in session. Although 86.5% of students with computers at home had Internet connections, approximately half of the students reported that they had frequently gone to Internet cafe's. Conclusion: Significant differences between boys and girls were found in terms of hours spent on the Internet and purpose of use, and changes over time in hours spent. "Daily" and "weekly" Internet use is more frequent among boys than girls. Boys visit cyber-sex sites more than girls. Those whose weekly Internet use was 4 hours or more were found to have been using the Internet for 36 months or more; they had irregular eating habits, and their relatives complained more frequently on the amount of time they spent on the Internet

Valentine, Gill & Holloway, Sarah L. (2002). "Cyberkids"? Exploring children's identities and social networks in on-line and off-line worlds. *Annals of the Association of American Geographers*, 92(2), 302-319.

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 on-line 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.

Valentine, Gill & Holloway, Sarah L. (Oct., 2001). A Window on the Wider World? Rural Children's Use of Information and Communication Technologies. *Journal of Rural Studies*, 17(4), 383-394.

Abstract: The possibilities which information and communication technologies (ICT) offer people (or groups) to overcome the friction of distance and the constraints of materiality mean that these technologies are seen to have particular relevance in rural areas which have been historically characterized in terms of their economic and social peripherality. In this paper, we draw on empirical research with children and their teachers and parents, to explore the opportunities which ICT are seen to offer young people living in rural areas. First, we examine the information that children access online and how young people make sense of this expanded terrain. Second we focus on communication, by considering children's use of email and chatrooms. Third, we explore how this information and these modes of communication may be shaping young people's sense of place in the world. Our findings expose a clear contrast between the ambitious and future orientated ways in which adults imagine ICT will expand their children's educational and employment opportunities, and social and spatial horizons, and the everyday ways in which these technologies actually emerge for children in practice.

Valkenburg, Patti M. and Peter, Jochen (May 29, 2005). *Adolescents' Online Communication and Their Closeness to Friends*. Presented at the meeting of the *Communication: Questioning the Dialogue*, International Communication Association, New York. Retrieved May 29, 2005 from

Abstract: We investigated how social anxiety and loneliness affect adolescents' online communication and their closeness to friends. Drawing on a sample of 816 adolescents, we tested an Internet effects model, which assumes that adolescents' perceptions of the Internet's effectiveness for developing breadth and depth of communication are significant mediators of the effects of loneliness and social anxiety on (a) online communication and (b) closeness to friends. Our model was largely supported by the data. Closeness to friends was positively predicted by online communication and adolescents' perceptions of the Internet's effectiveness for developing depth of

communication. Social anxiety was a negative predictor of online communication. However, when socially anxious adolescents believed in the Internet's effectiveness for developing breadth and depth of communication, they benefited just as much as less socially anxious adolescents from the Internet's opportunities to stimulate closeness of friendships.

Van den Bulck, J. (Feb. 1, 2004). Television viewing, computer game playing, and Internet use and self-reported time to bed and time out of bed in secondary-school children. *Sleep*, 27(1), 101-104.

Abstract: Objective: To investigate the relationship between the presence of a television set, a gaming computer, and/or an Internet connection in the room of adolescents and television viewing, computer game playing, and Internet use on the one hand, and time to bed, time up, time spent in bed, and overall tiredness in first- and fourth-year secondary-school children on the other hand. Methods: A random sample of students from 15 schools in Flanders, Belgium, yielded 2546 children who completed a questionnaire with questions about media presence in bedrooms; volume of television viewing, computer game playing, and Internet use; time to bed and time up on average weekdays and average weekend days; and questions regarding the level of tiredness in the morning, at school, after a day at school, and after the weekend. Results: Children with a television set in their rooms went to bed significantly later on weekdays and weekend days and got up significantly later on weekend days. Overall, they spent less time in bed on weekdays. Children with a gaming computer in their rooms went to bed significantly later on weekdays. On weekdays, they spent significantly less time in bed. Children who watched more television went to bed later on weekdays and weekend days and got up later on weekend days. They spent less time in bed on weekdays. They reported higher overall levels of being tired. Children who spent more time playing computer games went to bed later on weekdays and weekend days and got up later on weekend days. On weekdays, they actually got up significantly earlier. They spent less time in bed on weekdays and reported higher levels of tiredness. Children who spent more time using the Internet went to bed significantly later during the week and during the weekend. They got up later on weekend days. They spent less time in bed during the week and reported higher levels of tiredness. Going out was also significantly related to sleeping later and less. Conclusion: Concerns about media use should not be limited to television. Computer game playing and Internet use are related to sleep behavior as well. Leisure activities that are unstructured seem to be negatively related to good sleep patterns. Imposing more structure (eg, end times) might reduce impact

van der Voort, Tom H. A., Beentjes, Johannes W. J., Bovill, Moira, Gaskell, George, Koolstra, Cees M., Livingstone, Sonia, & Marseille, Nies (Dec., 1998). Young People's Ownership and Uses of New and Old Forms of Media in Britain and the Netherlands. *European Journal of Communication*, 13(4), 457-477.

Abstract: Using data obtained in a national survey carried out in Britain (N = 1309) and the Netherlands (N = 1355), this article compares British and Dutch children and young people aged 6 - 17 with respect to: (1) the availability of different media in children's homes, and particularly in the children's own room; (2) the amount of time spent on different media; and (3) the gratifications associated with the use of different types of media. Attention is paid to new forms of media (electronic games and the personal

computer) as well as old forms of media (print media and television and video). Cross-national similarities and differences in ownership and uses of media are established, both for the whole 6 - 17 age group and for subgroups formed in terms of gender, age, and socioeconomic status. Special attention is devoted to points where British children and young people are clearly differentiated from their Dutch peers.

van Dijck, Jose (2004). Composing the Self: Of Diaries and Lifelogs. *Fiberculture*, 3 Retrieved from http://journal.fibreculture.org/issue3/issue3_vandijck.html.

Abstract: Can lifelogs and blogging be considered the digital counterpart of what used to be paper diaries and diary writing? This article examines three dimensions of this phenomenon in conjunction: the diary/lifelog as a cultural form or genre, as a material and technological object, and as cultural practice. Tracing the transformation of personal logs in the face of new digital technologies, it is argued that lifelogs and blogging are not outcomes but rather signifiers of cultural change, as they both reflect and construct new epistemologies. The current emergence of weblogs indicates a transformation of important cultural notions such as individual and collective, privacy and publicness, and memory and experience.

Vered, Karen Orr (1998). Blue group boys play *Incredible Machines*, Girls play hopscotch: Social discourse and gendered play at the computer. In Julian Sefton-Green (Ed.), *Digital Diversions: Youth Culture in the Age of Multimedia* (pp. 43-61). London: UCL Press Limited.

Villani, S. (Apr., 2001). Impact of media on children and adolescents: A 10-year review of the research. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40(4), 392-401.

Abstract: Objective: To review the research literature published within the past 10 years regarding the impact of media on children and adolescents. Method: Media categories researched with computer technology included television and movies, rock music and music videos, advertising, video games, and computers and the Internet. Results: Research prior to 1990 documented that children learn behaviors and have their value systems shaped by media. Media research since has focused on content and viewing patterns. Conclusions: The primary effects of media exposure are increased violent and aggressive behavior, increased high-risk behaviors, including alcohol and tobacco use, and accelerated onset of sexual activity. The newer forms of media have not been adequately studied, but concern is warranted through the logical extension of earlier research on other media forms and the amount of time the average child spends with increasingly sophisticated media

Vogelgesang, W. (1999). Identity-presentation in youth cultures and scene-creation in Internet. *Berliner Journal fur Soziologie*, 9(1), 65-+.

Abstract: Our ethnographic field research in various media-communicated youth scenes verify what the latest judgement of the sociology of youth represents as a general conclusion: They are sources and focal points for small life-worlds and style communities, whose juvenile members are characterised by a high degree of freedom in their self design and action dramaturgy as well as a considerable media competence. In the Internet there is not only a continuation of these processes of diversification in

adolescent media cultures but also a virtual sphere can be evoked by manifold ways of net communication which speeds up the differentiation of individual and particular forms of self-presentation and group affiliation. For example cyberpunks and online role-players illustrate how symbols which are typical of particular scenes lead not only to an aestheticism and revaluation of everyday life but also through strategies to a fictional exploration of different identities. Their acting with particular group signs, fictional plots and fluid identities announces an experimental field for a playful test of the feasible. It also allows commuting between inner and outer worlds and can be regarded as an experience which is existential for a life in a multi optional society (Gross)

Wagener, D. K., Sporer, A. K., Simmerling, M., Flome, J. L., An, C., & Curry, S. J. (2004). Human participants challenges in youth-focused research: Perspectives and practices of IRB administrators. *Ethics & Behavior, 14*(4), 335-349.

Abstract: The purpose of this research was to understand institutional review board (IRB) challenges regarding youth-focused research submissions and to present advice from administrators. Semistructured self-report questionnaires were sent via e-mail to administrators identified using published lists of universities and hospitals and Internet searches. Of 183 eligible institutions, 49 responded. One half indicated they never granted parental waivers. Among those considering waivers, decision factors included research risks, survey content, and feasibility. Smoking and substance abuse research among children was generally considered more than minimal risk. These findings are consistent with those from a study conducted by Mammel and Kaplan (1995), which investigated IRB practices concerning protocols involving adolescent participants. IRBs and investigators need to become aware of regulations' flexibility to ensure adequate participant protection. Investigators need to limit jargon and assumptions about participants' understanding of research objectives

Wagner, Gert G., Pischner, Rainer, & Haisken-DeNew, John P. (2002). The changing digital divide in Germany. In Barry Wellman & Caroline Haythornthwaite (Eds.), *The Internet on Everyday Life* (pp. 164-185). Malden MA: Blackwell.

Abstract: The German Socioeconomic Panel Study (GSOEP) allows a detailed analysis of PC ownership and Internet use by means of 12,000 households which were surveyed in 2000 (in 1998 and 1999 about 7,000 households were surveyed). Private Internet use in Germany spread across all social strata, however, there are substantial differences with respect to the level of education and age. Use of the PC and the Internet at home and in workplace is more prevalent in West Germany than in East Germany and Germans also use computers more than foreigners living in Germany. There appears to be strong evidence for the hypothesis that teens who use a PC and/or the Internet do not do so at the expense of what most would consider desirable "leisure activities" such as reading or playing sports.

Warnick, Barbara (Mar., 1999). Masculinizing the Feminine: Inviting Women On Line. Ca. 1997. *Critical Studies in Mass Communication, 16*(1), 1-19.

Abstract: This essay uses rhetorical critical methods to examine how persuasive appeals to women to come online have marginalized and excluded some women even as they invited them to become involved. Authors of many trade books and gateway web sites have interpellated women using such masculinized gender traits as aggressiveness,

opportunism, and technical proficiency. They have tacitly devalued such traits as hesitancy, fear, and technological ignorance. Their use of narrative and dissociation constructed female readers as late arrivals on a new frontier who are unprepared for a hostile male-dominated environment. Their persuasive appeals can be contrasted with the discourse of web sites for young women, teens, and girls. These sites provided noncommercial forums for social support, humor, self expression, and advice-forums that soul be degendering the computer by engendering new uses for computer-mediated communication.

Wax, P. M. (June, 2002). Just a click away: Recreational drug Web sites on the Internet. *Pediatrics*, 109(6)

Abstract: The explosive growth of the Internet in recent years has provided a revolutionary new means of interpersonal communication and connectivity. Information on recreational drugs-once limited to bookstores, libraries, mass media, and personal contacts-is now readily available to just about anyone with Internet access. Not surprising, Internet access greatly facilitates the free and easy exchange of ideas, opinions, and unedited and nonrefereed information about recreational drugs. This article presents a patient who came to medical attention as the result of recreational drug-taking behavior directly influenced by her Internet browsing. A second case is presented in which the only information available about the medical effects of a new "designer" drug was found on a recreational drug Internet Web site. Several such Web sites are described in detail. Despite the presence of Web sites that convey antidrug messages, the drug sites that espouse "risk reduction" and "safe" and "responsible" drug use are easily accessible and potentially alluring to children and adults. Health care providers who care for adolescents should be particularly aware of the content of these drug sites

Weigold, M. F. & Treise, D. (July, 2004). Attracting teen surfers to science Web sites. *Public Understanding of Science*, 13(3), 229-248.

Abstract: Attracting teens to science Web sites can be difficult because teens spend less time online than other groups and because teens most frequently use the Internet for social and entertainment gratifications. Two studies sought to increase understanding about how to attract teens to science Web sites. The first study was a content analysis of state-of-the-art science Web sites and popular non-science teen Web sites. The second study used teen focus groups to gain insights about their Internet use and about how they use the Web to find science information. Implications from both studies for improving Web-mediated science communication to a teenage audience are discussed

Weisshaupt, U. (Oct 2004). Virtual counselling: online help for adolescents. *Praxis der Kinderpsychologie und Kinderpsychiatrie*, 53(8), 573-586.

Abstract: The internet provides a new platform for communication especially used by teenagers and young adults. Professional counselling in this medium offers the chance to reach especially those individuals perhaps not reachable through existing counselling services. With this in mind, the internet portal bke (youth counselling of the Federal conference for Educational Counselling) was inaugurated in October 2000. It offers the following services: Group Chat, Discussion Forum and E-Mail Counselling. The experience made in this project phase indicates that professional counselling in this medium can reach individuals directly, who would otherwise not or only with difficulty

be reached by the ordinary counselling services on offer. This is due to the fact that the internet is easily accessible, offers anonymity and therefore presents no noteworthy access barrier to overcome. This seems to apply especially to traumatised teenagers and young adults. Online counselling offers great opportunities exactly in these cases. The special task of a counsellor is to grasp this opportunity whilst at the same time having an awareness of the mediums limitations

Whitty, Monica (2002). Lair, lair! An examination of how open, supportive and honest people are in chat rooms. *Computers in Human Behavior*, 18, 343-352.

Abstract: This research had two aims. Firstly, to examine availability of emotional support in chat rooms, and secondly, to investigate openness and dishonesty in chat rooms. Three hundred and twenty respondents (160 women and 160 men) filled out the 'Chat Room Survey'. It was found that people who spend more time in chat rooms were more likely to be open about themselves, receive emotional support, and give emotional support. Women were more likely than men to give emotional support. Men were more likely to than women to lie, and were more likely to lie about their socio-economic status. In contrast, women were more likely than men to lie for safety reasons. This study challenges come past speculations about online relationships, and argues that future research must consider demographic details more when examining interactions on the Internet.

Winickoff, J. P., Houck, C. S., Rothman, E. L., & Bauchner, H. (Sept., 2000). Verve and jolt: Deadly new Internet drugs. *Pediatrics*, 106(4), 829-831.

Abstract: As regulatory agencies have increased restrictions on the sale and marketing of gamma-hydroxybutyrate (GHB), they have been frustrated by the appearance of precursor molecules such as gamma-butyrolactone (GBL) that have become widely available over the Internet. These dangerous precursors are vigorously marketed to adolescents and young adults as dietary supplements that increase muscle mass and enhance sexual performance with seductive names such as Verve and Jolt, both easily recognizable teen icons. We present the case of an adolescent who ingested both of these GBL products 2 weeks apart, resulting in life-threatening respiratory depression and emergent intubation on both occasions. The GBL toxidrome, necessary acute interventions, and public health implications are reviewed. We urge all health care providers to report similar cases immediately to the FDA MedWatch system

Winkel, S., Groen, G., & Petermann, F. (2003). Suicidal behavior in adolescents and young adults - Benefits of suicide chat rooms on the Internet. *Zeitschrift fur Klinische Psychologie Psychiatrie und Psychotherapie*, 51(2), 158-175.

Abstract: So-called suicide forums on the internet have attracted public interest by several reports in the media. Experts hold diverging opinions towards these forums, discussing potential benefits like support by others and the possibility of communicating openly about the tabooed issue of suicide, as well as their dangers. Suicide forums might provide information about suicide methods, or people might be compelled to commit suicide by other forum members. Due to the lack of representative studies a conclusion is not yet possible. In this paper, an overview about the issue of suicide forums is given. It demonstrates that several theories from social and learning psychology can be applied to explain the influences in suicide forums. A model showing the mutual influences

between forum and user is introduced. Furthermore, possible directions to future research on this issue are discussed, which might take the users' perspective into account

Wolak, Janis, Mitchell, K. J. J., & Finkelhor, David (Fall 2002). Close online relationships in a national sample of adolescents. *Adolescence*, 37(147), 441-455.

Abstract: This paper uses data from a national survey of adolescent Internet users (N = 1,501) to describe online relationships. Fourteen percent of the youths interviewed reported close online friendships during the past year, 7% reported face-to-face meetings with online friends, and 2% reported online romances. Two hundred forty-six youths provided details about one close online relationship. Most of these relationships were with same-age peers (70%) and crossed gender lines (71%). Many intersected with face-to-face social networks because they were initiated by introductions from friends or family (32%), involved people who lived in the vicinity (26%), were known to parents (74%), included offline contact by mail or telephone (70%), or involved face-to-face meetings (41%). Few youths reported bad experiences with online friends

Wolak, Janis, Mitchell, Kimberly J., & Finkelhor, David (Feb., 2003). Escaping or Connecting? Characteristics of Youth Who Form Close Online Relationships. *Journal of Adolescence*, 26(1), 105-119.

Abstract: Explores the characteristics of youth who had formed close relationships with people they met on the Internet. Girls who had high levels of conflict with parents or were highly troubled were more likely to have close online relationships, as were boys who had low levels of communication with parents or were highly troubled. (Contains 19 references and 6 tables.)

Wolfradt, Uwe & Doll, Jörg (2001). Motives of Adolescents To Use the Internet as a Function of Personality Traits, Personal and Social Factors. *Journal of Educational Computing Research*, 24(1), 13-27.

Abstract: This study investigates the relation between personality traits (Five-Factor-Model), personal (innovativeness, self-efficacy) and social (expectations or relevant reference groups) Internet related factors on the one hand and three motives (information, entertainment and, interpersonal communication) for going on-line among 122 adolescent Internet users on the other hand. The specificity hypothesis was supported in that Internet-specific personal and social factors together accounted for more variance of the Internet use motives than the global personality traits. With regard to the personality traits, neuroticism was found to be potentially associated with the entertainment motive and with the interpersonal communication motive and extraversion was costively associated with the communication motive only. The potential of the three Internet motives to predict corresponding types of Internet activities was demonstrated.

Woodruff, S. I., Edwards, C. C., Conway, T. L., & Elliott, S. P. (Oct., 2001). Pilot test of an Internet virtual world chat room for rural teen smokers. *Journal of Adolescent Health*, 29(4), 239-243.

Abstract: This pilot study evaluated the acceptability and efficacy of an Internet-based virtual reality "world" for teen smoking cessation. Rural teens at six school sites interacted in real-time in the virtual world with a trained cessation counselor and other teen smokers over a 2-month period in seven 1-hour chat sessions. The cessation

counselor used motivational interviewing, a "client-centered" nonconfrontational approach to behavior change that has shown promise with behaviors resistant to change. Smoking behavior and attitudes were assessed at baseline, after intervention, and at 1-month follow-up. Significant changes were found in quitting, amount smoked, and intentions to quit. Positive trends were seen in past-week abstinence rates, quit attempts, and attitudes toward quitting. (C) Society for Adolescent Medicine, 2001

Woods, A. H., Allan, M. J., & Klein, J. D. (Feb., 2000). Adolescents' use of the Internet as a resource for health information. *Journal of Adolescent Health, 26*(2), 124.

Yang, C. K., Kim, J. K., Patel, S. R., & Lee, J. H. (2005). Age-related changes in sleep/wake patterns among Korean teenagers. *Pediatrics, 115*(1), 250-256.

Abstract: Introduction. As children go through the transition from childhood to adolescence, many shifts occur in sleep/wake patterns related to intrinsic and extrinsic developmental changes. These shifts have been shown to result in corresponding shifts in sleep phase (later sleep onset) and sleep deprivation among teenagers in Western societies. However, the effect of these developmental changes on the sleep habits of Korean teenagers has not been analyzed. This study aims to quantify age-related changes in sleep/wake patterns among Korean teenagers and elucidate cultural and other factors causing these changes. Methods. The School Sleep Habits Survey was administered in homeroom classes to students in grades 5 to 12 (mean age: 13.7 +/- 2.4 years) selected via a 2-way stratification sampling method. The survey included items regarding usual sleep/wake patterns over the previous 2 weeks as well as measures of daytime sleepiness, sleep/wake-problem behavior, depressed mood, and morningness/eveningness. Results. A total of 1457 students (52.9% male) completed the survey. The higher the grade, the later bedtime was found to be on both school days and weekends. There was a similar relationship between increasing grade and earlier wake time on school days, but higher grades were associated with later wake time on weekends. Total sleep time decreased by -3 hours on school nights and 1 hour on weekend nights from grades 5 to 12. Adolescents were severely sleep deprived, with mean school-night total sleep times of 6.02, 5.62, and 4.86 hours for 10th-, 11th-, and 12th-graders, respectively. In the higher grades, there was a greater discrepancy between school nights and weekends in terms of bedtime and wake time, and the magnitude of weekend oversleep increased. Older students also reported more daytime sleepiness, more sleep/wake-problem behavior, more depressed mood, and more eveningness preference. The chief reasons students cited for their sleep deprivation differed across grades: Academic demands and entertainment (such as Internet and television) were reported by 5th- and 6th-graders, entertainment and then academic demands by 7th-, 8th-, and 9th-graders, and early school start time and academic demands by 10th-, 11th- and 12th-graders. Conclusions. This study clearly demonstrates that Korean adolescents do not get adequate sleep and that they have profound discrepancies in their sleep/wake patterns between school and weekend nights. Compared with previous studies from other countries, Korean students display even greater sleep deprivation and also more irregular sleep/wake patterns. This study also demonstrates that academic demands/stress and early school start time are the most important contributing factors for sleep deprivation among Korean adolescents. These findings stress the need to promote awareness of the magnitude of adolescent sleep deprivation and its detrimental effects in Korean society

Ybarra, M. L. (Apr., 2004). Linkages between depressive symptomatology and Internet harassment among young regular Internet users. *CyberPsychology & Behavior*, 7(2), 247-257.

Abstract: Recent reports indicate 97% of youth are connected to the Internet. As more young people have access to online communication, it is integrally important to identify youth who may be more vulnerable to negative experiences. Based upon accounts of traditional bullying, youth with depressive symptomatology may be especially likely to be the target of Internet harassment. The current investigation will examine the cross-sectional relationship between depressive symptomatology and Internet harassment, as well as underlying factors that may help explain the observed association. Youth between the ages of 10 and 17 (N=1,501) participated in a telephone survey about their Internet behaviors and experiences. Subjects were required to have used the Internet at least six times in the previous 6 months to ensure a minimum level of exposure. The caregiver self-identified as most knowledgeable about the young person's Internet behaviors was also interviewed. The odds of reporting an Internet harassment experience in the previous year were more than three times higher (OR:3.38, CI: 1.78, 6.45) for youth who reported major depressive symptomatology compared to mild/absent symptomatology. When female and male respondents were assessed separately, the adjusted odds of reporting Internet harassment for males who also reported DSM IV symptoms of major depression were more than three times greater (OR:3.64, CI: 1.16, 11.39) than for males who indicated mild or no symptoms of depression. No significant association was observed among otherwise similar females. Instead, the association was largely explained by differences in Internet usage characteristics and other psychosocial challenges. Internet harassment is an important public mental health issue affecting youth today. Among young, regular Internet users, those who report DSM IV-like depressive symptomatology are significantly more likely to also report being the target of Internet harassment. Future studies should focus on establishing the temporality of events, that is, whether young people report depressive symptoms in response to the negative Internet experience, or whether symptomatology confers risks for later negative online incidents. Based on these cross-sectional results, gender differences in the odds of reporting an unwanted Internet experience are suggested, and deserve special attention in future studies

Ybarra, M. L., Alexander, C., & Mitchell, K. J. (2005). Depressive symptomatology, youth Internet use, and online interactions: a national survey. *Journal of Adolescent Health*, 36(1), 9-18.

Abstract: Purpose: To investigate the online communications and self-disclosure practices of youth reporting, depressive symptomatology. Method: The Youth Internet Safety Survey was a nationally representative telephone survey of 1501 Internet-using youth between the ages of 10 and 17 years, and one caregiver in their household. Fifty-three percent Of Youth participants were male and 73% were white race. The purpose of the survey was to obtain prevalence rates for unwanted sexual solicitation, harassment, and unwanted exposure to sexual material among young people online. Questions about current depressive symptomatology were also queried; this variable was defined based upon the DSM-IV definition of a major depressive episode: major depressive-like symptomatology (5+ symptoms of depression and functional impairment in at least one area); minor depressive-like symptomatology (3+ symptoms of depression); mild or no depressive symptomatology (<3 symptoms of depression). Data were cross-sectional and

collected between the fall of 1999 and spring 2000. Multinomial logistic regression was used to estimate the conditional odds of reporting DSM-IV-like major or minor depressive symptomatology vs. mild/no symptomatology given the indication of self-disclosure practices and interactions with others online. Males and females were assessed separately. Results: Talking with strangers online, using the Internet most frequently for e-mailing others, and intensity of Internet use differentiated youth reporting depressive symptoms from asymptomatic peers. Report of depressive symptomatology was not related to most measures of general Internet use nor gender differences. Personal disclosure was significantly more likely to be reported by both young men and young women who reported major depressive symptomatology vs. mild or no symptomatology. Differences were observed for how adolescents choose to self-disclose: females posted pictures of themselves, whereas males were more likely to provide personally identifiable information. Finally, most gender-related variation reflected differences in the magnitude of Internet associations with depressive symptoms rather than the types of Internet use, access, or online communications. Conclusions: Youth-reported depressive symptomatology is associated with differences in online interactions and self-disclosure practices.

Ybarra, M. L., Leaf, P. J., & ener-West, M. (Jan-Mar 2004). Sex differences in youth-reported depressive symptomatology and unwanted internet sexual solicitation. *Journal of Medical Internet Research*, 6(1)

Abstract: Background: As the number of youths using the Internet regularly increase, so too does the number of youths potentially vulnerable to negative experiences online. Clinicians, policy makers, and parents need to better understand the Internet and factors related to positive and negative experiences online. Objective: Primarily to investigate the association between youth-reported depressive symptomatology and unwanted Internet sexual solicitation and secondarily to identify sex differences in related characteristics of affected youth. Methods: Data from the Youth Internet Safety Survey were analyzed to investigate the association between reported depressive symptomatology and unwanted Internet sexual solicitation. The Youth Internet Safety Survey was a nationally-representative cross-sectional telephone survey. Youth, participants (N = 1501) were English speakers between the ages of 10 and 17 years who had accessed the Internet at least 6 times in the previous 6 months and had resided in the household for at least 2 weeks in the previous year. Eighty-two percent of contacted households agreed to participate. Each participant was asked to indicate whether any of the 9 symptoms of major depression defined by the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) had been present within the previous month. Logistic regression was used to estimate the odds of reporting an unwanted sexual solicitation online for youths with mild or major depressive symptomatology versus no symptomatology. A parsimonious, multivariate model of significant youth characteristics was identified separately for males and females. Results: Youths who report major depressive-like symptoms were 3.5 times more likely (odds ratio, 3.54; 95% confidence interval, 2.19-5.71) to also report an unwanted sexual solicitation online compared to youths with mild/no symptomatology. After adjusting for significant Internet and psychosocial characteristics, male Internet users who report major depressive-like symptomatology were 2.5 times more likely to also indicate an unwanted Internet solicitation (adjusted odds ratio, 2.72; 95% CI, 1.15-6.40); significant differences were

not observed among otherwise-similar females. Further, among youths reporting an Internet solicitation (N = 283), youths with major depressive-like symptomatology were twice as likely to report feeling emotionally distressed by the incident compared to youths with mild/no symptomatology (odds ratio, 2.27; 95% CI, 1.03-5.02). Conclusions: While the majority of youths report positive experiences online, some youths may be more vulnerable to negative experiences. Cross-sectional results indicate that the report of depressive symptomatology is significantly related to the concurrent report of an unwanted Internet sexual solicitation, especially for young males. Future research should focus on parsing out the temporality of events and identifying additional populations of vulnerable youths online

Ybarra, M. L. & Mitchell, K. J. (Sept., 2004b). Online aggressor/targets, aggressors, and targets: a comparison of associated youth characteristics. *Journal of Child Psychology and Psychiatry*, 45(7), 1308-1316.

Abstract: Background: While most youth report positive experiences and activities online, little is known about experiences of Internet victimization and associated correlates of youth, specifically in regards to Internet harassment. Methods: The Youth Internet Safety Survey is a cross-sectional, nationally representative telephone survey of young regular Internet users in the United States. Interviews were conducted between the fall of 1999 and the spring of 2000 and examined characteristics of Internet harassment, unwanted exposure to sexual material, and sexual solicitation that had occurred on the Internet in the previous year. One thousand, five hundred and one regular Internet users between the ages of 10 and 17 years were interviewed, along with one parent or guardian. To assess the characteristics surrounding Internet harassment, four groups of youth were compared: 1) targets of aggression (having been threatened or embarrassed by someone; or feeling worried or threatened by someone's actions); 2) online aggressors (making rude or nasty comments; or harassing or embarrassing someone with whom the youth was mad at); 3) aggressor/targets (youth who report both being an aggressor as well as a target of Internet harassment); and 4) non-harassment involved youth (being neither a target nor an aggressor online). Results: Of the 19% of young regular Internet users involved in online aggression, 3% were aggressor/targets, 4% reported being targets only, and 12% reported being online aggressors only. Youth aggressor/ targets reported characteristics similar to conventional bully/victim youth, including many commonalities with aggressor-only youth, and significant psychosocial challenge. Conclusions: Youth aggressor/ targets are intense users of the Internet who view themselves as capable web users. Beyond this, however, these youth report significant psychosocial challenge, including depressive symptomatology, problem behavior, and targeting of traditional bullying. Implications for intervention are discussed

Ybarra, M. L. & Mitchell, K. J. (June, 2004a). Youth engaging in online harassment: associations with caregiver-child relationships, Internet use, and personal characteristics. *Journal of Adolescence*, 27(3), 319-336.

Abstract: To date, research focused on "traditional" (i.e. in-person) youth bullying behaviour has documented serious psychosocial challenges for those involved. How this literature translates to youth engaging in aggressive behaviours online has yet to be examined. Using the largest US sample of youth Internet users to date, psychosocial characteristics of youth engaging in Internet harassment were examined. Results from the

nationally representative survey suggested that Internet harassment is a significant public health issue, with aggressors facing multiple psychosocial challenges including poor parent-child relationships, substance use, and delinquency. Comparisons to traditional bullies were made, with similarities and differences noted. (C) 2004 The Association for Professionals in Services for Adolescents. Published by Elsevier Ltd. All rights reserved

Youn, S. (2005). Teenagers' Perceptions of Online Privacy and Coping Behaviors: A Risk-Benefit Appraisal Approach. *Journal of Broadcasting & Electronic Media*, 49(1)

Zimmerman, D. P. (1987). A psychosocial comparison of computer-mediated and face-to-face language use among severely disturbed adolescents. *Adolescence*, 22(88), 827-840.

Abstract: This study analyzes the content of communications among 18 severely disturbed adolescents. Interactions were recorded from two sources: computer-based "conferences" for the group, and small group face-to-face sessions which addressed similar topics. The purpose was to determine whether there are important differences in indications of psychological state, interpersonal interest, and expressive style. The research was significant, given the strong attraction of computers to many adolescents and the paucity of research on social-psychological effects of this technology. A content analysis based on a total sample of 10,224 words was performed using the Harvard IV Psychosociological Dictionary. Results indicated that computer-mediated communication was more expressive of feelings and made more frequent mention of interpersonal issues. Further, it displayed a more positive object-relations stance, was less negative in expressive style, and appeared to diminish certain traditional gender differences in group communication. These findings suggest that the computer may have an interesting adjunct role to play in reducing communication deficits commonly observed in severely disturbed adolescent clinical populations