

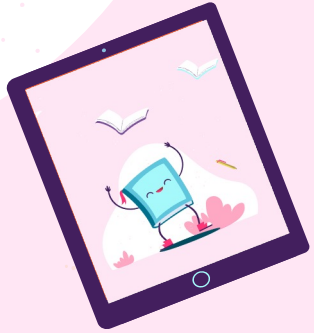
Why and when do we disclose information online?



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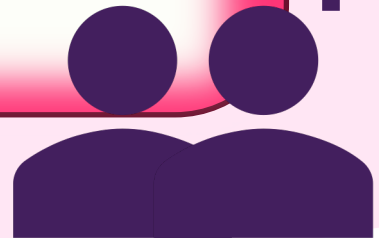
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What risks may Zara be exposed to?

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Overview

01

Why/how do we disclose online?

02



What are the risks and benefits?

03


A qualitative focus on children's social networking site use

04

What does this mean for practitioners?



Why/how do we disclose online?



Self-disclosure
(Kim & Dindia,
2011):
revealing
information about
the self.



Semantics



Vocal tone/volume



Eye contact



Body language



Why/how do we disclose online?






Online disinhibition effect (Suler, 2004):
Reduction of nonverbal cues facilitates online disclosure.






What are the risks and benefits?

Risks!

-  Over-disclosure: Misjudging the audience and revealing inappropriate information about the self ([Bazarova et al., 2014](#)).
-  Cyberbullying: both victimisation and perpetration ([Slonje et al., 2013](#)).
-  Presenting an inauthentic self online can lead to impaired self-esteem ([Michikyan et al., 2015](#)).

Benefits!

-  Bonding social capital: Strengthening pre-existing friendships ([Valkenburg & Peter, 2011](#)).
-  Bridging social capital: Forming new friendships that overcome potential barriers ([Fish et al., 2020](#)).
-  Exploring identity; this can link to enhanced self-esteem ([Yang & Bradford Brown, 2016](#)).

- iGeneration: children born from 2010 onwards ([Rosen, 2010](#)).
- Children are using the internet and are communicating via social networking sites ([Hayes et al., 2022](#)).
- Children are using the internet globally despite expected barriers e.g., internet access ([Byrne et al., 2016](#); [Livingstone & Bulger, 2014](#)).



A qualitative focus on children's social networking site use

03



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“The world we live in now”: A qualitative investigation into parents’, teachers’, and children’s perceptions of social networking site use

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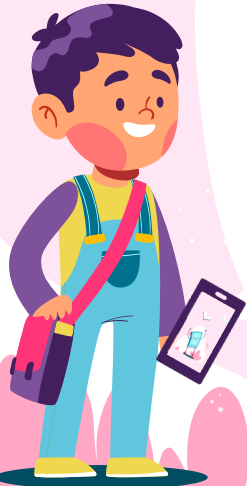
A qualitative focus on children's social networking site use

- 13 parents (aged 28–48 years; 84.6% female; $M_{age} = 38.69$ years).
- 14 teachers (aged 26–54 years; 64.3% female; $M_{age} = 35.69$ years; including a headteacher).
- 15 children (aged 7–12 years; 40% female; $M_{age} = 9.60$ years).

Table 1. Participant demographic information for ethnicity and school county

	<i>n</i>								
	Ethnicity			School county					
	White	Asian	Mixed	Essex	Sheffield	Stoke-On-Trent	Surrey	Norwich	
Parents	11	2 ^a	0	3	4	4	1	1	
Teachers	14	0	0	3	2	6	1	2	
Children	11 ^b	3 ^a	1	3	5	4	2	1	

Note. ^aOne parent and two children with English as an Additional Language (EAL); ^bOne child registered with Special Educational Needs (SEN).



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03

Table 3. Vignettes and their related theoretical notions and sub-notions used in the child interviews

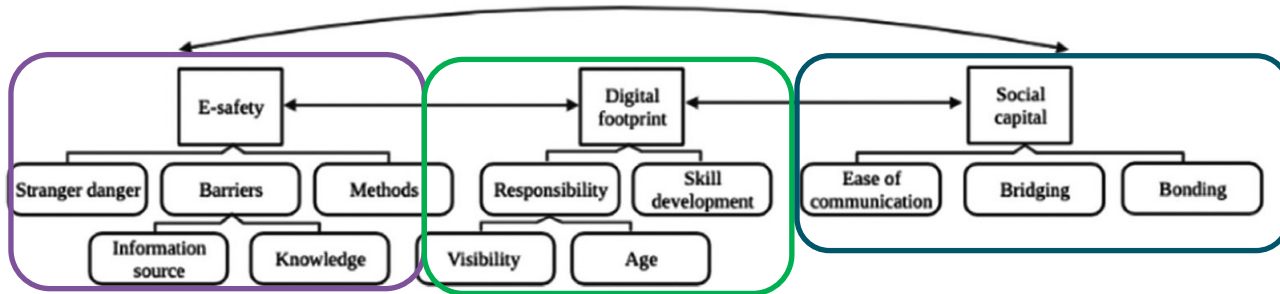
Theoretical notions	Sub-notions	Vignette
Over-disclosure	Public	Claire has a Facebook account. On her public profile she has her date of birth, school, and the name of the town she lives in
	Private	Sam sends Sarah direct messages on Instagram telling her about his secrets
Social capital	Bridging	David made a new friend on Facebook
	Bonding	Adam uses Instagram to keep in touch with his old friends from primary school
Self-presentation		Azeem worries about posting photos on Instagram in case he does not get any likes
Cyberbullying	Victimization	Rachael read a status on Facebook that was about her and it made her feel upset
	Perpetration	Craig posted a photo of Rebecca on his SnapChat story to make his friends laugh
Co-use		Sameer shares his SnapChat account with his mum



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03

- Qualitatively analysed the transcripts → Inductive thematic analysis ([Braun & Clarke, 2006](#), [2013](#)).



“you want them to use the technology. . . but you want to make sure they know how to use it safely” (Parent 6).

“knowing what you say is there forever. . .because once it’s there. . .even if you’ve deleted it, someone could have screenshotted it” (Teacher 4).

“if you have a friend who is far away from you, you can talk to him” (Child 9).



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Stranger danger

"talking to sort of adults on the other side [. . .] those things really do scare me" (Parent 4).

"I wouldn't add them because they could be a stranger" (Child 12).

"you wouldn't walk into a football stadium and put your phone number across the scrolling display for everyone to see, so why would you do something like that on the internet?" (Teacher 13).

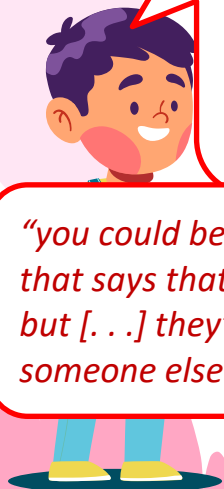
'people can look and like find out where you live and they could come round' (Child 8).

"if you've got information like where your school is erm strangers could come and kidnap you from your school" (Child 7).

"you could be talking to someone that says that they're this person but [. . .] they're completely someone else" (Parent 13).

"[groomers] are all really, really savvy and they could, again, just draw all these youngsters in" (Teacher 12).

"I just don't think it's right to friend someone that I don't know" (Child 3).





What does this mean for practitioners?


Don't stop educating children about stranger danger!

Be aware that the words and actions of parents and teachers directly inform how children perceive the internet.

Educating children about the more “likely” risks should be prioritised.

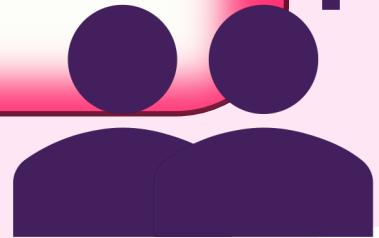
Co-using social networking sites with children may provide a more balanced digital education.





**What advice would you give Zara's
parents?**

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Thank you!

LEVERHULME
TRUST _____



Prof. Dawn Watling



Dr. Alana James



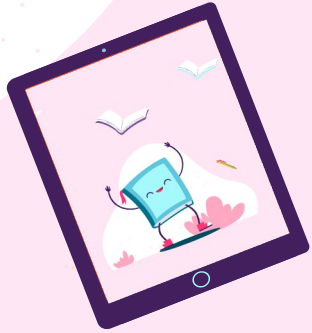
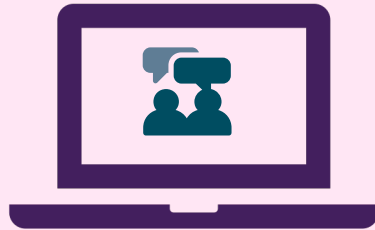
Prof. Ravinder Barn



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Provide some advice for Zara's parents.

14 Answers

Discuss the risks associated with social media but also the benefits.

Use social media with her and use this as a discussion point

Talk about social media with her

Use different social media with Zara and talk about the risks and benefits for each one

Co-use social media together

Talk about stranger danger but also about other risks

Discuss different scenarios with Zara and how she can manage each one. Use this as a foundation for discussion.

Talk about the different risks and benefits for a range of social media, not just blanket risks and benefits

Talk about what is safe for Zara to do and how she can get the most out of it and minimise the risks

Provide some advice for Zara's parents. 14 Answers

When Zara has been on there for a while, stop her and discuss what she has been doing and what has been good about that, or what she needs to rethink

Discuss a broader range of risks not just stranger danger

Sit down with Zara and have a conversation about social media. Don't leave her to learn about it herself.

Discuss the benefits of social media as well and how Zara can achieve those and not just avoid the risks.

Discuss talking to strangers but also other risks such as cyberbullying.

