#ubcpsyc325
PSYC 325 with Dr. Rawn
Psychology of Self in Social Media

Form small groups (3-4 people), including someone who has read the Hermida Ch 1, and someone who has read the Kramer article

Syllabus: http://blogs.ubc.ca/psychsocialmedia

Meetings: Tuesday & Thursday 11-12:20, BUCH A201

Our First Theme Day!
Relationships: Spreading Emotion and News
(Continuing Ethics & Methods)

- Collecting data online ethically (11-11:15)
  - Kosinski, Matz, Gosling, Popov, & Stillwell (2015)
- Relationships: Spreading Emotion & News (11:15-noon)
  - Kramer, Guillory, & Hancock (2014)
  - Chapter 1 from Tell Everyone #TheNewsNow
- Impact Project (noon-12:20)
  - Brainstorm ideas to help you choose a project type or topic
  - *By Saturday night, on Piazza, indicate your Project Type selection and, if applicable, your Working Group Partner*

Collecting Data Online Ethically

See Responses on Piazza thread called
Jan 19 Kosinski…

- Kosinski, M., Matz, S. C., Gosling, S. D., Popov, V., & Stillwell, D. (2015). **Facebook as a research tool for the social sciences: Opportunities, challenges, ethical considerations, and practical guidelines.** *American Psychologist, 70,* 543-565.
  - Recommendation to read all
  - Find the article and skip to p. 551 section on *Ethical Considerations. Skim from there to the end as you answer these questions…*

1. Do any of these issues upset or surprise you? Why or why not?

2. Will this discussion change how you think about or act on social media? If yes, how? If not, why not?

3. What recommendations do they make for researchers collecting public Facebook profile data?

4. What lessons do we need to keep in mind for our class?

What recommendations do they make for researchers collecting public Facebook profile data?

Sarah listed specific recommendations from the authors

- The authors recommend that researchers allow participants to:
  - Be fully aware and informed of what information they are giving access and consent to
  - Participate in the study whether they consent or not
  - Retract their consent at any time
  - Be notified of any publication of their results in articles and press
- They also recommend that researchers:
  - Design participant-friendly formats of informed consents for online usage
  - Publish in open-access journals
  - Ensure that the analyses are aimed exclusively at those directly participating in the study.

Marisa identified these recommendations about exemptions to informed consent

- Data like online Facebook profile information can be used without consent if and only if:
  - the individual has knowingly made it public
  - all data is kept strictly anonymous
  - researchers do not interaction with individuals in the sample
  - no information that could identify a single individual is to be published
- If these criteria are not met, the researchers should use a consent form, but it needs to be distinguishable it from the many user agreement's that internet users often accept without reading. They recommend a few lines with all of the most important information in an easy to understand format.
- If you have been given permission to access a participants data, it is also acceptable to use data from nonparticipants as long as the analysis being conducted is aimed entirely at the participant that is participating in the study.

What recommendations do they make for researchers collecting public Facebook profile data?

Catherine X. noticed issues of consent, assumptions of public/private, and ensuring anonymity in reports

- The authors emphasize that the **border between public and private data is not determined by accessibility, but by social norms and practices**. Certain conditions should be met to use public facebook profile data without participants' consent if it is reasonable to assume that the data were knowingly made public by the individuals; Data are anonymized after collection and no attempts are made to deanonymize them; There is no interaction or communication with the individuals in the sample; **No information that can be attributed to a single individual can be published and used to illustrate the results of the study**.

Jessica Y. noticed a lag with policies coming from ethics boards about digital archival research

- …the **IRB needs to set up clear ethical guidelines for digital archival research**, even if it's to be edited/revised in the future. I also think that short consent forms and terms and conditions must apply to each study and must require active acceptance in order to continue on.

What recommendations do they make for researchers collecting public Facebook profile data?

Jessica T. noticed challenges with data interpretation

- **Enrich the Facebook Data collected by going to external services and models**. Ex/ Pennebaker's Linguistic Inquiry and Word Count can be used to tag status updates with their emotional valence

- **Correlation does not equal causation**.

- **Be aware of the changes that Facebook implemented** over the years, for a person may seemed to have changed their "Facebook style" but it may have simply been because Facebook changed its policies.

- **Be wary of fake profiles,** people are spending increasingly more time to create realistic profiles, especially to "catfish" others.

Olivia noticed recommendations for implementing online research

- **providing feedback on the scores or performance** is one of the most efficient ways of compensating participants for their time and effort. This yields the most attentive and honest participation.

- **allow participants to skip tasks** instead of forcing them to answer questions (which likely triggers dishonest responses). This allows researchers to eliminate missing data instead of having skewed data.

- **participants should be engaged gradually**, for example by distributing incentives across the study. In the case of myPersonality, respondents could choose to receive their reward after answering as few as 20 out of 100 personality questions. This ensured that the immediate barrier to participation was low and encouraged many of the participants to answer more questions or proceed to other questionnaires.

What lessons do we need to keep in mind for our class?

- Jessica Y recognises the benefits of conducting research on the data produced by social media
  - That our data shadow online **can say a lot about human psychology behind the use of social media** and is a **rich platform for research**. There are many qualitative and quantitative methods when conducting research on digital archives. A**s well, our data is being shared and used beyond just the scientific community to all sorts of organisations who can benefit from our data.**
- Melody and Marisa linked to the Impact Projects
  - If doing Options B or C… be **careful with peoples privacy** and clear in the information gathered (Melody)
  - in response to our impact projects, those who are conducting a research study will need to keep in mind these ethical guidelines, and **use only the publicly accessible data** that it is ethical to investigate without consent. (Marisa)
- Sarah links to the Analysis of Self in Social Media project
  - We need to keep in mind that any information we include in projects and assignments containing our own social media information, might also include information from our un-consenting friends and family. **We should make sure that we are upholding their privacy by not using any information that could identify anyone who did not consent (i.e. by using aliases).**

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Relationships: Spreading Emotion & News

In your small groups, choose one of these questions to tackle. Take five minutes to discuss. Prepare a brief summary statement of your conversation that you think will be helpful for classmates to hear. We will hear from 3 groups. Others, please feel free to post your summary on Piazza in the Jan 21 thread.

1. How does the Kramer et al article continue our conversation of research ethics?

2. Have you experienced "contagion" from your social media feeds? If so, consider sharing an example.

Relationships: Spreading Emotion & News

*In your small groups, **tackle both of these questions.
Consider your model of Self that you are developing**.
Prepare a brief summary statement of your conversation that
you think will be helpful for classmates to hear. We will hear
from 3 (different) groups. Others, please feel free to post your
summary on Piazza in the Jan 21 thread.*

Rejoin large group at 11:55

3.   How do the two readings relate to each other?

4. What does this topic teach us about how ***Self*** influences
(and is influenced by) relationships in social media?

(Re)Developing your model of self...

- *We'll reconvene as a large group at 11:55*
- So as you're discussing the phenomenon of social contagion...
- Shift to think about how/if this phenomenon belongs in a model of Self.
  - Does it? Where might it link in?
  - (re)Build your model, adding in reference (e.g., this article made me make this change...)
  - *Perhaps begin a file to start your own*

Impact Project

http://blogs.ubc.ca/psychsocialmedia/goals-assessments/impact-project/

Questions? Concerns? Suggestions? Ideas?

Brainstorm ideas to help you choose a project type or topic

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