Social Media and Self Representation

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Arts & Sciences Study Areas

- Behavioural Science
- Communications and Media
- English Literature
- History
- Politics
- Sociology
- Theatre Studies
Social Media in a nut shell

Source: http://www.facebook.com
Uses of Social Media

Australian Internet users average 7hrs/pp on Social Media (SM), rated among Nielsen’s 10 Internet-metered markets (2011)

- Communication, Social organisation
- Entertainment, Self Expression and Sharing with others
- News & Information, Activism
- Education
Popular types of SM

- Facebook
- Twitter
- Wordpress
- MySpace
- LinkedIn
- Tumblr
- Yahoo, Google
- YouTube
- Wikia
- Flickr

Source: www.netstrategies.com/blog/social-media/use-social-media-to-cross-promote
Research related to SM

SM research areas

- Social Science
- Branding and Marketing studies
- Anthropological and Ethnographical studies
- Cyber Psychology and Internet behaviour
- Teaching and Learning
Online Representation

Established research on Identity formation

- Self: Internal construction of Persona
- Identity: Behavioural response to social situations
- Erving Goffman
- E.T Higgins
- David Snow and Leon Anderson
- David Altheide
Self Representation

Erving Goffman (1959)

- Identity as Information Management
- Given: Direct, Verbal, Controlled
- Given off: Subtle, Contextual, Non-Verbal, Unconscious
- The ‘Actor’ and the ‘Audience’

Self Representation

E Higgins (1987)

- Actual Self: Does possess
- Ideal Self: Wishes to possess
- Ought Self: Should possess
Self Representation

Snow and Anderson (1993)

- Multiple versions of Self
- Personal Identity: Inherent
- Social Identity: Enacted

Self Representation

Adolescence and Young Adulthood

- Self differentiated from parent and individualised in social contexts
- Declarations of religious, political and relationship preference
- Alignment with social and media trends, likes and dislikes

“Emerging Adulthood” (Arnett, 2000) refines the Self

Source: www.cartoonstock.com
Online/Offline Identities

- Online and Offline Identities highly integrated (Ellison et al., 2007)

  Students presented ‘Personal’ and ‘Professional’ selves fully embedded in social situation of College or Workforce (DiMicco and Millen, 2007)

- Non-anonymous nature of SM and offline integration leads to a certain ‘truthfulness’ (Zhao et al., 2008)
SM and Online Representation

The High Visibility of Facebook

- ‘Given’ and ‘Given off’ Identity information
- ‘Actor’ seen through ‘Other’ eyes
- A Reflected Self

Sources:
www.metro.co.uk/news/829366-facebook-identity-fraud-top-10-tips-for-online-protection
www.irishdigest.com/donegal-lad-had-facebook-identity-stolen/
Ethno-racial awareness (Grasmuck et al., 2009)

- Social behaviour highlighted
- Evidence of ethno-racial displays in online environments
- Evidence of ethno-racially motivated student activity and organisations
- Evidence of explicit ethno-racially motivated online identity expression
SM and Online Representation

**Australian studies**

- Representations of ‘Idealised’ self and identity management
  
  (Chester, 2004)

- SM use through lens of ‘Situated cognition’ and ‘Activity theory’
  
  (Young, 2009)

- SM used as tools for socalisation practices passed between online and offline environments (Young, 2009)
Study: SM use among UNDA students

Time spent on SM by hour

- Less 1 hr
- 2-3 hr
- 3-4 hr
- 4-5 hr
- 5-8 hr
- More 8 hr
- 1-2 hr
Study: SM use among UNDA students

<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>33%</td>
</tr>
<tr>
<td>YouTube</td>
<td>27%</td>
</tr>
<tr>
<td>Smart Phones</td>
<td>14%</td>
</tr>
<tr>
<td>Twitter</td>
<td>8%</td>
</tr>
<tr>
<td>Blogs</td>
<td>6%</td>
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<tr>
<td>LinkedIn</td>
<td>3.5%</td>
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Study: SM use among UNDA students

How SM was discovered

<table>
<thead>
<tr>
<th>SM Discovery</th>
<th>Frequency (%)</th>
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<tbody>
<tr>
<td>High School</td>
<td>47%</td>
</tr>
<tr>
<td>Media</td>
<td>12%</td>
</tr>
<tr>
<td>University</td>
<td>12%</td>
</tr>
<tr>
<td>Online browsing</td>
<td>8%</td>
</tr>
<tr>
<td>Older Siblings</td>
<td>8%</td>
</tr>
<tr>
<td>Work</td>
<td>5%</td>
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</table>
Study: SM use among UNDA students

Motivation for SM use

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Frequency (%)</th>
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<tbody>
<tr>
<td>Entertainment</td>
<td>21%</td>
</tr>
<tr>
<td>Keeping in touch</td>
<td>21%</td>
</tr>
<tr>
<td>Passing time</td>
<td>18%</td>
</tr>
<tr>
<td>Information</td>
<td>11%</td>
</tr>
<tr>
<td>Education</td>
<td>7.5%</td>
</tr>
<tr>
<td>Following trends</td>
<td>7%</td>
</tr>
</tbody>
</table>
References

THANK YOU

Any Questions?

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