

# **18MPS25E-CYBER PSYCHOLOGY**

## **UNIT-2**

### **NEGATIVE ASPECTS OF INTRA AND INTERPERSONAL INTERNET BEHAVIOUR**

#### **INTERNET ADDICTION**

Internet addiction is a psychological disorder that causes people to spend so much time on a computer that it affects their health, job, finances, or relationships. There are various different aspects explaining in those subtypes.

#### **Internet Addiction**

Internet addiction hasn't been studied as much as other mental health conditions, so it's not known exactly how many people have the disorder. Knowing what internet addiction is and what is not can be hard. Going online is now a regular part of life. The internet can help people travel, learn and talk with others. People with shared interests can chat online and make new relationships. Sadly, some people use the internet to escape from their daily life. Others use it to engage in risky behaviour. Even people who surf safely may suffer when their internet use becomes uncontrollable. Growing internet misuse has led mental health experts to propose adding internet addiction disorder to the DSM because internet use can mimic drug addiction in some people. Those people can benefit from care plans modelled on substance abuse treatment.

Other studies estimate that the disorder may affect more than 18 percent of college-aged Internet users, according to *Internet Addiction: A Handbook and Guide to Evaluation and Treatment*. While anyone can develop IAD, the majority of people who do so are males in their teens, twenties, and thirties. Some reports suggest that Internet addiction is a particularly acute problem in Asian countries. South Korea may have as many as 680,000 young people ages 10 to 19 who are addicted to the Internet, according to a 2013 report from Reuters. Symptoms of Internet addiction withdrawal include depression, irritability, anxiety, sweating or shakiness, insomnia, mood changes, and — in rare cases — a psychotic break with reality.

#### **Diagnostic criteria revisited**

The diagnosis of Internet addiction requires six or more of the nine characteristic symptoms in Criteria A (i.e., preoccupation, uncontrolled impulse, usage for more time than intended,

tolerance, withdrawal, impairment of control, excessive time and effort spent on Internet use, and impairment in decision-making ...

**Preoccupation:** a strong desire for the internet. Thinking about previous online activity or anticipation of the next online session. Internet use is the dominant activity in daily life

Withdrawal: manifested by a dysphoric mood, anxiety, irritability and boredom after several days without internet activity

**Tolerance:** marked increase in internet use required to achieve satisfaction

Difficult to control: persistent desire and/or unsuccessful attempts to control, cut back or discontinue internet use

**Disregard of harmful consequences:** continued excessive use of internet despite knowledge of having a persistent or recurrent physical or psychological problems likely to have been caused or exacerbated by internet use

**Social communications and interests are lost:** loss of interests, previous hobbies, entertainment as a direct result of, and with the exception of, internet use

Alleviation of negative emotions: uses the internet to escape or relieve a dysphoric mood (e.g. feelings of helplessness, guilt, anxiety).

### **The psychology of the Internet Behaviour**

It is an invaluable resource for anyone studying Internet behaviour or interested in their own or others' online behavior. Cited By. Eubanks D.

### **Flaming and antisocial behaviour**

**flaming**'—have always circulated on the internet, and, as such, have been discussed by scholars from a range of disciplines. Nevertheless, my review of this vast body of literature reveals that online hostility has historically posed a number of conceptual, methodological, and epistemological challenges due to which scholars have typically underplayed, overlooked, ignored, or otherwise marginalised its prevalence and serious ethical and material ramifications. Fortunately, lessons learned from my analysis suggests promising approaches for future research into this challenging form of new media discourse.

Antisocial behaviour can be normal, and is only an indicator of underlying disease when feelings become excessive, all-consuming and interfere with daily living. There are three main categories for antisocial behaviour, depending on how many people are affected:

Personal antisocial behaviour is when a person targets a specific individual or group.

Nuisance antisocial behaviour is when a person causes trouble, annoyance or suffering to a community.

Environmental antisocial behaviour is when a person's actions affect the wider environment, such as public spaces or buildings.

### **Empirical evidence for flaming**

A systematic investigation of flame propagation speed and arrival time dependencies upon vessel vent area, fuel concentration, and conveyance velocity is presented. A discussion of propagation in the process flow direction, as well as upstream propagation, is also included. Results of the current research are discussed in light of published explosion protection system design guidelines. This research also provides the empirical basis for a parametric study using computational fluid dynamics (CFD), which is presented in a separate paper.

### **Stereotyping outgroups and flaming**

Early theories based on the frustration–aggression hypothesis and psychoanalytic notions of projection implied that negative affect may directly produce negative responses to disliked groups. Conditioning theories offered an alternative explanation of such effects, and also suggested that increased contact with outgroup members in positive situations should reduce aversive feelings and improve intergroup relations, a prediction that received considerable support (the so-called ‘contact hypothesis’). Positive affect may also promote more inclusive cognitive categorizations of social groups, thus reducing intergroup distinctions (Bodenhausen and Moreno 2001). Individual differences such as trait anxiety can also significantly moderate the influence of negative affect on intergroup judgments; paradoxically, highly anxious people seem to show reduced intergroup discrimination when in an aversive mood. Affect is thus likely to influence intergroup judgments both by influencing the information processing strategies adopted, and the way positive and negative information about outgroups is selected and used.

### **Flame wars and the structure of arguments**

A flame war is an unfriendly argument between two or more users on the forums or main site and also a common type of cyberbullying. Flame wars are not allowed, for they cause a disruption in the community, are disrespectful, and can harm people emotionally. Flame wars can lead to several consequences.

**First**, the flame will be removed by a moderator.

**Second**, those involved in the flame war will then be dealt with. If it is a user's first time flaming, that user will probably only get an alert.

If a user consistently flames, that user can receive a ban, with its length depending on the severity. In one severe case, a forum, the old TBG forum, was closed. It was then re-created at a different location, with entirely different moderators and forum ranks. Flame bait is anything that might cause a flame war, such as abrasive discussion of politics, religion, someone's race, etc. It is important to never post anything that can be considered offensive to others. Any flame bait should be reported.

## **DECEPTION AND GENDER BENDING IN ONLINE COMMUNITIES**

This wide-ranging introductory text looks at the virtual community of cyberspace and analyses its relationship to real communities lived out in today's societies. Issues such as race, gender, power, economics and ethics in cyberspace are grouped under four main sections and discussed by leading experts:

- identity
- social order and control
- community structure and dynamics
- collective action.

This topical new book displays how the idea of community is being challenged and rewritten by the increasing power and range of cyberspace. As new societies and relationships are formed in this virtual landscape, we now have to consider the potential consequences this may have on our own community and societies. Clearly and concisely written with a wide range of international examples, this edited volume is an essential introduction to the sociology of the internet. It will appeal to students and professionals, and to those concerned about the changing relationships between information technology and a society which is fast becoming divided between those on-line and those not.

## **GENDER AND COMMUNICATION STYLES**

Nonverbal communication is integral to how we communicate. But each gender uses different nonverbal cues when communication. Our faces can demonstrate more than 10,000 facial expressions. But men overall use fewer facial expressions than women. Men also smile less. Women tend to rely heavily on facial expressions, including head nodding and eye contact

because, as children, they were taught “more appeasement body language,” according to Science of People. Growing up, boys and girls are often segregated, restricting them to socialize solely with individuals of their own gender, learning a distinct culture as well as their gender’s norms. This results in differences in communication between men and women, inclining both genders to communicate for contrasting reasons.

For example, men are more likely to communicate as a way to maintain their status and independence, while women tend to view communication as a path to create friendships and build relationships. For men, communication is a way to negotiate for power, seek wins, avoid failure and offer advice, among other things. For women, communication is a way to get closer, seek understanding and find equality or symmetry. Much of this communication takes place using nonverbal cues. According to Psychology Today, more than half of all communication in conversation is done so in nonverbal form.

### **Deception in online communities**

Social media services can be classified based on social presence/media richness and self-representation/self-disclosure<sup>16</sup>. Social presence can also be influenced by the intimacy and immediacy of the medium in which the communication takes place while media richness describes the amount of information that can be transmitted at a given point in time. Self representation determines the control that users have in representing themselves whereas self-disclosure determines revealing one’s information whether willingly or unwillingly. Using the aforementioned characteristics, a table was developed by Kaplan and Haenlein<sup>16</sup> that included the following social media: blogs, collaborative projects (e.g., Wikipedia), social networking sites (e.g., Facebook), content communities (e.g., YouTube)

### **Conclusions**

So Finally therefore The Internet use has radically changed our lives, more so than any other technological medium, yet we still know comparatively little about its effects on our psychological functioning, mental health and well-being. The more recent introduction of mobile devices (smartphones) has also radically changed the way people connect, because internet use is pretty much everywhere.

## **FLAMING AND ANTISOCIAL BEHAVIOUR**

**Flaming** is the online act of posting insults, often laced with profanity or other offensive language on social networking sites. **Flaming** emerged from the anonymity that Internet forums provide cover for users to act more aggressively. Anonymity can lead to disinhibition, which results in the swearing, offensive, and hostile language characteristic of flaming. Lack of social cues, less accountability of face-to-face communications, textual mediation and deindividuation are also likely factors. Deliberate flaming is carried out by individuals known as flammers, which are specifically motivated to incite flaming. These users specialize in flaming and target specific aspects of a controversial conversation. While these behaviors may be typical or expected in certain types of forums, they can have dramatic, adverse effects in others. Flame wars can have a lasting impact on some internet communities where even once a flame war has concluded a division or even dissolution may occur.

The individuals that create an environment of flaming and hostility lead the readers to disengage with the offender and may potentially leave the message board and chat room. By leaving the flaming situation, the reader has reacted calmly with limited misinterpretations. The continual use of flaming within the online community can create a disruptive and negative experience for those involved and can lead to limited involvement and engagement within the original chat room and program.

Jacob Borders, in discussing participants' internal modeling of a discussion, says: Mental models are fuzzy, incomplete, and imprecisely stated. Furthermore, within a single individual, mental models change with time, even during the flow of a single conversation. The human mind assembles a few relationships to fit the context of a discussion. As debate shifts, so do the mental models. Even when only a single topic is being discussed, each participant in a conversation employs a different mental model to interpret the subject. Fundamental assumptions differ but are never brought into the open. Goals are different but left unstated. It is little wonder that compromise takes so long. And even when consensus is reached, the underlying assumptions may be fallacies that lead to laws and programs that fail. The human mind is not adapted to understanding correctly the consequences implied by a mental model. A mental model may be correct in structure and assumptions but, even so, the human mind—either individually or as a group consensus is apt to draw the wrong implications for the future.

## **TYPES OF FLAMING**

### **Flame trolling**

Flame trolling is the posting of a provocative or offensive message, known as *flame bait*, to a public Internet discussion group, such as a forum, newsgroup or mailing list with the intent of provoking an angry response (a "flame") or argument.

### **Flame war**

A flame war results when multiple users engage in provocative responses to an original post, which is sometimes flamebait. Flame wars often draw in many users including those trying to defuse the flame war, and can quickly turn into a mass flame war that overshadows regular forum discussion.

### **Mass flame war**

A mass flame war is a flame war that grows out of a single post or comment into multiple other comments or posts quickly, in the same area where the original post was in. The mass flame war usually lasts for multiple weeks or months after the first post was posted and died out.

### **Political flaming**

Political flaming typically occur when people have their views challenged and they seek to have their anger known. Through the covering of one's identity people may be more likely to engage in political flaming. In a 2015 study conducted by Hutchens, Cicchirillo, and Hmielowski, they found that "those who were more experienced with political discussions—either online or offline—were more likely to indicate they would respond with a flame", and they also found that verbal aggression also played a role in a person engaging in political flaming.

### **Corporate flaming**

Corporate flaming is when a large number of critical comments, usually aggressive or insulting, are directed at a company's employees, products, or brands. Common causes include inappropriate behaviour of company employees, negative customer experiences, inadequate care of customers and influencers, violation of ethical principles, along with apparent injustices and inappropriate reactions.

## **ONLINE SUPPORT**

Online support groups are expanding as the general public becomes more comfortable using computer-mediated communication technology. These support groups have certain benefits for users who may not be able to or do not have the desire to attend face-to-face sessions. Online support groups also present challenges when compared to traditional face-to-face group communication.

Communication difficulties may arise resulting from lack of visual and aural cues found in traditional face-to-face communication. Online support groups have emerged within health care as a result of the need individuals have to know more about health conditions they are confronting. The proliferation of these online communities may provide an opportunity for health educators to reach target populations with specific messages.

Social support groups provide mutual aid and self-help for people facing chronic disease, life-threatening illness and dependency issues (Cline, 1999). The literature indicates such groups exist for diseases such as Alzheimer's disease, ankylosing spondylosis, breast cancer, brain cancer, prostate cancer and epilepsy. Negative results from support groups have been reported (Galinsky and Schopler, 1994). However, benefits that accrue from use of social support groups include enhanced quality of life, improved decision making and increased survival time (Spiegel, 1994; Spiegel 1989, Cline 1999). Braithwaite state that social support groups offer a holistic and cooperative approach to meeting cultural and social needs, resulting in a sense of empowerment (Braithwaite 1999).

### **Benefits of online support**

There are many benefits associated with online support groups (Finn, 1995, 1999; Madara, 1997). With asynchronous communication, participants in online groups have access 24 h a day, 7 days a week, at times most convenient to them. Asynchronicity allows individuals to carefully develop responses at their own speed. Geographic and transportation barriers are absent. People with mobility problems, speech and hearing difficulties or caregiving responsibilities can participate with ease.

In particular, people with stigmatizing disorders like AIDS or breast cancer, or persons recovering from sexual abuse may find online support a more welcoming venue to discuss sensitive issues. The anonymity provided by online groups allows discussion of potentially embarrassing topics or otherwise taboo subjects, increases the possibilities for self-disclosure, and encourages honesty and intimacy.

### **DANGER OF BAD ADVICE**

**1). It stops forward momentum.** All it takes is one bad decision to kill any semblance of momentum you have in your life. Whether it's a career, a relationship, or your finances, bad advice can bring every- thing you've worked for screeching to a sudden halt. That's what



happened with Absalom. If he would have continued to push, David would have surrendered and the kingdom would have been solidified under Absalom.

**2). It capitalizes on your fears.** The genuine fear that Absalom had was that he would overplay his hand by attacking immediately. What if David counter-attacked and defeated Absalom because he wasn't at full strength? Hushai capitalized on that fear and cautioned inaction when action was needed. When we allow fear to rule us we gravitate towards advice that capitalizes on those fears, even if it's bad advice.

**3). It has consequences for years to come.** The reason we read about King Solomon, the ultimate successor of David, rather than King Absalom, was because he listened to bad advice. The kingdom was his, and he squandered it. Some of you reading this right now are still paying the consequences of the bad advice you listened to years ago.

## **CYBER VICTIMIZATION**

With the emergence of digital technology, cyber bullying has received increased attention from researchers, teachers/schools, parents, children /adolescents, and the general public. Cyber bullying, a new form and extension of face-to-face bullying, occurs when bullies target victims via cyberspace (Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, 2008). Bullies might target victims through emails, instant messaging, chat rooms, social networking sites, and text messages. Furthermore, this form of bullying aims to be intentionally humiliating, tormenting, threatening, or harassing to the victim (Griggs, 2010). Cyber victimization can occur one-on-one, among groups, or include a mass audience (Dooley, Pyzalski, & Cross, 2009).

Due to the psychosocial adjustment difficulties associated with cyber victimization, researchers have directed their attention to factors which might buffer or reduce the negative effects of experiencing cyber bullying. One such factor is the mediation of adolescents' technology usage by various agents (Livingstone & Helsper, 2008; Van Den Eijnden, Meerkerk, Vermulst, Spijkerman, & Engels, 2010). Though in its infancy, most of this research focuses on parental mediation and how such mediation affects adolescents' experience of cyber victimization. Parental mediation is defined as the strategies that parents use to manage the relationship between their children and media (Livingstone & Helsper, 2008).

## **CYBER DEVIANCE**

Cyber-deviance is a large umbrella capturing a wide range of behaviours from web surfing, time, and productivity theft to more serious forms of cyber bullying, virtual harassment, and disclosure of proprietary or sensitive information.

Illegal downloading of software, movies and especially music has become an increasingly contentious issue. Setting aside the moral and legal debate of what pertains lawful and unlawful downloading (for a good discussion see Cluley, 2013), a number of studies have tried explain downloading and online piracy. The two most widely used theoretical frame works are social learning theory and self-control theory. In support of the social learning perspective Hinduja and Ingram (2009) found that real-life association with deviant peers was the biggest predictor of music piracy, although online peers and online media were also significant factors. Morris and Higgins (2010) employed vignettes and asked their respondents “How likely would it be for you to [go on-line and find a copy of the movie and download it for free, download the CD illegitimately under these circumstances, to have friends ask you to make a copy it]” to measure the possibility of digital piracy. The results indicated at modest support for Aker’s social learning theory (Morris & Higgins, 2010). Lastly, lending credence to the social learning approach, Navarro et al. (2014) found that associating with deviant peers increased an individual’s likelihood of committing software, movie or music piracy.

Besides the social learning theory the next most frequently used theoretical approach is the self-control theory, also known as the general theory of crime. (Gottfredson & Hirschi, 1990) It is most widely used in criminology. Bossler and Burruss (2011) used the classic self-control theory developed by Gottfredson and Hirschi to analyze hacking. While some scholars argue that being a hacker means having self-control, discipline and the commitment to learn systematically (Holt & Kilger, 2008; Jordan & Taylor, 1998), Bossler and Burruss (2011) refer to Gottfredson and Hirschi, contending that most hacking is simple and thus self-control plays an important role. Previous studies have shown that there is no connection between self-control and hacking intentions (Gordon & Ma, 2003), however, a growing body of evidence suggests that self-control is in fact related to hacking in a significant way (Bossler & Burruss, 2011; Donner, Marcum, Jennings, Higgins, & Banfield, 2014; Holt et al., 2012). Apart from the two aforementioned theories, researchers have linked parent–child relationships and depression (Kong & Lim, 2012), willingness to hack (Beebe & Guynes, 2006), and risk propensity and rationality (Bachmann, 2010) to hacking behavior. In addition, introversion has been associated with hacking and related computer crime activities (Rogers, Seigfried, & Tidke, 2006),

however others found no such connection (Seigfried-Spellar & Treadway, 2014). Seigfried-Spellar and Treadway (2014) suggest that the stereotypical argument about the Net Generation or the digital native hackers being introverted tech geeks has become moot, as everyone growing up now is much closer to technology by default. A qualitative study of 54 self-professed hackers in Israel revealed that hacking for them is a form of entertainment, with the purpose of seeking fun, gaining knowledge, and showing off their skills (Turgeman-Goldschmidt, 2005). Moreover, hackers often see themselves as positive deviants and lack shame no matter how serious their offenses are (Turgeman-Goldschmidt, 2008). They also deny their guilt by blaming the victim (Young et al., 2007). Self-proclaimed hackers oftentimes think that the chances of punishment for hacking are smaller than for shop lifting, although the general student population believes in the opposite (Zhang, Young, & Prybutok, 2008). This could explain their easy-going attitude towards hacking and its possible consequences.

## **PREVENTION OF THE NEGATIVE EFFECTS**

While there is no denying the fact that technology has changed the modern life for better, at the same time, negative effects of the same technology on the health cannot be ignored either. The increasing use of the technology is adding to the unnecessary stress and hassle to the life. An increasing number of people are struggling with sleeping disorders, restlessness, and other such adverse effects. To negate these effects, it is essential to make some changes in the lifestyle immediately for a healthy and stress-free living.

Some of the ways you can achieve this goal are given below:

### **Limit the use of gadgets**

Start with limiting the use of the gadgets such as smartphones, laptops, tablets, the internet, etc. Set strict rules for yourself like checking social media only twice a day or not checking phone after 9 PM. Remember this works as addiction and necessary steps should be taken to combat that to safeguard our health.

### **Get a comfortable, good night sleep**

One of the major ways technology is affecting lives by causing sleeping disorders like interrupted sleep, no sleep at all, etc. Need is to correct your sleep cycle to have a good night's, uninterrupted sleep, every day. Make your sleeping place calm, free from gadgets.

Next, comes is a good mattress that supports your posture, spine alignment and is right for your body. Do remember that a wrong mattress can add to the already harmful effects of technology.

There are a number of affordable options available in the market. Make the right choice of best cheap memory foam mattress, which aids in making you get a stress free and good night's sleep.

### **Avoid rushing for everything**

Technology makes us very restless because we want to get hold of latest news, before anyone else does. There is no harm in taking things, at a light pace. You are not supposed to read every single piece of the article available on net or print it. Try to stay calm and take up things which you can handle, at a time.

### **Buy a planner**

To avoid stress in life due to technology, try to make things organized. Start with buying a planner and making a schedule that works for you Like what time you should be doing what, for how many hours, what time you should get to the bed, etc.

### **Strive for healthy lifestyle**

Following are some of the basic steps you need to attain a healthy lifestyle in the long run:

- Keep a regular schedule for sleeping and getting up
- Avoid heavy meals and alcohol intake before bedtime
- Do regular exercise
- Do not depend on the alarm clock for everything
- Minimize the noise and clutter near your sleeping area
- Give importance to your mattress and sleeping.

Being conscious about using the better aspects of technology so that we are not getting affected adversely is something we need to focus on. It is important to realize that this is a tool to make the lives better and not otherwise.

## **DISINHIBITION AND THE WWW – EXPLAINING DISINHIBITED AND DEVIANT BEHAVIOUR ON THE WWW.**

THE ONLINE DISINHIBITION EFFECT - People say and do things in cyberspace that they wouldn't ordinarily say or do in the face-to-face world. They loosen up, feel more uninhibited, express themselves more openly. Researchers call this the "Disinhibition effect." It's a double-edged sword.

Sometimes people share very personal things about themselves. They reveal secret emotions, fears, wishes or they show unusual acts of kindness and generosity. We may call this benign disinhibition.

On the other hand, the disinhibition effect may not be so benign. Out spills rude language and harsh criticisms, anger, hatred, even threats or people explore the dark underworld of the internet, places of

pornography and violence, places they would never visit in the real world. We might call this Toxic disinhibition.

On the benign side, the disinhibition indicates an attempt to understand and explore oneself, to work through problems and find new ways of being. And sometimes, in toxic disinhibition, it is simply a blind catharsis, an acting out of unsavoury needs and wishes without any personal growth at all.

### **(1) You Don't Know Me (Dissociative anonymity)**

System operators and some technologically savvy, motivated users may be able to detect your e-mail or internet address, but for the most part people only know what you tell them about yourself. If you wish, you can keep your identity hidden. As the word "anonymous" indicates, you can have no name - at least not your real name. That anonymity works wonders for the disinhibition effect. When people have the opportunity to separate their actions from their real world and identity, they feel less vulnerable about opening up. Whatever they say or do can't be directly linked to the rest of their lives. They don't have to own their behaviour by acknowledging it within the full context of who they "Really" are. When acting out hostile feelings, the person doesn't have to take responsibility for those actions. In fact, people might even convince themselves that those behaviours "Aren't me at all". In psychology this is called "Dissociation."

### **(2) You Can't See Me (Invisibility)**

In many online environments other people cannot see you. As you browse through web sites, message boards, and even some chat rooms, people may not even know you are there at all - with the possible exception of web masters and other users who have access to software tools that can detect traffic through the site, assuming they have the inclination to keep an eye on you, one of maybe hundreds or thousands of users. Invisibility gives people the courage to go places and do things that they otherwise wouldn't. This power to be concealed overlaps with anonymity, because anonymity is the concealment of identity. But there are some important differences. In text communication such as e-mail, chat, blogs, and instant messaging, others may know a great deal about who you are. However, they still can't see or hear you - and you can't see or hear them. Even with everyone's identity visible, the opportunity to be physically invisible amplifies the disinhibition effect. You don't have to worry about how you look or sound when you say (type) something. You don't have to worry about how others look or sound when you say something. Seeing a frown, a shaking head, a sigh, a bored expression, and many other subtle and not so subtle signs of disapproval or indifference can slam the breaks on what people are willing to express. In psychoanalysis, the analyst sits behind the patient in order remain a physically ambiguous figure, without revealing any body language or facial expression, so that the patient has free range to discuss whatever he or she wants, without feeling inhibited by how the analyst is physically reacting. In everyday relationships, people sometimes avert their eyes when discussing something personal and emotional. It's easier not to look into the other's face. Text communication offers a built-in opportunity to keep one's eyes averted.

### **(3) See You Later (Asynchronicity)**

In e-mail and message boards, communication is asynchronous. People don't interact with each other in real time. Others may take minutes, hours, days, or even months to reply to something you say. Not having to deal with someone's immediate reaction can be disinhibiting. In real life, it would be like saying something to someone, magically suspending time before that person can reply, and then returning to the conversation when you're willing and able to hear the response. Immediate, real-time feedback from others tends to have a very powerful effect on the ongoing flow of how much people reveal about themselves. In e-mail and message boards, where there are delays in that feedback, people's train of thought may progress more steadily and quickly towards deeper expressions of what they are thinking and feeling. Some people may even experience asynchronous communication as "Running away" after posting a message that is personal, emotional, or hostile. It feels safe putting it "Out there" where it can be left behind.

### **(4) It's All in My Head (solipsistic introjection)**

Absent for cues combined with text communication can have an interesting effect on people. Sometimes they feel that their mind has merged with the mind of the online companion. Reading another person's message might be experienced as a voice within one's head, as if that person magically has been inserted or "introjected" into one's psyche. Of course, we may not know what the other person's voice actually sounds like, so in our head we assign a voice to that companion. In fact, consciously or unconsciously, we may even assign a visual image to what we think that person looks like and how that person behaves. The online companion now becomes a character within our intrapsychic world, a character that is shaped partly by how the person actually presents him or herself via text communication, but also by our expectations, wishes, and needs. Because the person may even remind us of other people we know, we fill in the image of that character with memories of those other acquaintances.

As the character now becomes more elaborate and "real" within our minds, we may start to think, perhaps without being fully aware of it, that the typed-text conversation is all taking place within our heads, as if it's a dialogue between us and this character in our imagination - even as if we are authors typing out a play or a novel. Actually, even when it doesn't involve online relationships, many people carry on these kinds of conversations in their imagination throughout the day. People fantasize about flirting, arguing with a boss, or very honestly confronting a friend about what they feel. In their imagination, where it's safe, people feel free to say and do all sorts of things that they wouldn't in reality. At that moment, reality is one's imagination. Online text communication can become the psychological tapestry in which a person's mind weaves these fantasy role plays, usually unconsciously and with considerable disinhibition. All of cyberspace is a stage and we are merely players. When reading another's message, it's also possible that you "hear" that person's words using your own voice. We may be subvocalizing as we read, thereby projecting the sound of our voice into the other person's message.

Perhaps unconsciously, it feels as if I am talking to/with myself. When we talk to ourselves, we are willing to say all sorts of things that we wouldn't say to others!

#### **(5) It's Just a Game (dissociative imagination)**

If we combine solipsistic introjection with the escapability of cyberspace, we get a slightly different force that magnifies disinhibition. People may feel that the imaginary characters they "created" exist in a different space, that one's online persona along with the online others live in an make-believe dimension, a dream world, separate and apart from the demands and responsibilities of the real world. They split or "dissociate" online fiction from offline fact. Although anonymity tends to amplify dissociative imagination, dissociative imagination and dissociative anonymity usually differ in the complexity of the dissociated part of oneself. Under the influence of anonymity, the person may try to be invisible, to become a non-person, resulting in a reducing or simplifying of identity. During dissociative imagination, the self that is expressed, but split-off, tends to be more elaborate.

#### **(6) We're Equals (minimizing authority)**

While online a person's status in the face-to-face world may not be known to others and it may not have as much impact as it does in the face-to-face world. If people can't see you or your surroundings, they don't know if you are the president of a major corporation sitting in your expensive office, or some "ordinary" person lounging around at home in front of the computer. Even if people do know something about your offline status and power that elevated position may have little bearing on your online presence and influence. In most cases, everyone on the internet has an equal opportunity to voice him or herself. Everyone - regardless of status, wealth, race, gender, etc. - starts off on a level playing field. Although one's status in the outside world ultimately may have some impact on one's powers in cyberspace, what mostly determines your influence on others is your skill in communicating (including writing skills), your persistence, the quality of your ideas, and your technical know-how.

People are reluctant to say what they really think as they stand before an authority figure. A fear of disapproval and punishment from on high dampens the spirit. But online, in what feels like a peer relationship - with the appearances of "authority" minimized - people are much more willing to speak out or misbehave.

According to traditional Internet philosophy, everyone is equal: Peers share ideas and resources. In fact, the net itself is engineered with no centralized control. As it grows, with a seemingly endless potential for creating new environments, many people see themselves as independent-minded explorers. This atmosphere and philosophy contribute to the minimizing of authority.

### **WWW – WORLD WIDE WEB**

For fifty years, people have dreamt of the concept of a universal information database - data that would not only be accessible to people around the world, but information that would link easily to other pieces

of information so that only the most important data would be quickly found by a user. It was in the 1960's when this idea was explored further, giving rise to visions of a "docuverse" that people could swim through, revolutionizing all aspects of human-information interaction, particularly in the educational field. Only now has the technology caught up with these dreams, making it possible to implement them on a global scale.

The official description describes the World-Wide Web as a "wide-area hypermedia information retrieval initiative aiming to give universal access to a large universe of documents". What the World-Wide Web (WWW, W3) project has done is provide users on computer networks with a consistent means to access a variety of media in a simplified fashion. Using a popular software interface to the Web called Mosaic, the Web project has changed the way people view and create information - it has created the first true global hypermedia network.

### **HYPERTEXT AND HYPERMEDIA**

The operation of the Web relies on hypertext as its means of interacting with users. Hypertext is basically the same as regular text - it can be stored, read, searched, or edited - with an important exception: hypertext contains connections within the text to other documents.

For instance, suppose you were able to somehow select (with a mouse or with your finger) the word "hypertext" in the sentence before this one. In a hypertext system, you would then have one or more documents related to hypertext appear before you - a history of hypertext, for example, or the Webster's definition of hypertext. These new texts would themselves have links and connections to other documents - continually selecting text would take you on a free-associative tour of information. In this way, hypertext links, called hyperlinks, can create a complex virtual web of connections.

Hypermedia is hypertext with a difference - hypermedia documents contain links not only to other pieces of text, but also to other forms of media - sounds, images, and movies. Images themselves can be selected to link to sounds or documents.

### **INTERNET**

The Internet is the catch-all word used to describe the massive world-wide network of computers. The word "internet" literally means "network of networks". In itself, the Internet is comprised of thousands of smaller regional networks scattered throughout the globe. On any given day it connects roughly 15 million users in over 50 countries. The World-Wide Web is mostly used on the Internet; they do not mean the same thing. The Web refers to a body of information - an abstract space of knowledge, while the Internet refers to the physical side of the global network, a giant mass of cables and computers.

### **WEB CREATED –**



The Web began in March 1989, when Tim Berners-Lee of CERN (a collective of European high-energy physics researchers) proposed the project to be used as a means of transporting research and ideas effectively throughout the organization. Effective communications was a goal of CERNs for many years, as its members were located in a number of countries.

### **HOW POPULAR IS WEB**

From January to August 1993, the amount of network traffic (in bytes) across the National Science Foundation's (NSF's) North American network attributed to Web use multiplied by 414 times. The Web is now ranked 13th of all network services in terms of sheer byte traffic. In January its rank was 127. Today there are at least 100 hypertext Web servers in use throughout the world. Since its inception, the CERN Web server traffic has doubled every four months - twice the rate of Internet expansion.

### **HOW DOES THE WEB WORK –**

The Web works under the popular client-server model. A Web server is a program running on a computer whose only purpose is to serve documents to other computers when asked to. A Web client is a program that interfaces with the user and requests documents from a server as the user asks for them. Because the server does a minimal amount of work (it does not perform any calculations) and only operates when a document is requested, it puts a minimal amount of workload on the computer running it.

#### **Here's an example of how the process works:**

Running a Web client (also called a browser), the user selects a piece of hypertext connected to another text - "The History of Computers".

The Web client connects to a computer specified by a network address somewhere on the Internet and asks that computer's Web server for "The History of Computers".

The server responds by sending the text and any other media within that text (pictures, sounds, or movies) to the user's screen.

The World-Wide Web is composed of thousands of these virtual transactions taking place per hour throughout the world, creating a web of information flow.

Future Web servers will include encryption and client authentication abilities - they will be able to send and receive secure data and be more selective as to which clients receive information. This will allow freer communications among Web users and will make sure that sensitive data is kept private. It will be harder to compromise the security of commercial servers and educational servers which wish to keep information local. Improvements in security will facilitate the idea of "pay-per-view" hypermedia, a concept which many commercial interests are currently pursuing.

The language that Web clients and servers use to communicate with each other is called the Hyper Text Transmission Protocol (HTTP). All Web clients and servers must be able to speak HTTP in order to send and receive hypermedia documents. For this reason, Web servers are often called HTTP servers.

The phrase "World-Wide Web" is often used to refer to the collective network of servers speaking HTTP as well as the global body of information available using the protocol.

The standard language the Web uses for creating and recognizing hypermedia documents is the Hyper Text Markup Language (HTML). It is loosely related to, but technically not a subset of, the Standard Generalized Markup Language (SGML), a document formatting language used widely in some computing circles.

HTML is widely praised for its ease of use. Web documents are typically written in HTML and are usually named with the suffix ".html". HTML documents are nothing more than standard 7-bit ASCII files with formatting codes that contain information about layout (text styles, document titles, paragraphs, lists) and hyperlinks. Many free software converters are available for translating documents in foreign formats to HTML.

The current HTML standard (HTML) supports basic hypermedia document creation and layout, but for current use it is still limited. The latest version of HTML, called HTML+, is still under development but will probably be completely defined by the end of 1993. HTML+ will support interactive forms, defined "hotspots" in images, more versatile layout and formatting options and styles, and formatted tables, among many other improvements.

HTML uses what are called Uniform Resource Locators (URLs) to represent hypermedia links and links to network services within documents. It is possible to represent nearly any file or service on the Internet with a URL.

The first part of the URL (before the two slashes) specifies the method of access. The second is typically the address of the computer the data or service is located. Further parts may specify the names of files, the port to connect to, or the text to search for in a database.

Most Web browsers allow the user to specify a URL and connect to that document or service. When selecting hypertext in an HTML document, the user is actually sending a request to open a URL. In this way, hyperlinks can be made not only to other texts and media, but also to other network services. Web browsers are not simply Web clients, but are also full-featured FTP, Gopher, and telnet clients.

HTML+ will include an email URL, so hyperlinks can be made to send email automatically. For instance, selecting an email address in a piece of hypertext would open a mail program, ready to send email to that address.

## **DEVIANT BEHAVIOR**

It refers to a behaviour that does not conform to social norms and values. A deviant behaviour elicits negative response. Deviant behaviour can be formal or informal, and voluntary or involuntary. An involuntary violation of an informal norm is far less offensive than a voluntary violation of a formal form.

Acts in society refer to behaviour that violate social norms and expectations.

### **TYPES OF DEVIANT BEHAVIOUR –**

**INNOVATORS** – Innovators are those who accept culturally approved goals but disregard the institutional means to achieve them.

**RITUALISTS** – Ritualists are those who give up cultural goals but follow the prescribed norms.

**RETREATISTS** – Retreatists are those who abandon the cultural goals and the prescribed means to achieve them.

**REBELS** – Rebels are those who reject both the societal goals and prescribed means to achieve them but try to set up new norms or goals.

### **FUNCTIONS OF DEVIANCE-**

**CLARIFICATION** – Deviance is necessary so that the limits of permissible behaviour are clarified.

**SOLIDARITY** – It's necessary so people become aware of their solidarity when the conforming group reacts against deviance, reaffirming their norms and values – a point so important that Emile Durkheim maintained that deviants would be invented if they did not already exist.

**OUTLET FOR FRUSTRATION** – Deviance functions as an outlet for frustration with institutions, whereby they break rules rather than attack the actual institution the rules uphold.

**STRAIN OFF** – Deviance takes the strain off social system by preventing an excessive accumulation of dissonance [Robertson 1989]

**PROBLEMS IN SOCIAL SYSTEM** – Deviance serves to identify problems in the social system

### **DYSFUNCTION OF DEVIANCE**

**NORMS, SOCIAL ORDER** – Widespread violation of social norms can disrupt social order [Robertson 1989]

**NORMS AND VALUES** – Excessive deviance leads to confusion over norms and values, leaving people unsure of what the expected behaviour is and what is right and wrong [Robertson 1989]

**RESOURCES** – To control widespread deviance often uses resources that could be better directed elsewhere [Robertson 1989]

**TRUST** – Deviance violates the trust on which social relationships are built.