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NEW MEDIA USE AMONG HIGH ACHIEVING ADOLESCENTS

Kathleen Sara Alpizar
San Jose State University

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NEW MEDIA USE AMONG HIGH ACHIEVING ADOLESCENTS

A Thesis

Presented to

The Faculty of the School of Journalism and Mass Communications

San José State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Kathleen Sara Alpizar

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The Designated Thesis Committee Approves the Thesis Titled
NEW MEDIA USE AMONG HIGH ACHIEVING ADOLESCENTS

by

Katie S. Alpizar

APPROVED FOR THE DEPARTMENT OF JOURNALISM AND MASS
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SAN JOSÉ STATE UNIVERSITY

August 2010

Dr. Diana Stover	Department of Journalism and Mass Communications
Prof. Tom Ulrich	Department of Journalism and Mass Communications
Prof. Diane Guerrazzi	Department of Journalism and Mass Communications

ABSTRACT

NEW MEDIA USE AMONG HIGH ACHIEVING ADOLESCENTS

By Kathleen Sara Alpizar

To date, there has been relatively little research on adolescents and their new media use in school and at home. It is important to study this new media use because it can reveal much about how communication patterns are changing or evolving as adolescents incorporate new media seamlessly into their lives.

This study examined high achieving adolescents' use of new media at school and in their homes. Data were gathered at school through questionnaires and group discussion sessions. In addition, students kept diaries of all of their media use for one week.

This study revealed that high-achieving adolescents use new media as a daily ritual in their lives. They developed unspoken rules and norms for how media function in specific circumstances. They use cell phones, instant messaging, and social media such as Facebook because they feel these instruments are efficient and convenient. Their new media has begun to displace traditional media and time spent with their families. Adolescents, like the ones in this study, appear to be trailblazers in terms of integrating new media into their daily lives at school and with family and friends.

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I owe my deepest gratitude to my parents, Judie Robichaud and Robert Alpizar, for a lifetime of love, support, and encouragement. I love my parents for teaching me that the sky is the limit and to never give up. I am thankful they have always been my biggest fans. Additionally, I owe thanks to my brother, Stephen Robichaud, and sister-in-law, Gloria Robichaud, for their constant love and support. There are countless other friends and family who have been there along the way, and they all mean the world to me.

DEDICATION

This thesis is dedicated, in loving memory, to my beloved niece, Andrea Michelle Langevin (January 15, 1987–January 14, 2010).

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Chapter 1: Introduction

In the age of the Internet and other new media technologies, change has occurred not only in the technology itself, but also in how individuals interact, define, and organize their world. People of all ages are in various stages of transition in regard to the use of new media technology. Thayer and Ray (2006) wrote that “young adults may also feel more comfortable communicating and building relationships online than middle and late adults because they are growing up in a technological era” (p. 438). Perhaps children and adolescents are able to embrace and utilize these technologies with less effort than adults, including their parents.

Adolescents may not recall how or when they learned to use a computer or access the Internet; for as long as they can remember, those tools were always there. Growing up in a world of constantly evolving technology is unique to adolescents as a whole because they have known nothing else. Hence, using new media is not a consciously learned experience for adolescents. It is an acquired skill, similar to that of a child learning to speak his native tongue.

The prevalence of new media within the home and school impacts the way a student learns and interacts with teachers, parents, and peers. In this technological age, adolescents rely on the Internet for entertainment and educational resources. But, despite their prowess in using new media, they may lack imagination and basic skills such how to use a dictionary or thesaurus. However, as the results of this study show, the use of new media can also enhance learning. It may be more efficient to look something up online or to run spell check for an essay written on the computer.

The high-achieving adolescents who are the research subjects of this study offer insights into how and why they use the Internet, cell phones, and computers the way they do. The results show that they are very much in control and purposeful about their new media use, especially as it relates to their homework.

Adolescents are communicating with others via cell phones, but not in the conventional ways once associated with the telephone using only voice technology. Many use cell phones primarily for text messaging and Internet access. Picking up the phone to convey information verbally is not as common as it once was, just five years ago. Adolescents may not connect as often to one another or their family on traditional interpersonal levels because of numerous communication options such as text messaging or the Internet. Because of the new technologies, adolescents have many options that allow them more contact than ever with their parents and peers.

It is important to examine adolescents and new media use for many reasons. Exploring new media's impact upon parental-adolescent and peer-peer relationships is imperative. Adolescents quickly acquire skills and soak them up like sponges. How adolescents handle all this new media knowledge and how it influences their relationships and connectedness to the real and offline worlds are crucial and serve as good indicators for impending trends and patterns in new media use. What makes this age group worthy of study is the fact that today's adolescents were born into and have grown up in the age of the Internet and are surrounded by the latest technologies. High-achieving adolescents are important to study because it is a specific group of adolescents that not only have extensive knowledge of new media, but have practically unlimited access to it. Today's

adolescents have new media readily available at their fingertips. Being fluent and comfortable with the use of those technologies is not a choice, but rather a requirement to survive in this technologically advanced world.

This study examines how high-achieving adolescents use new media—the Internet, computers, and cell phones in school, with peers, and at home. These specific devices and tools were chosen because of their overwhelming use by adolescents. The Internet and computer are used simultaneously, and adolescents browsing websites may use them for entertainment or for educational purposes. An example of an educational use of the Internet includes students who may choose to log onto his or her teacher's webpage for the next days' homework assignment, rather than looking in their paper assignment notebook. Cell phones, which were first used primarily for voice calls, have evolved so much that they are becoming synonymous with computers. This evolution has occurred because technology has equipped cell phones with Internet, text, and instant messaging capabilities. The Internet, computers, and cell phones aid in digital, fast-paced communication. The phone itself requires little patience to use and is always handy.

The theoretical framework for this study is based on uses and gratifications and dependency theory. In terms of uses and gratifications, some of the needs of the adolescents studied include education, entertainment, and communication. The ultimate need is connectedness—connectedness to the world and to those around them. The high-achieving adolescent's world is one that is plugged in and one step ahead of the rest.

Dependency theory will be used to explore to what extent, if any, the adolescents are dependent on new media. Dependency is not measured by the notion that adolescents

fail to survive without these kinds of various media. Rather, this study will examine why adolescents rely on new media for many of their social interactions and make it a vital part of their daily routine. Dependency theory will also help to provide insights as to how this may or may not change their relationships. Family, peer, and teacher relationships will be examined in regards to the relationship between new media and education.

New media are constantly changing and evolving daily. Relatively little research has been conducted specific to high-achieving adolescents and new media use in school and at home. This study will not only help researchers studying new media but will pave the way for future studies on other adolescent subgroups. Adolescents are an important group to study because, as they progress to adulthood, much of the new media skills, habits, and knowledge they acquire will determine the way in which they learn, search for jobs, and interact with society in general. This progression will set today's adolescents apart from previous generations and help researchers better understand the effect of new media on future generations.

The thesis is organized in five chapters: Introduction, Literature Review, Method, Results, and Conclusion. The Conclusion chapter is followed by Appendix A (New Media Survey Text), Appendix B (New Media Diary raw data responses), and the References.

Chapter 2: Literature Review

The nature and constant evolution of new media make it challenging to describe and define. Social scientists have identified four specific categories of new media that share common qualities and likenesses: interpersonal communication media, interactive play media, information search media, and collective participatory media.

Interpersonal communication media encompasses the telephone (cell phones included) and email (McQuail, 2005). These types of communication technologies are thought of as private and temporary. The relationships reinforced and established by use of such interpersonal communication are more important than the information communicated. Interactive play media include computer and video games. Information search media encompass a broad spectrum such as the Internet and all the search engines and search tools. Cell phones are becoming capable of similar functions and can be listed under this category. Finally, collective participatory media refer to how one can use the Internet for purposes such as swapping information, ideas and thoughts, and creating computer-mediated relationships (McQuail, 2005).

For the purpose of this study, new media will include computers, the Internet, and cell phones.

Adolescents and New Media

Lenhart, Purcell, Smith, and Zickuhr (2010) found that 93% of teenagers, ranging in age from 12 to 17, are going online. This number has remained consistent since 2006. Older teens appear to go on the Internet more frequently than younger teens. Lenhart et al. (2010) stated:

Understanding an individual's technological environment is now a vital clue in understanding how that person uses the internet, connects with others and accesses information. Among teens, the average person owns 3.5 gadgets out the five we queried in our survey: cell phones, mp3 players, computers, game consoles and portable gaming devices. (p. 9)

As of September of 2009, 75% of adolescents owned a cell phone. The amount of cell phone use among different adolescent groups (race, ethnicity, gender) is fairly uniform. However, the ways in which females and males use cell phones varied. The computer is also the most frequently used media for adolescents to connect online (Lenhart et al., 2010).

Lenhart (2009) added that:

It is sometimes hard for teens and their parents to sort out who owns what technology in a household. Cell phones and mp3 players are personal and heavily personalized devices and tend to be "owned" by one individual. Game-related devices are more likely to be conceived of by families as "owned" by the children in the household, while computers are more likely to be owned collectively by the family, or by the adults in the household. (p. 5)

This concept of ownership is an interesting one to consider. What is deemed as communal property in one family may be clearly distinguished in another. For instance, a computer in the office may belong to a parent but the computer in the family room is designated for the kids. Lenhart, Arafeh, Smith, and Macgill (2008) suggested that location influences the quality of an adolescent's time spent online. This may include speed of the Internet, time of day online, parental monitoring, and what sites they are visiting. Perhaps this ownership and location dictates how much one medium is used as compared with another and how much access adolescents may have to various media.

Landline use is more prevalent for conversations with friends while cell phones are used frequently for text messaging. Face-to-face communication and out-of-school interactions actually increase with age (Lenhart, 2009, p. 10). Lenhart et al. (2008) found:

Despite the range of online communication tools available to them, teens continue to rely primarily on telephone or face-to-face interactions to communicate daily with their friends. More than one-third of teens say they talk with their friends in person outside of school (39%), talk on a cell phone or landline phone (35%), or send text messages (36%) on a daily basis. . . . a great deal of social interaction occurs in a text-based setting. The most popular of these interactions is text messaging—36% of teens text message their friends daily. However, this increase in face-to-face communication is not as significant as the growth rate of cell phone conversations. (p. 21)

Cell phone conversations are clearly prevalent in adolescents' daily lives. Not only do they talk on a cell phone but they also send frequent text messages. Face-to-face communication is also a common and a daily occurrence. Adolescents are communicating in multiple ways to connect with their peers.

Social networking sites, such as Facebook and MySpace, are used extensively by adolescents. In 2006, females were more likely to use social networking sites than males. But by 2009, there was little difference in the amount of use between the two genders (Lenhart et al., 2010). Lenhart et al. (2008) found there was no difference among adolescents who had social networking profiles based on race, ethnicity, income, or level of parental education: "Fully 95% of social networking teens use their profile to communicate with their friends in one way or another, with adding comments to a friend's picture and posting messages on a friend's wall or profile page being the most popular methods" (p. 37).

A Perspective on New Media

Today's students came of age with computers, the Internet, and other new media technologies. McMillan and Morrison (2006), who studied new media use of college students, found that "participants described older siblings as less adept at using interactive technologies, while younger siblings were often described as far ahead of participants in their use of the technologies" (p. 89).

Striking a balance between using new media and technology with the off and online world are crucial. Young adults may feel overwhelmed by all that is available and at their fingertips. Discerning good information from bad or fact from fiction can be hard to determine on the World Wide Web where answers are everywhere. Education about how to utilize and to get the most from new media is imperative for adolescents growing up in this technological era (McMillan & Morrison, 2006).

New Media and Well-Being

Information and communication technology (ICT) is an umbrella term for a communication tool such as a cell phone, computer, or radio. It includes both software and hardware for computers, Internet access, and the World Wide Web. Chesley (2006) examined why people use ICTs for communication: "People use computing and communications technologies because they need to for work reasons or because they think these new devices will help with family needs, subject, of course, to resource constraints" (p. 592). If one looks at the way a family engages with the Internet and other communication technologies from the uses standpoint as noted above, one must then

define what gratifications families are seeking from such devices. It is important to also consider how dependent the family dynamic becomes on such ICTs.

Kraut et al. (1998) found that the use of the Internet resulted in statistically small declines in social interaction within family and other networks as well as an increase in loneliness. Declines in social activities and psychological well-being were also noted. Since Kraut et al.'s (1998) study, researchers subsequently found that adolescents are reinforcing relationships and having positive experiences when using the Internet.

LaRose, Eastin, and Gregg (2001) found:

First, Internet communication with people we know can alleviate depression, at least among socially isolated and moderately depressed populations. . . . Second, stressful interactions with the Internet itself, rather than inadequate interactions with other people through the Internet, may lead to depression, but self-efficacy reverses the effect of that stress. (p. 11)

Morgan and Cotten (2003) measured health and well-being of college freshman in relationship to Internet usage. It was found that increased use of the Internet for chat rooms, instant messaging, and emailing decreased depressive symptoms. Using the Internet for games, shopping, or research had a tendency to increase depressive symptoms. Morgan and Cotten (2003) found that “these results suggest that utilizing the Internet for communication purposes has beneficial effects on well-being among college freshman, and that non-communication Internet usage may be associated with negative effects on well-being” (p. 140).

Valkenburg and Peter (2007) stated that “if Internet communication has the potential to influence well-being, it is most likely to occur during adolescence” (p. 45).

Valkenburg and Peter (2007) wrote that the Internet helps adolescents to maintain of existing high-quality friendships.

Gross, Juvonen, and Gable (2002) found that normally adjusted adolescents simply use the Internet as another tool for communication. The Internet is always evolving and reaches a greater population every day. The importance of online social interactions will only increase; there is no other alternative (Bagozzi, Dholakia, & Pearo, 2007).

Parental Worry and Roles

Parents may worry about the dangers and risk of online predators associated with computer use and the Internet. Privacy becomes an issue. Families interact, live, and spend much of their time at home. There can be very little privacy in this fairly open space. A computer in the home can create individual worlds for all members of the family. Lenhart et al. (2008) found that the location in the home where adolescents connect to the Internet can influence the quality of their online time: “Factors that vary by location such as connection speed, hours of operation, and the presence of internet filters and other safety features often impact how long teens can spend online. . .” (p. 16). Users of computers and the Internet may create unique identities or at least communicate with others in a way that is not visible to or heard by siblings and parents. Early studies showed Internet usage is sometimes linked to less time spent with family members (Hughes & Hans, 2001). There is a shift from viewing the home as a shared experience to one that is individualized. Each member still interacts with other family members but through a web of intersecting spaces and timetables as Livingstone (2006) noted:

Hence the Internet, like many other increasingly personalized and/or mobile media, may be contributing to the individualized family “living together separately” and to what has been called the democratic family—in which parental authority is less hierarchical, more based on the psychological intimacy of the “pure relationship.” (pp. 223–224)

The Internet and new media may help facilitate and foster better relationships because both parents and adolescents can have their own space in which to thrive as individuals. This could suggest that, because of this, they are then able to interact as a family on a deeper level.

Adolescents may find their parents not as adept at computer skills as their siblings or peers. They may be less likely to ask parents for help with computer-related questions. In contrast, Subrahmanyam et al. (2000) found that, because parents are often less skilled with the latest computer and Internet tools, children become technology teachers to parents in a complete role reversal. This suggests a positive relationship between communication within the home and new media. If children can help parents in this way, it gives them a sense of importance and increases interpersonal communication.

Subrahmanyam et al. (2000) noted that “much of children’s ‘alone time’ on computers appears actually to be spent extending social relationships by connecting with others through interpersonal communication applications via the Internet” (p. 131).

Valentine and Holloway (2002) confirmed that online activities do not necessarily take time away from offline ones, but rather are incorporated into them. Brown, Mounts, Lamborn, and Steinberg (1993) wrote:

Peer group pressures serves to reinforce behavior patterns by which adolescents come to be associated with a particular crowd. By fostering certain traits in their children, parents essentially direct a child toward a particular peer group and thus

exercise some control over the type of peer group influences to which their child is exposed. (p. 469)

In this way, parents are also responsible for how their children interact and engage with computers, cell phones, and the Internet. If parents value these items and make them accessible within the home, it will influence how and with whom children communicate. If being online is acceptable, then so are the uses of such a privilege. Most parents want their children to take advantage of all new media have to offer while also protecting them from harm or dependency on media.

How to employ supervision and rules for operating such new age tools is often a conundrum for parents. Wang, Bianchi, and Raley (2005) noted that there are three types of characteristics associated with rule-setting: child, family, and parent. These rule-setting characteristics are universal. Wang et al. (2005) expected that parents with higher incomes and familiarity with the Internet would be more likely to set rules regarding Internet use than parents with lower socioeconomic backgrounds and limited skills. Yet that study's results showed income was not a factor in Internet monitoring. Parents with higher education levels felt more confident about monitoring their children's Internet use than parents with less education. The study found that 61% of parents believed they had rules about going online, although only 38% of teenagers felt these rules were enforced (Wang et al., 2005).

The rules and monitoring of children using new media appear to be influenced by parent-child relationships. Wang et al. (2005) wrote that "fathers may spend more time on the Internet at home than mothers or have more experience with computer technology;

therefore, they take responsibility for checking children's online activities" (p. 1257).

Fathers are generally thought of as computer savvy because, stereotypically, their jobs require it or because they take on the role of techie (technologically savvy or comfortable with complex electronic equipment) within the home.

Lei and Wu (2007) examined paternal attachment and Internet use. The quality of father-child attachment served as a reliable predictor of an adolescent's success in school adaptation, coping strategies, and with social situations. Adolescents may learn a dominant way of receiving social support from their fathers. Symbolic communication (the Internet, cell phones, and computers) becomes more important to adolescents than approximate-seeking behavior in childhood (Lei & Wu, 2007). Lei and Wu (2007) noted that "adolescents might regard the Internet as their new attachment figure or may seek new attachment figures, such as online friendship, through the Internet" (p. 634).

Adolescents seek independence from parents and the rules and regulations they often put on their activities. At this stage in life, many adolescents turn to friends for support and confirmation of values and beliefs.

Computers at Home and in the Classroom

Teaching computer skills in the classroom or out of a textbook may not be the most efficient way in which to acquire computer skills. Facer, Sutherland, Furlong, and Furlong (2001) noted that learning to use the computer is a process rather than something that can be taught: "Children in our study develop their knowledge of the computer in response to the activities that they wish to carry out" (Facer et al., 2001, p. 215). Because computers were generally thought to provide a multitude of educational opportunities for

children and adolescents, the lines between fun and entertainment blur with learning. This concept of blurred lines is not necessarily a negative outcome but turns the computer, with Internet capability, into an intricate and multifaceted device that does not distinguish form from function (Livingstone, 2003). Acquisition of computer skills is invisible to children. It is not learned in the traditional way but rather picked up over the years based on numerous factors (Facer et al., 2001). It is like learning to speak—a process in which one is unaware.

Becker (2000) found the two most common uses of home computers were for games followed by school assignments; the academic arena is inherent to children and usage. In a study about writing and adolescents, Lenhart et al. (2008) found that adolescents do not think technology influences their writing in a negative way or in quality: “They do acknowledge that the informal styles of writing that mark the use of these text-based technologies for many teens do occasionally filter into their school work” (p. 3). Although new media are not to blame for poor writing, the slang or shorthand used with some text-based technologies may affect the language used in essays and other written work.

Although adolescents use technology daily, about 65% stated that they do most of their school writing by hand. About 16% usually use a computer to do school assignments. The remaining adolescents in the study decided whether to do an assignment by hand or computer depended upon what it was. Lenhart et al. (2008) noted that “teens appreciate the ability to revise and edit easily on a computer, but do not feel

that use of computers makes their writing better or improves the quality of their ideas” (p. 6).

The Internet is a tool that most adolescents rely on for research. More than 90% of adolescents report using the Internet. Lenhart et al. (2008) found that Internet access is greater with teens from white or high income families in comparison to low income households or groups such as Hispanics.

The number of computers in American schools has been increasing for years, but schools continue to have the problem of efficiently incorporating technology into the classroom. Becker (2000) noted: “Of course, teachers who are prepared to use computers tend to demand greater access, so the correlation between having classroom access to computers linked to the Internet, and using those computers more extensively, is not surprising” (p. 54). It is not necessary to have a computer for every student, but rather having a set of computers available where and when students need them.

The more familiar a teacher is with the Internet and computers, the more likely it is that he or she will utilize them in the classroom. There are those skeptical of integrating new media into the classroom. Bucy (2005) stated that, “unabashed enthusiasm for the computer sends the wrong message—that the mediated world is more significant than the real world” (p. 185). Children and adolescents who are connected to online activities may not notice what is going on in their respective offline worlds. Giving students the best tools for excelling in a high-tech world, while staying in touch with the offline one is a hard balance to strike.

In some cases, schools might have to rethink the way they have institutionalized teaching of ICTs. Clark, Demont-Heinrich, and Webber (2005) wrote that “parents associate ICTs with educational achievement and distinct advantages” (p. 410). This was the consensus among parents when Clark et al. (2005) began research in 2001 but over time, parents began to lump ICTs with television. Parents saw the Internet and the World Wide Web as a commercial realm as opposed to an educational one.

Facer, Furlong, Furlong, and Sutherland (2001) wrote that schools assume that, when children begin school, they have a preexisting knowledge of computer skills. The four British researchers explained that, “at present, however, the active computer user outside school is forced into the position of novice learner within the school environment and, at times, actively required to ‘forget’ the skills learnt in the home” (p. 106). Ideally, adolescents should be encouraged to use their ICT skills collectively in all arenas: school, home, and with peers. It is also important that adolescents are able to recognize the benefit of traditional ways of learning and applying knowledge.

Lenhart et al. (2008) noted that:

And even with the promise that many believe technology holds for revolutionizing instruction and youth engagement with learning, teens still recognize the value of teachers and classroom instruction. Many teens feel that while technology can help them compose, edit and present their ideas, it cannot improve the quality of the ideas themselves. (p. 22)

Text Messaging and Instant Messaging

Grinter and Eldridge (2003) studied cell phone text messaging, specifically examining how text messages are used, reasons for use, and multitasking while text messaging. They noted that “teenagers have specific uses for mobile phones based on their needs and circumstances” (p. 442). The study distinguished between single messages (did not elicit a response) and threaded messages (those that were part of two or more messages and required responses back and forth). Single messages were used like sticky-notes to send a simple comment such as congratulations or good luck. Grinter and Eldridge (2003) found “peers did not check their email or voicemail regularly enough to be timely. . . . these teenagers were making media-use choices based on how and whether the recipient would check their messages as well as the convenience of the medium” (p. 444).

Single messages were also used to explain why other forms of communication did not occur. For example, an individual might text a friend with the message that he could not play an online game because his siblings were using the computer.

Grinter and Eldridge (2003) explained that “although not necessarily engaged in other computer-based activity, teenagers use their mobiles in public, domestic, and education settings where phone use may compete with other activities including socializing with friends, shopping, and walking” (p. 445). Text messaging is welcomed by young adults because it may be hard for them to use other media. Landlines or a shared home computer can be monopolized by other members of the family. A text message is more private and gives adolescents their own forum for communication.

Grinter and Eldridge's (2003) study showed that text messaging is actually a way for friends to plan future meetings—"the teenager often seemed to end threads once plans for face-to-face meeting or future exchange had been arranged" (p. 445). It was found that adolescents using text messaging had a core group of close friends they regularly communicated and socialized with, both in person and via text message.

According to Grinter and Eldridge (2003), text messaging is complementary rather than inhibiting when it comes to facilitating interpersonal relationships with long-established friends. Bryant, Sanders-Jackson, and Smallwood (2006) also looked at the ways adolescents use instant messaging and text messaging. Bryant et al. (2006) noted that individuals could create and reinforce social ties and friendships.

Bryant et al. (2006) found participants spend about 2.2 hours a day using instant messaging. The reasons given for use were to keep in touch with friends or to make plans with friends. However, instant messaging can be totally anonymous. Users can make up their own identities and give false information. Instant messaging is more abstract because users don't always know exactly who they are talking to (Bryant et al., 2006). The difference with text messaging is that it is not anonymous. A person usually has to acquire a phone number of the person before text messaging can occur. Bryant et al. (2006) stated that text messaging has been perceived by some as a socially acceptable gift, "reinforcing the idea that text messaging is generally utilized to strengthen the preexisting network of an individual" (p. 5).

Bryant et al. (2006) stated that "young people's use of technology to communicate with one another is certainly nothing new . . . what has changed in the past

decade, however, is the form that communication takes” (p. 3). It is this form that we must focus on. The research of Grinter and Eldridge (2003) and Bryant et al. (2006) supported the idea of strengthening preexisting friendships with IM and text messaging.

The Digital Divide

McQuail (2005) noted that digital divide is a term that is used to define the inequalities created by new computer-based, digital communication. This divide arises because not all individuals have access to new technology and it is not affordable for everyone. From this perspective, acquiring the skills and tools necessary to operate such technology can be difficult. McQuail (2005) noted that the digital divide appears at a social, personal, and national level to create a knowledge gap— “one concerning the general distribution of aggregate information in society between social classes, the other relating to specific subjects or topics on which some are better informed than others” (p. 492).

Researchers are concerned that children from disadvantaged backgrounds may have limited or no access to the benefits of the Internet and home computers. Schools in disadvantaged neighborhoods that lack resources to provide up-to-date classrooms, including Internet access and computers, may be failing students who need these tools to acquire skills for success in modern society.

Livingstone (2006) approached the term in a new way: “As we move from talk of the digital divide to that of digital inclusion, the guiding question must be: What is the public good in being digitally included?” (p. 221). Livingstone (2006) wrote that it is

unclear whether new media results in new types of inclusion or exclusion to individuals or reinforces social and economic exclusions.

In relation to this discussion, Jackson et al. (2007) explained that the digital use divide may be more at issue than digital divide. It is important to study the way children from all socio-economic backgrounds are using new media. Livingstone and Helsper (2007) concluded that, in developed countries, there are very few children who do not use the Internet: “Even on the basis of a national survey, it is difficult to determine the reasons for low and non-use of the internet among children and young people, for the sample sizes become very small” (p. 690).

The initial issue with the digital divide appears to be less important than it once was now that new media are becoming more accessible to all. Jackson et al. (2007) noted that, “for adults, age, race, income, and education have all been related to access to the Internet” (p. 183). However Loges and Jung (2001) wrote that this divide will dissolve over time. Clark (2003) stated that “the digital divide is not limited to who does and does not have access to technology: there was a social, political, racial, and economic divide that existed before the Internet and continues to structure the limitations in the digital divide” (p. 114). It is imperative to study the elements existing in society before new media and the digital divide because these account for why technology and access are issues in the current debate. Despite age or social status, as more Internet and computer proficiency are acquired, users may have the ability to reach a level playing field at least as far as access is concerned.

HomeNet Study and Internet Uses

The HomeNet Study began in 1998 and followed 169 individuals during their first year or two of Internet use. Ninety-three families from different neighborhoods in Pittsburgh, PA received computers, software, free landlines, and Internet access in exchange for allowing researchers to monitor their Internet use, ask questions, and conduct in-home interviews (Kraut et al., 1998). Subrahmanyam, Kraut, Greenfield, and Gross (2000) noted that children and adolescents in this study were 10 to 19 years of age. They found that this age group used the Internet about three hours a week, with some using it as much as 16 hours a week. The children in each family were the heaviest users of the Internet.

Subrahmanyam et al. (2000) noted that the HomeNet study found the Internet was a novelty that wore off:

Internet access may have initially tempted teens to spend more time online than was good for them . . . and to communicate with others in “weak tie” relationships which did not really engage them. Then as the novelty wore off, teens may have begun using the Internet more wisely . . . such as communicating online more with those with whom they had “strong tie” relationships. (p. 136)

Overall, this study explored early uses of the Internet by families and children. Although the HomeNet Study noted some negative effects of Internet use, it also helped to dispel myths concerning the so-called evils of using computers and surfing the web.

Hampton, Sessions, Her, and Rainie (2009) further confirmed this notion. After examining weak and strong tie relationships, it was determined that social networking sites, such as Facebook, actually increase social diversity and involvement.

Subrahmanyam and Greenfield (2008) explained:

We may never know the changes in absolute frequency of face-to-face and voice-to-voice communication that various types of electronic communication have brought about. But we do know that teens now conduct a higher proportion of their communication through writing in an electronic medium rather than face-to-face to voice-to-voice—in effect, relatively depersonalizing the process of interpersonal communication. (p. 136)

However, Hampton et al. (2009) found that face-to-face communication does not seem to be suffering. “In-person contact remains the dominant means of communication with core network members. On average, there is face-to-face contact with each tie on 210 out of 365 days per year” (p. 8). Hampton et al.’s study indicates that what the HomeNet study found in 1998 is still true today. Ultimately, HomeNet researchers and scholars were left with many questions and ideas for further study; this early study was much like treading in uncharted waters. The HomeNet study, which is frequently referred to by recent scholars attempting to tackle the issue of children and new media, provided the framework for subsequent studies.

New Media, Dependency, and Uses and Gratifications

Weiser (2001) noted that the way in which an individual uses the Internet ultimately meets a need or end result. The overall well-being of an individual depends on the way in which media is used and what goal was met by using that particular media. If the uses and gratifications model is applied to this line of thinking, more credit may be given to the audience, in this case adolescents. Weiser (2001) wrote:

It may be that the more users comprehend and appreciate the practical utility of the Internet as a mechanism for the acquisition of goods, information, and services, the more they will understand the importance of strong social involvement in their lives. . . . the more users understand the significance of strong social involvement, the less likely they are to tolerate anything that could conceivably jeopardize important ties with others. (p. 739)

Adolescents are not puppets sitting in front of a computer screen mindlessly communicating. They make decisions about how and why they communicate. Although individuals may be dependent on new media to accomplish daily tasks in this high-tech world, they are not at its mercy. Ultimately, children and adolescents have power and control over how and why they use the Internet, computers, and cell phones. Individuals, both young and old, can distinguish healthy use from addiction and are capable of balancing their off and online worlds.

Theoretical Framework

Dependency theory. Ball-Rokeach and DeFleur (1976) explored the effects media have on society in their dependency model which focused on the high level of dependence that audiences have on mass media in urban societies. Ball-Rokeach and DeFleur (1976) wrote that “the degree of audience dependence on media information is a key variable in understanding when and why media messages alter audience beliefs, feelings, or behavior” (p. 5). The dependency model assumes that as societies and new media become more advanced, media assumes more responsibility for carrying out specific and unique information functions.

Individuals view their social realities as a direct reflection of their social histories. The way individuals interact with each other is also related to how connected they are to the social system in which they live. As Ball-Rokeach and DeFleur (1976) noted: “Mass communication, in other words, involves complex relationships between large sets of

interacting variables that are only crudely designated by the terms ‘media,’ ‘audiences,’ and ‘society’” (p. 5).

They noted that audience dependence on media is crucial to understanding the reason behind why media messages may change the beliefs, feelings, or behavior of the audience: “While there are a number of aspects of audience-media-society relationships that could be discussed, the one we focus upon first is the high level of dependence of audiences on mass media information resources in urban-industrial societies” (p. 5).

Dependency may be defined as a relationship in which the satisfying of needs or goals is dependent on the resources of another party. This implies that the dependency on information by the media is everywhere and prevalent in society. Individuals seek out the information that they need to feel connected to their larger social world (Ball-Rokeach & DeFleur, 1976). The need to fit in is inherently a part of an adolescent’s world. Fitting in requires an adolescent to mirror the activities of his or her peers and what is acceptable within their society. It is quite possible that adolescents will seek out the information they need through new media to fit in and stay connected.

Dependency theory complements the notion of social capital. As Vergeer and Pelzer (2009) explained:

Although many approaches to social capital exist, they have common ground: all focus on people’s relations with each other and utilizing these relations for certain purposes Some concepts refer to the formation and maintenance of actual relations (i.e. socializing), others to potential relations (i.e. network members). Again other concepts (e.g. interpersonal trust) are expected to facilitate or lubricate these social norms. (p. 191)

To maintain their relationships, adolescents communicate via new media because not only is it socially accepted, but it also may deepen current relationships. It is not just the new media one is dependent on, but rather the positive contributions new media may give to relationships. It is this need to feel connected as well as the benefits obtained from new media that makes one dependent on social capital.

Ball-Rokeach and DeFleur (1976) outlined several ways people are dependent on media to fulfill their information needs:

For example, one form of dependency is based on the need to understand one's social world; another type of dependency arises from the need to act meaningfully and effectively in that world; still a third type of dependency is based on the need for fantasy-escape from daily problems and tensions. (p. 6)

The greater the need the greater the dependency thus the more likely the information being relayed will change numerous forms of audience cognitions, feelings, and behavior (Ball-Rokeach & DeFleur, 1976).

Ball-Rokeach and DeFleur (1976) developed five cognitive effects associated with the dependency model. A cognitive effect of dependency is ambiguity. This is a result of living during a time of fast-paced social change and an unstable setting—this may take anywhere from days to years to resolve. When an individual depends on mass media to sort out his or her ambiguity, the impact of mass-mediated information is great.

Ball-Rokeach and DeFleur (1976) stated:

The media do not have the power to determine uniformly the exact content of the interpretations or “definitions of the situation” that every person constructs. But, by controlling what information is and is not delivered and how that information is presented, the media can play a large role in limiting the range of interpretations that audiences are able to make. (p. 10)

Adolescents may not have the ability to distinguish what information is pertinent and what is not. They may also be relying on a narrow range of media for their news and insight into current events, which would not allow them to get the full scope of any one subject. This may result in adolescents having a social world filled with some ambiguity.

Another cognitive effect is the expansion of peoples' systems of beliefs. Individuals arrange their beliefs into categories that are a direct reflection of their social worlds. However, the media are able to affect and possibly change an individual's beliefs or expand one's own belief system (Ball-Rokeach & DeFleur, 1976). It is important to note that an adolescent's values may not be solidified and could be questioned when presented with conflicting beliefs or ideals thus altering them.

Finally, values are the last cognitive effect discussed in the dependency model. Values are inherent to individuals and not easily altered by mass media. Yet mass media can create the existence of value clarification. This may occur when a movement presents itself and may conflict with an individual's existing values. As Ball-Rokeach and DeFleur (1976) noted: "Such articulation can be painful because it can force a choice between mutually incompatible goals and the means for obtaining them. However, for actions to take place choices must be made" (p. 14). Overall Ball-Rokeach and DeFleur's dependency model states that the social worlds in which individuals live are the direct result of the perceived cultural and social norms deemed acceptable by that society, and that the actions individuals take are also influenced by these stipulations: "The dependencies people have on media information are a product of the nature of the sociocultural system, category membership, individual needs, and the number and

centrality of the unique information functions that the media system serves for individuals and for society” (Ball-Rokeach & DeFleur, 1976, pp. 18–19). When media messages are not linked to audience dependencies and individuals are fully content with their social worlds, media messages have very little or no effect. In contrast, individuals who have unstable social worlds may be more influenced by media messages. The satisfactoriness of one’s social world determines the amount of dependency on media information (Ball-Rokeach & DeFleur, 1976).

Adolescence is a formative time and full of uncertainties. An adolescent’s social world may not be fully developed as they search for acceptance and a way to complete parts of their world that may feel incomplete. Thus, adolescents as a group may be more prone to dependency as they are searching for a way to stay informed and fit in with society and peers.

Uses and gratifications. Katz, Blumler, and Gurevitch (1973) researched uses and gratifications based on how it affected the audience. Some studies started by pinpointing a need and looked at how it was gratified by media, while others started with a gratification and worked backward. With uses and gratifications, the audience is viewed as active. Katz, Blumer, and Gurevitch (1973) noted:

Their central notion is that mass communication is used by individuals to connect (or sometimes to disconnect) themselves—via instrumental, affective, or integrative relations—with different kinds of others (self, family, friends, nation, etc). The scheme attempts to comprehend the whole range of individual gratifications of the many facets of the need “to be connected.” (p. 513)

This notion is directly linked to that of adolescents who use new media to stay connected with family and friends. Instant or text messaging helps an adolescent feel connected even if they are not able to communicate with someone in person. Using new media allows an individual to connect or disconnect instantly depending on their mood and who they are communicating with. This is a key element for why and how uses and gratifications theory is so directly tied to adolescents and new media use.

Katz, Blumler, and Gurevitch (1973) summed up uses and gratifications theory as follows:

In other words, instead of depicting the media as severely circumscribed by audience expectations, the uses and gratifications approach highlights the audience as a source of challenge to producers to cater more richly to the multiplicity of requirements and roles that it has disclosed. (p. 521)

Media producers create content that adapts to what is important and relevant to a specific audience and its needs. Uses and gratification theory empowers the audience because its content preferences are a crucial element in media decision-making.

To fully understand uses and gratifications, five elements must be kept in mind: (1) The audience is looked at as active; (2) need gratification and choice of media are linked to the individual; (3) the media is in competition with other sources of need satisfaction; (4) many goals of mass media stem from audience members; and (5) the cultural significance of judgments based on value should be put on hold while evaluating the audience separately (Katz, Blumer, & Gurevitch, 1973).

Ball-Rokeach and DeFleur (1976) noted that “proponents of the uses and gratification approach examine how audiences use the media to gratify similar

information needs but do so by taking the audience as the focal point of analysis, not the interrelationships between audience, media, and society” (p. 8). This distinction makes each theory both complementary and conflicting. It broadens the scope of study because both theories focus on audience as well as interrelations between media used and the society those individuals live in.

For example, one form of dependency is based on the need to understand one’s social world; another type of dependency arises from the need to act meaningfully and effectively in that world; still a third type of dependency is based on the need for fantasy-escape from daily problems and tensions (Ball-Rokeach and DeFleur, 1976)

New Media and Theory

Tosun and Lajunen (2009) used dependency theory to study why adolescents develop a passion for the Internet. The study was the first of its kind. The authors maintained that an individual expresses his or her true self when using the Internet. This expression of true self has a direct link to passion for the Internet. Tosun and Lajunen (2009) explained the relationship between the dependency theory and the Internet:

According to this theory, people actively search for communication media that satisfy their needs (e.g., relaxation, information gathering, and social needs), and they may develop dependency on a communication medium that satisfies their needs. In this way, passion for the Internet can be assumed to be linked to Internet dependency. If people feel that certain communication needs are best satisfied through the Internet, we can suppose that they are likely to develop a passion and dependency on the Internet. (p. 402)

This passion stems from the degree to which using the Internet helps an individual convey her true identity. Communicating via the Internet may provide anonymity or allow for more truthful communication because there is no physical interaction taking

place (Tosun & Lajunen, 2009, p. 402). Thus, passion is created, enabling a dependency on the Internet to meet certain needs.

Sun, Rubin, and Haridakis (2008) noted that earlier studies on media dependency did not give enough credit to an individual's own needs and social psychological factors that aid in the creation of media dependency. Like Tosun and Lajunen (2009), Sun et al. (2008) focused on needs that individuals meet using media that create dependency. Participants of this study are attempting to meet needs by using new media. Sun et al. (2008) explained:

Thus, it is reasonable to define Internet dependency as a relation reflecting one's reliance on the Internet to achieve goals. Some become dependent on the Internet as a source of information, entertainment, and interpersonal connection. Researchers have traditionally conceptualized media dependency as a manifestation of one's dependence on media for play, orientation, and understanding. (p. 412)

It is this reliance on the Internet for information, entertainment, and communication to others that sets it apart from previous studies. New media may create a new kind of dependency.

Sun et al. (2008) suggested that younger generations are more likely than older generations to be at the forefront of the latest innovation and technology. Park, Kee, and Valenzuela (2009), who studied the uses and gratifications of college students belonging to a Facebook group, noted: "A major contribution of this study lies in understanding the relationship between uses and gratifications of Facebook Groups and civic and political engagement offline. The findings show that users who seek information are more likely to participate in civic activities" (p. 732). However, Facebook Groups are primarily used

for entertainment and do not necessarily promote involvement in political agendas. Park et al. (2009) stated that: “These findings imply that students who use Facebook Groups more actively and purposively are inclined to engage in civic and political activities offline” (p. 733). It appears that Facebook may be used more for creating awareness or planning future events regarding a topic or cause. Events and activism are often promoted offline.

Raacke and Bonds-Raacke (2009) applied the uses and gratifications theory to user-generated media, specifically sites like Facebook and MySpace. Both women and men were just as likely to have a social media site, but there was a slight difference in quantity of friends. Males tended to have more friends linked to their account than did females. However, it was discovered that females and males were meeting the same needs when the most common uses and gratifications were examined. Raacke and Bonds-Raacke (2009) found that:

With so many college students using these friend-networking sites and spending a significant amount of their time on them, users must be meeting personal and social needs from these sites. For example, popular uses and gratifications such as “to keep in touch with old friends,” “to keep in touch with current friends,” and “to make new friends” indicate that users are meeting a “friend” need. Similarly, uses and gratifications such as “to learn about events,” “to post social functions,” and “to feel connected” indicate that users are meeting a need by using the site as a source of information. (pp. 173–174)

User-generated media allows individuals to be in control. They control the what, when, and where of the new media they use. Control has been named a main motivation for Internet use by researchers and can boost a person’s gratifications (Raacke & Bonds-Raacke, 2009).

Overall, Tosun and Lajunen (2009) found that dependency stems from a passion for the Internet that is sparked by its anonymity. Recent studies focus more on needs and social factors of the individuals. Sites like Facebook promote awareness about political issues or common interests. Individuals are motivated to use new media by the need to be in control.

Social cognitive theory may be linked to uses and gratifications theory. LaRose and Eastin (2004) explained:

Where uses and gratification researchers have explored gratifications, SCT proposes expected outcomes and where uses and gratifications researchers posit needs, SCT proposes behavioral incentivesWhat people have gotten in the past from the Internet is an important part of the basis for their current expectations about it. (p. 362)

Bandura (1991) noted that self-influence plays a large factor in ones goals and need for achievement: “The inclination of high need achievers to select higher goals than those who score low on need achievement tests does not necessarily mean that performance standards are the products of an underlying motive as is commonly assumed” (p. 264). Rather it is the satisfaction one receives from reaching a personal goal becomes the motivation and reward—thus their uses and gratification. Self-influence is indicative of the high-achieving adolescents in this study.

Ruggiero (2000) discussed why uses and gratifications theory continues to work for the twenty-first century: “Thus if anything, one of the major strengths of the U&G perspective has been its capacity to develop over time into a more sophisticated theoretical model” (p. 25). It is this capacity for growth that lends itself well to the study

of adolescents and new media use because it has the capacity to grow and change with the constant evolution of new media.

Overview: Theoretical Foundation and Summary of Relevant Literature

Dependency may be defined as a relationship in which the satisfying of needs or goals is dependent on the resources of another party. This implies that the dependency on information by the media is everywhere and constantly prevalent in society. Ball-Rokeach and DeFleur (1976) noted that individuals seek out the information that they need to feel connected to their larger social world. The media is responsible for carrying out relevant and appropriate information functions. Katz, Blumler, and Gurevitch (1973) noted that media producers create content that adapts to what is important and relevant to a specific audience and its needs. Uses and gratification theory empowers the audience because its content preferences are a crucial element in media decision-making; the audience is viewed as active.

Like Tosun and Lajunen (2009), Sun et al. (2008) focused on needs that individuals meet using media that create dependency. They noted that new media may create a new kind of dependency. Sun et al. (2008) suggested that younger generations are more likely than older generations to be at the forefront of the latest innovation and technology. Ruggiero (2000) explained that uses and gratifications theory continues to work for the twenty-first century because it is able to grow and develop over time. It is this quality that lends itself well to the study of new media and high-achieving adolescents.

Lenhart et al. (2010) found that the vast majority of adolescents have various motives for going online. Many adolescents rely on the Internet as a tool necessary for research or source of entertainment with the use of social networking sites, like Facebook.

Lenhart et al. (2008) suggested that location of an adolescent's Internet source influences the quality of time spent online. Computers, cell phones, and the Internet can provide privacy in the home, which is often a very public space. The privacy and individual experience the Internet and other new media provide change the dynamic in the home. Each member still interacts with one another but through a web of intersecting communication options (Livingstone, 2006). Parents may worry about the dangers and risk of online predators associated with computer use. How to monitor new media use is often a struggle for parents.

Valkenburg and Peter (2007) found that the Internet strengthens existing high-quality friendships. Grinter and Eldridge's (2003) study showed that text messaging is actually a way for friends to plan future meetings. It was found that adolescents using text messaging had a core group of close friends they regularly communicated and socialized with, both in person and via text message. Gross, Juvonen, and Gable (2002) noted that normally adjusted adolescents simply use the Internet as another tool for communication.

Overall, there are many factors that determine how adolescents are using new media. Clearly, the ways in which adolescents learn and interact are much different from what it was even a decade ago. Uses and gratifications theory and dependency theory

used together provide a framework for the exploration of the relationship between adolescents and new media use. Dependency theory is useful in this study's examination of how much adolescents depend on being connected to new media and what that means for their role in society and their relationships to others. Adolescents are constantly attempting to understand their world while, at the same time, attempting to escape it. There is an intricate web created by these different dependencies. Uses and gratifications theory allows the researchers to focus on how adolescents are using new media, ultimately setting the trends that will help producers of media cater to their needs.

The research questions are as follows:

Research Questions

RQ1: How do high-achieving adolescents use new media?

RQ2: To what extent are high-achieving adolescents dependent on new media?

RQ3: What is the impact of new media on high-achieving adolescents' pursuit of education?

RQ4: What is the impact of new media on high-achieving adolescents' peer interactions?

RQ5: What is the impact of new media on high-achieving adolescents' family interactions?

Chapter 3: Method

Overview

The study had several main objectives. The first was to identify how adolescents are using new media at home, at school, and to what degree. The study explored whether an adolescent's relationships with family, as well as with teachers and peers, are changing as a result of new media use. Communication goals and daily relationships with others and new media were examined. In addition, the study assessed whether new media influenced or changed the way an adolescent learns and communicates.

Qualitative research was best suited for the majority of this study because adolescents were observed in their natural environments, including school and at home.

As Wrench, Thomas-Maddox, Richmond, and McCroskey (2008) noted:

We focus on how people communicate in their own natural environments, when they are guided by own personal objectives, and how they give meaning to their communication, especially when they are using communication for those pragmatic objectives that determine and control day-to-day existence. This approach has had a host of different labels, but its central and most unifying label is *qualitative research*. (p. 451)

There were three phases of data collection: (1) an initial 8-page questionnaire that assessed how adolescents were using new media at school and at home; (2) new media diaries that allowed participants to log how they used new media on a daily basis; (3) and two 20-minute classroom discussion sessions. The 8-page self-report questionnaire produced quantitative data which was analyzed using SPSS software. Consequently, a qualitative and quantitative study of adolescents' use of new media at school and at home was conducted.

The sample consisted of 30 high school students from two advanced placement statistics classes at Leland High School, located in San José, CA. The 27 seniors and 3 juniors ranged in age from 16 to 18. San José is considered the heart of Silicon Valley, a highly technologically driven and culturally diverse region. The top three ethnicities are Chinese (13), Caucasian (7), and Asian Indian (6). Fourteen participants identified English as their first language, and 16 identified other languages as their native tongue. The top language specified as a student's first language other than English was Mandarin (8). Many of the adolescents attending Leland High School are the first generation to grow up in the United States.

According to the Academic Performance Index, Leland High school has ranked very high and is one of the top high schools in the San José Unified High School District; 10 statewide and 7 when compared to similar schools. A score of 10 is the highest a school can score. The Academic Performance Index is a measure of test scores from districts and schools based on students from second through twelfth grade, and it aids in measuring how the school is progressing and what it is accomplishing. The California Department of Education calculates and shares the information with the schools and their districts. The Academic Performance Index is determined on two levels: how they do at the statewide level and how they compare to other comparable schools at the same grade levels.

The adolescents who participated in this study are both culturally diverse and among the academically highest-achieving students at Leland High. The advanced placement statistics course in which they are enrolled is a class specifically designed for

high-achieving students. The survey group's average grade point average (GPA) was 3.67. Much of their coursework is done on the computer or with a graphing calculator.

Both AP Statistic classes are taught by Ms. Sue Stein. This group of students was chosen because the AP statistics classes frequently incorporate technology, computers, and new media into the daily curriculum.

Explanation of Phases and Procedure

Institutional Review Board (IRB) permission was obtained to use the high school students as study participants. Permission slips were distributed and signed by parents or guardians and participating students.

The researcher consulted extensively with the classroom teacher, Sue Stein, before the research commenced. Before research officially began, the researcher came to the fourth and fifth period section of the AP statistics class to introduce the study and the students' role in it. The visit allowed the students to ask questions about the study and their role. The researcher passed out permission slips and an introduction letter to take home to parents. A total of 30 consent forms were returned, 15 from each class, and the researcher gave questionnaires to all 30 students. The student survey, new media diaries, and discussion groups of this study took place over four weeks, from Friday, May 8 to Monday June 1, 2009.

The eight page self-report questionnaire used in this study was developed by Professor Diana Stover for studies of new media among high school students in California and Missouri. It included detailed questions about how often, how much, and what types of new media the respondents used in school and at home. This questionnaire

generated important and crucial information specific to students in the sample. See Appendix A. Questions from the original questionnaire were not changed but updated. One question asked if the cell phone they owned was a PDA. A PDA phone is a cell phone with capabilities much like that of a computer. The updated questionnaire also asked if the participant's home computers were capable of Wi-Fi connection. It took about 15 to 20 minutes for students to complete the questionnaire in class.

Part two of the study consisted of the new media diaries. Eleven students volunteered to participate in this portion. Of the 11 participants, five were males and six were females. The students were responsible for keeping a new media-diary for a week—5 weekdays and 2 weekend days. They were given the diaries on Monday, May 11, 2009. Most students completed their diaries everyday; however some students forgot or didn't have time to do it daily, leaving some of the days to complete at the end. The data from the diaries were compiled and put into a chart for ease of viewing. The results of the new media diaries are in Appendix B.

The discussion groups consisted of 15 participants from each AP Statistics section for a total of 30 participants. The discussions took place in the classroom and were limited to 20 minutes each. Desks were arranged in a circle around the researcher. With the students' permission, the session was audio recorded. Eight questions were asked.

At the end of the study, a pizza party was hosted for the participants. Students from both sections of the AP statistics class gathered for pizza, refreshments, and a chance to win one of four pairs of movie tickets in a raffle. Bags of candy and thank-you notes were distributed to all participants.

Chapter 4: Results

Overall Computer, Cell Phone, and Internet Use

Computers, cell phones, and the Internet were used daily by the adolescents in this study. The data showed some significant differences between female and male use of new media.

Table 1 shows that females used cell phones more frequently than males, and that males used the computer and the Internet more frequently than females.

Females sent almost double the number of text messages compared with males on both weekdays and weekends.

Males sent instant messages almost twice as often as females on both weekdays and weekends. However, the number of hours females and males were on the Internet was fairly uniform overall. Where Internet use varied considerably was with regard to accessing new sites. Males accessed new sites almost twice as much as females on both weekdays and weekends.

Personal computer use was fairly consistent on weekdays. As Table 2 indicates, it is important to note that personal use of the computer was statistically significant, with a *t*-test showing that males use the computers for personal use on weekends about three hours more than females.

Males and females are using both traditional forms of media and new media primarily for entertainment. Table 3 shows the percentage of time females and males in this study used media.

Table 1

Means of Cell Phones, Computer, and Internet Use Between Male and Female High School Juniors and Seniors

<i>New Media Use</i>	Females (<i>n</i> =15)	Males (<i>n</i> =15)	Combined (<i>N</i> =30)
	<i>M</i>	<i>M</i>	<i>M</i>
Cell Phones			
Weekday Hours	1.47	1.07	1.27
Weekend Hours	3.00	2.00	2.50
Times sent text messages: weekdays	11.20	4.87	8.03
Times sent text messages: weekends	11.67	6.60	9.13
Computers			
Times sent IMs on weekdays	6.33	15.07	10.70
Times sent IMs on weekends	8.80	17.87	13.30
Hours of personal use on weekdays	3.13	4.33	3.73
Internet			
Weekday hours	3.73	4.27	4.00
Weekends hours	8.07	9.07	8.57
Minutes accessing new sites: weekdays	13.67	28.67	21.70
Minutes accessing new sites: weekends	25.67	46.00	35.83

Note. *t*-tests showed there was no significant difference between females and males cell phone, computer, and Internet use. However, since significance is affected by the sample size, it is important to note there were numerical differences in this study in which the total *N* was small (15 + 15).

Table 2

Results of t-test for Period and Time Using a Computer for Personal Use on Weekends by Female and Male High School Students

Female (<i>n</i> =15)		Male (<i>n</i> =15)		<i>t</i>	<i>p</i>
<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>		
4.42	6.13	4.12	9.40	-2.09	< .046

Table 3
Percentage of Time Female and Male High School Students Use Media for Entertainment, News, and Information

	Females (<i>n</i> =15)	Males (<i>n</i> =15)	Combined (<i>N</i> =30)
% Time Spent on Media	<i>M</i>	<i>M</i>	<i>M</i>
Entertainment	62.0	67.6	64.3
News	17.1	12.6	14.9
Information	20.8	19.8	20.8

The percentage of time participants spent on entertainment, news, or information could be new or traditional forms of media. However, entertainment had the highest percentage overall. This group was using media as their prime source of entertainment.

Family Life

The amount of time spent with family between both genders was similar, but overall the responses show males spent slightly more time with their families.

Table 4 shows the minimal amount of time participants spent with their families during the week. Time spent with family members ranged from 2 to 14 hours. The 11 participants who filled out diaries wrote that most family time involved eating meals, running errands, and spontaneous conversation.

Table 4

Means of Time Spent with Family Between Female and Male High School Juniors and Seniors

	Females (<i>n</i> =15)	Males (<i>n</i> =15)	Combined (<i>N</i> =30)
Hours Spent with Family	<i>M</i>	<i>M</i>	<i>M</i>
Per weekday	1.00	1.20	1.10
Weekend overall	2.40	3.80	3.10

Note. *t*-tests showed there was no significant difference between females and males in regard to time spent with family. However, since significance is affected by the sample size, it is important to note there were numerical differences in this study in which the total *N* was small (15 + 15).

Time with family varied among all 11 participants of the new media diaries. The most time spent with family was 14 hours and two hours being the least amount of time spent with family. Most family time involved eating meals, running errands, and spontaneous conversation.

According to the discussion groups, parental monitoring varied among participants but overall was lax. One female student stated: “They will comment on it once in awhile, like if I am on the computer until midnight and it’s a school night. My mom will say I should go to bed. They used to be more serious than they are now.” Another female student explained the misconceptions she feels parents have when it comes to the idea of Internet and new media use: “Parents have this idea that you are going to be going and chatting with strangers and meeting up with people; that’s creepy. I don’t want to talk to strangers on the Internet. I want to talk to my friends.” Parents who did attempt restrictions were not taken very seriously or the restrictions were not

enforced. “My parents are trying to enforce a two hour no cell phones, no laptops, no anything. But it doesn’t really work. I don’t follow it because I don’t really have anything else to do,” one female participant said.

On a few occasions, parental monitoring succeeded to some extent. “A couple of times my dad disconnected the Internet. My dad does [this] at 11 o’clock every day. I can’t go on because the Internet and computer are downstairs,” said one male participant from the discussion group.

One male presented a very different home scenario with parents and new media monitoring:

For me my parents never use it [new media] in the house or watch TV. My dad only uses a computer to pay bills or email colleagues. I guess, since this is the case at home, they are more on my case because it seems to them I am always on it. When I was younger, my dad and I had this war over the amount of time I could spend online. He installed programs that limited my time and physically built a box with a timer to monitor my time on the Internet. In terms of computer time, he doesn’t care too much but, in terms of Internet time, he cares because he doesn’t want me to stay up chatting until like 1 in the morning.

Overall restrictions were not placed on most of the participants. Parents appeared to be using new media as much as their children. One male said his father is always on the Internet and that “my dad would be a hypocrite if he told me not to.” Participants tried to find loopholes in their parent’s restrictions whenever possible. This included cracking codes on censored television stations or obtaining access to certain computer privileges.

Several participants said that, because their parents are so immersed in new media, they communicate within their home through instant messaging or text messaging.

One parent might be downstairs while a son or daughter is upstairs in his or her bedroom so that parent or teenager will send a message electronically. Most who explained this situation said it was easier and made sense since everyone was already on a computer or cell phone.

School and Education

New media are used extensively for homework. English classes require that most homework be submitted via Google Docs or turnitin.com. The Internet was unanimously mentioned as a great resource for homework. USB drives cut down on paper waste and are commonly used by students who carry them to and from school with assignments digitally saved.

Table 5 also shows that females spent more time on homework whether using new or traditional media.

Table 5
Means of Time Spent on Homework Between Female and Male High School Juniors and Seniors

	Females (<i>n</i> =15)	Males (<i>n</i> =15)	Combined (<i>N</i> =30)
Hours Spent on Homework	<i>M</i>	<i>M</i>	<i>M</i>
Per Weekday	2.60	1.93	2.27
Weekend Overall	4.40	3.40	3.90
Using Computer per Weekday	2.53	2.00	2.27
Using Computer on Weekend	3.60	3.60	3.60

Note. *t*-tests showed there was no significant difference between females and males in regard to time spent on homework. However, since significance is affected by the sample size, it is important to note there were numerical differences in this study in which the total *N* was small (15 + 15).

Overall, females and males spent more time doing homework in the traditional way without the use of a computer. Females spent about an hour more on homework for both weekdays and weekends.

Most participants of the new media diaries accessed Homeworklive.com to look up homework and print out assignments. Homeworklive.com is a site that many schools and teachers use to post homework and assignments online. Conventional ways of doing homework and studying were employed just as much as new media. Most participants studied or read out of textbooks for various classes. The Internet was a resource for looking up information, accessing online SparkNotes, and doing research on potential colleges or universities. SparkNotes.com is a site for students that provides study guides for English and literature as well as Cliff Notes. "I think it is helpful, during the college application process. I had a lot of questions and all I had to do was go on College Confidential and look at whatever people wrote," said one female participant in the discussion group. College Confidential is a website that provides information about colleges, admissions, financial aid, frequently asked questions, and much more. The responses of the new media diary participants indicated that they used the computer primarily for typing up essays and word processing.

New media were incorporated into the daily high school curriculum. One female participant stated: "I usually go on the computer with the intention of doing schoolwork or something. Now I don't have much homework so I don't use it as much." The ability to access grades and homework online were well received and perceived as very helpful. Students who filled out the new media diaries or participants in the discussion groups

said that a graphing calculator and other new media were used for almost all coursework in the higher-level statistical analysis classes.

When asked to consider how new media have influenced their lives, many participants in the discussion groups believed it has made it easier. As one male participant said, “It’s just more convenient sometimes. It’s a lot easier to just text someone if we have math homework, especially if you don’t know them well.”

However, not all students felt the same. One male participant went as far as to blame new media:

New media has screwed me over. It has inadvertently allowed me to procrastinate on everything. Some nights I’ll be refreshing the same site over and over again. I can’t go watch a movie or something fun because it would feel like losing to me. It’s twelve o’clock midnight and I have to write an essay that’s due the next day. So that’s when I really get screwed by new media.

Student answers were mixed when the discussion concerned how and if new media enabled better communication with parents, teachers, and peers. Participants felt that having new media linked to school assignments has made them more organized. It could also be frustrating because sometimes students cannot get the information in class but have to sign onto the website after school to view assignments.

Peers and Social Media

Participants are using social media on a daily basis. Table 6 shows that on average, males spent about an hour more on MySpace, Facebook, and YouTube than females.

Table 6
Means of Social Media Use Between Male and Female High School Juniors and Seniors

	Females (<i>n</i> =15)	Males (<i>n</i> =15)	Combined (<i>N</i> =30)
Hours Using Social Media	<i>M</i>	<i>M</i>	<i>M</i>
Designing/updating Websites per Weekday	0.20	0.00	0.10
Designing/updating Websites Weekend Overall	0.33	0.13	0.23
Facebook, YouTube, Twitter per Weekday	1.67	2.13	1.90
Facebook, YouTube, Twitter Weekend Overall	3.60	4.27	3.93
Blogging per Weekday	0.20	0.20	0.20
Blogging Weekend Overall	0.33	0.33	0.33

Note. *t*-tests showed there was no significant difference between females and males use of social media. However, since significance is affected by the sample size, it is important to note there were numerical differences in this study in which the total *N* was small (15 + 15).

Designing and updating of websites was the category that the females and males used the least, according to their responses. On average, participants were using, designing, or updating sites at most 20 minutes per day. The average number of hours spent blogging was identical for the female and male students. Individuals are able to blog on various websites by offering their own commentary or opinions. Often people blog by posting comments on news sites or have their own blog that acts as a personal online journal. Still, participants were not using these media for any great length of time.

America Online Instant Messenger was used extensively across the board and, for most students, daily. This was evident from the new media diaries. Subject matter was

fairly uniform among both genders. Participants discussed that day's events, weekend plans, the senior or junior prom, homework, and editing essays, and they gossiped. Much of the discussion during this two-week period was about their upcoming proms and a trip to Great America, a theme park in Santa Clara, CA; the trip was sponsored by the Math and Physics Department as a reward for the students' achievements.

All participants who filled out new media diaries were familiar with social networking sites such as MySpace, Facebook, and YouTube. Facebook was used most frequently to check self-status, and the status of friends. Checking one's status refers to comments posted about what one may be thinking, feeling, or doing. Participants may log in for less than 10 minutes to check for updates or a friend's status updates and then sign off. In addition, Facebook ranked high in both viewing and uploading pictures. It is important to note that Facebook was used to communicate with friends, via messages similar to email or by "wall posts" to the friend's page. Some even utilized Facebook chat, Facebook's version of the instant message, to discuss bothersome issues with friends. Facebook use was explained as an on-again and off-again relationship in the discussion groups as one female participant noted:

You almost go in phases where you'll use Facebook every single day and hours at a time and then for a week won't go on it [Facebook]. After Senior Ball, I was on Facebook for like 4 hours looking at everyone's pictures. Most weeks there is nothing really happening on there.

Interest was piqued by an event or particularly noteworthy time in the participant's life. Pictures or visual stimuli appeared to inspire more viewing. Only two

participants of the new media diaries (one female and one male) reported no use of social media sites.

Males were the only participants who filled out new media diaries who noted they read news online. Two of the sites they read were Yahoo! News and *The Onion*. *The Onion* is an online news source that exaggerates odd or unique news stories and presents them in a satirical light.

Cell phones were used for making phone calls and text messaging to communicate with friends. Other forms of new media used were computers, the Internet, Nintendo Wii, and iPods.

The participants in the discussion groups were, for the most part, very connected to their devices and felt it was important to have new media readily available throughout the day. One female explained:

It's really important. I feel naked without my cell phone. I feel like everything is going to be happening and people will be trying to tell me things if I leave it at home. It's a big deal. I will go out of my way to get it back, like tell my mom to drop it off at school.

Even class could not stop students from checking their cell phones. As one female said, "I check my phone at least 5 to 10 times per period."

New media are constantly evolving, making even relatively new devices appear outdated. One male participant explained this evolution in his relationship with his cell phones:

The old phone I used to have was just a piece of junk. It didn't even have a camera, no Internet, no nothing; I didn't really use it that much. I got an iPhone for my eighteenth birthday. It is like the greatest invention ever—Internet, email, texting, IMing, and everything all in one place.

Email was used most frequently by males, mainly to communicate with people who are not close in proximity. As one male participant noted, “I have friends on the East Coast that I regularly talk to with new media. If I had the choice, I would definitely go with face-to-face.”

Males generally did not appear as dependent or connected to their cell phone as the females in the discussion groups. Rather, males stated that email, computer, and the Internet were their most frequently used media.

In general, males and females use new media regularly. Boredom or having free time were common reasons participants cited for computer or Internet use. However, the hardest question for participants to be candid about, in all areas of the study, was how participating in this study made them more aware of their own new media use. First, participants found it difficult to actually record or say with a great deal of accuracy how much they were using new media because they used it so frequently. This was particularly the case with text messaging. One female participant noted, “Some things I hesitated to write down because it just seemed like too much.” As indicated by frequent comments like this, there was an overall sense of guilt triggered by this particular question.

One female participant offered the opinion that sites like Facebook or America Online Instant Messenger served as a good distracter and procrastination device when one was already online doing homework. Participants said that this study made them think more consciously about everything involving new media use.

One female participant said she used whatever media type that was fastest. New media helped one female participant to think out her responses, “You think out what you say more. It’s almost like writing a letter like with email and stuff. People always say write a letter to get your anger out. It helps.”

However, another female participant stated:

Sometimes it’s not good though, like when I am fighting with my boyfriend. He is at work and we can only text. Then it almost becomes a little less genuine than if we were able to be face-to-face and talk about stuff.

Overall, participants had inherent rules as to when they should stop the non face-to-face new media and revert to face-to-face communication to communicate most effectively, “Sometimes you have conversations that you have to say we need to just talk about this face-to-face because I can’t say what I am trying to say in a little text,” said a male participant. Less important information or random thoughts were acceptable when conveyed over instant message or cell phone text messages. However, even text messaging has its own set of rules. “I have a six text sort of rule. Basically, if you text the person past six, just pick up the phone to call them or meet face-to-face,” one male participant said.

Non-New Media Use and Extracurricular Activities

As Table 7 shows, participants did spend some time using traditional media. They watched more than 3 hours of television during the week, primarily on the weekends. Males listened to the radio slightly more than females, but neither gender reported listening to a great deal of traditional radio—AM and FM.

Table 7
Means of Time Spent on Traditional Media Between Male and Female High School Juniors and Seniors

	Females (<i>n</i> =15)	Males (<i>n</i> =15)	Combined (<i>N</i> =30)
Traditional Media	<i>M</i>	<i>M</i>	<i>M</i>
Hours Watching TV			
Per Weekday	1.00	1.00	1.00
Weekend overall	2.20	2.60	2.40
Hours Reading Books			
Per Weekday	2.07	0.93	1.50
Weekend overall	2.73	3.07	2.90
Minutes Listening to Radio			
Per Weekday	10.67	9.00	9.83
Weekend overall	18.67	13.00	15.83

Note. *t*-tests showed there was no significant difference between females and males use of traditional media. However, since significance is affected by the sample size, it is important to note there were numerical differences in this study in which the total *N* was small (15 + 15).

On average, females reported reading books most consistently on both weekdays and weekends. Males, on average, reported less than an hour of reading on weekdays, but more than 3 hours of reading on weekends.

Most, if not all participants who kept new media diaries, engaged in activities after school that did not involve new media. Activities such as hanging out with friends,

going to the park, and getting ice cream were commonplace. Sports and academics also governed afterschool activities. Many participants had track and field or badminton. Some had a math club meeting or volunteered as tutors. Exercise and extracurricular activities varied slightly between females and males as shown in Table 8.

Table 8
Means of Hours Spent on Exercise and Extracurricular Activities Between Male and Female High School Juniors and Seniors

	Females (<i>n</i> =15)	Males (<i>n</i> =15)	Combined (<i>N</i> =30)
Activities	<i>M</i>	<i>M</i>	<i>M</i>
Exercise Hours			
Per Weekday	1.40	1.53	1.47
Weekend overall	2.20	3.27	2.73
Extra Curricular Hours			
Per Weekday	1.93	1.73	1.83
Weekend overall	3.20	2.60	2.90

Note. *t*-tests showed there was no significant difference between females and males use when comparing exercise and extra curricular activities. However, since significance is affected by the sample size, it is important to note there were numerical differences in this study in which the total *N* was small (15 + 15).

Males spent more time on exercise on both weekdays and weekends. Exercise included sports, practices, or time working out. Females reported spending slightly more time on extracurricular activities than males on both weekdays and weekends.

Chapter 5: Conclusions

Summary of Findings and Contributions to the Literature

The high-achieving adolescents in this study have been exposed to new media since birth. They are unable to fathom an era prior to this ever evolving technological age. As Facer et al. (2001) explained, the acquisition of new media skills is unrecognizable to adolescents. These skills are not learned in the traditional way but rather picked up over the years.

Participants were able to look at many angles in the new media debate and also to look at themselves to understand why and how they used the new media they chose to use. These adolescents were able to offer astute and intelligent responses because of their breadth of knowledge on the subject of new media. Perhaps the most fascinating finding was how these groups of high-achieving adolescents are able to distinguish when and how they are using new media. These findings are consistent with results reported by McMillan and Morrison (2006) and Grinter and Eldridge (2003).

These high-achieving adolescents were able to articulate how meaning, tone, and expression can get misconstrued through emails, texts, or other new media. As one male participant explained:

You lose a lot of meaning though when you talk on Facebook instead of face-to-face. If you are sarcastic on Facebook sometimes it just looks like you're stupid. People take it literally because they can't tell what you're voice sounds like—that you are being sarcastic. That is why you have to use those smiley faces.

The use of new media for communication is often explained as a means to make plans to meet in person or to discuss a recent event in person. Valentine and Holloway (2002) and Grinter and Eldridge (2003) found similar themes.

These high-achieving adolescents are masters of new media. They are active users and make decisions as how and when they will use new media. Rules are employed for when new media communication should halt and revert back to face-to-face communication. Cell phones, the Internet, and computers all aid in continuing relationships with family, peers, and teachers. These findings are in contrast to Subrahmanyam and Greenfield (2008), who noted that new media may be “depersonalizing the process of interpersonal communication” (p. 136). Instead of viewing new media as another means to boost communication between close family and peers, Subrahmanyam and Greenfield (2008) suggested that it may be negatively affecting face-to-face communication because of new media’s overwhelmingly impersonal attributes.

The group of students who participated in this study are able to pick out trends in their own new media use and analyze it. This was well-illustrated by the one female participant who explained the on-again and off-again relationship she and many of her peers have with social media like Facebook. As Subrahmanyam et al. (2000) noted, relationships with new media can wear off and change over time. Users become more selective and educated about new media and therefore pick and choose when they use it. Hampton et al. (2009) further confirmed this notion. After examining weak and strong

tie relationships, it was determined that social networking sites, like Facebook, actually increase social diversity and involvement.

These high-achieving adolescents appeared to have a firm grasp of how and why they were using new media. Grinter and Eldridge's text messaging study (2003) found that adolescents choose media that will be most frequently used by their peers to communicate. Ball-Rokeach and DeFleur (1976) and Katz, Blumler, and Gurevitch (1973) support the idea that the degree to which an audience is dependent on media is related to how much influence it has on its audience. The audience is active and in control of its new media use. User-generated media allows its individuals to be in control. They control the what, when, and where of the new media they use. Control has been named a main motivation for Internet use by researchers and can boost a person's gratifications (Raacke & Bonds-Raacke, 2009). Therefore, adolescents pick media that are best suited for their communication and, more importantly, the most effective. Weiser (2001) stated that the way in which an individual uses the Internet ultimately meets a need or end result. How an individual user is affected depends upon the purpose and goal he or she intended to achieve by using particular media. Lajunen (2009) and Sun et al. (2008) focused on needs that individuals meet using media that create dependency. Participants in this study are using new media to meet their communication needs. The more dependent adolescents are on certain types of new media, the more influential they become in their lives.

High-achieving adolescents use new media as a daily ritual in their lives. Unspoken rules and norms for how they function in specific circumstances and

conversations have been established when using new media. The use of a cell phone, a computer, and the Internet appears to be another more efficient means of communication that, at times, displaces traditional media. These findings are in line with research by Gross, Juvonen, and Gable (2002) who found that normally adjusted adolescents use the Internet as another tool for communication and by Bagozzi, Dholakia, and Pearo (2007) and Kraut et al. (1998) who concluded that adolescents are reinforcing relationships and having positive experiences when using the Internet.

McMillan and Morrison (2006) found that youngest siblings are the most knowledgeable regarding the latest technologies. Subrahmanyam et al.'s (2000) observation regarding children becoming their parents' technology teachers encourages children to "be in the know" regarding the latest new media trends and applying those trends to their daily lives.

Displacement and reinvention of traditional media are occurring as adolescents use media in new ways. For decades, the telephone has been a prominent form of communication used regularly by teens and young adults alike to communicate with friends. The telephone is still in widespread use. However, cell phones have now become the majority of phones in use and adolescents are using them to text message friends or connect to the Internet. The traditional telephone has now become a vehicle for all sorts of new media communication, thus displacing some of the more traditional ways one uses a phone. Perhaps talking on a landline is not a phone's first and foremost function anymore, but telephones are still in high demand.

Television is another form of media that may be displaced by the use of new media. There are devices like Tivo or other DVD-R services that record programs for later viewing, and websites like Hulu.com that allow people to watch TV online. Many of the participants in this study reported that they watched the majority of television shows on Hulu.com or prerecorded movies. This has given the audience more ways to watch TV. The convenience that new media provides allows traditional types of media to be used in new ways. This often is the case with adolescents and their new media use.

The general consensus from this study was that new media were not a replacement for face-to-face, more intimate communication; rather, it offered adolescents new ways to stay in touch and share experiences with those closest to them—friends and family. To further understand this concept, one must look at the raw data obtained in the new media diaries. Weekday versus weekend use of new media did not appear to be largely different. Weekdays activities included practices, homework, and other activities. Weekends were filled with homework, work, and activities with friends. New media use was implemented when there was time or an activity called for it. Participants communicated mainly with close friends and family using new media. Internet use facilitates adolescents maintaining their existing high-quality friendships among other positive effects on their relationships. Adolescents of this study were able to use the Internet to make studying more efficient by doing research online or sending a text message to make plans to meet up for the movies. Social networking sites, like Facebook, are tools that adolescents use to discuss a recent event, share pictures, or chat

with friends. Valentine and Holloway (2002) confirmed that online activities do not necessarily take time away from offline ones, but rather are incorporated into them.

Using new media can actually have a positive effect on one's well-being. As participants noted in the study, they appreciate the use of email which allowed contact with friends who do not live nearby or the ability to think out a response carefully and write it out. Text messaging enables adolescents to keep in touch with their parents or friends by sending a short note or relaying directions. Word processing on computers has drastically improved efficiency with writing and correcting essays, and the participants of this study appreciate the research tools the Internet provides. Lenhart et al. (2008), Lenhart (2009), and Valkenburg and Peter (2007) concurred with this notion in their own studies. Lenhart et al. (2008) also found that verbal and face-to-face communication are still the most commonly used among teenagers.

Convenience played a large role in why and when the participants used certain media. New media also appeared to be a scapegoat for typical habits like procrastination. Although new media cannot be blamed for procrastination, it can be considered a distraction. When these adolescents were on the computer or the Internet for homework, it often led to dabbling in other non-homework related endeavors, such as social media sites or browsing the Internet. Participants knew that cell phones, computers, and the Internet were not vital to survival but found it hard to imagine a life without them.

New media and education are incorporated seamlessly into these adolescents' daily lives and their school work. Students may use their graphing calculators in a math class or type up an essay for homework. Textbooks are still used for studying and books

for reading. However, students turn to sparknotes.com for help with their reading assignments. Homework is posted online and many students can email their teachers about assignments or questions.

Adolescents in this study found that doing research for their classes is more convenient and accessible via the Internet. Hours spent on a computer for homework versus the traditional way of doing homework were about the same. New media appears to be a helpful tool to aid in school achievement. The results of this study are similar to the findings reported by Lenhart et al. (2008). They found in their study of adolescents and school-related use of new media that computers were used for school assignments when called for and that convenience played a role. Textbooks and traditional test-studying strategies were employed daily for school work.

Kraut et al. (1998) found statistically small declines in social interaction within the family and other networks, noting that an increase in loneliness was linked to use of the Internet. However, more recent studies often refute this notion. LaRose, Eastin, and Gregg (2001) found that communication via the Internet can help relieve depression and stress. Subrahmanyam et al. (2000) believed that when children are alone on computers they are actually extending preexisting friendships and relationships. The participants in this study appeared to be doing just what Subrahmanyam et al. (2000) described. They use Facebook, cell phones, or instant messaging to communicate with close friends and to talk about current issues.

Tomai et al. (2009) explained the idea of social capital aiding in relationships, thus creating dependency on new media. This idea of social capital from Tomai et al.

(2009) is exactly what has been illustrated in the study. These high-achieving adolescents, despite unique personalities, ethnicities, and beliefs, share many commonalities. They are high school students with similar educational and personal needs, experiences, and daily routines. New media becomes a vehicle for meeting such needs and interacting with one another. It is fair to say adolescents are dependent on new media because they need to feel a part of the world in which they reside and stay connected to others so they may participate in a meaningful way. The need to fit in is a large part of an adolescent's world. These adolescents have sought out the information they need through new media to fit in and stay connected. It is not just the new media one is dependent on, but rather the positive contributions new media may give to relationships. It is this need to feel connected and benefits stemming from new media that makes one dependent on social capital.

The participants are already successful young adults who are college bound. They volunteer, tutor, belong to academic clubs, and are overall well-rounded, socially engaged teenagers. Because of this, they are high-achieving adolescents beyond their academics. Bandura (1991) spoke about one's need to meet goals and need to achieve which comes from self-influence. The satisfaction these adolescents receive from reaching a personal goal becomes their motivation and reward—thus their uses and gratifications. Goals and gratifications are met with the help of new media. Self-influence is natural to these high-achieving adolescents and so is effective new media use.

Limitations

Since the study is based on a small, purposive sample of high-achieving students from one high school who volunteered to participate in the study, the results cannot be generalized to other high-achieving adolescents. Also, visits to the classroom were dependent upon the teacher's availability and when it was least disruptive for the class. Thirty students returned permission slips, resulting in a fairly small sample size. If there would have been a larger sample, *t*-tests may have shown significant differences between females and males. If the study were repeated, it would be ideal to have a larger sample size.

Implications of Study

When asked to look at their amount of new media use, adolescents in this study often felt a tinge of guilt or need to justify why they used new media so often. Some even admitted they had trouble actually accounting for how often they used certain media. It is this self-awareness and self-regulation that will help these adolescents to make good decisions about when and how they will use new media. New media are not going away and will only becoming more prevalent. Adolescents like the ones in this study are trailblazers for understanding and integrating new media into one's daily lives with family, friends, and at school. Perhaps they have a lot to teach their elders and researchers alike.

Loss of family time is a very interesting concept to consider. What possible negative effects are resulting from this lack of time with parents? This variable is one that would be important to examine in future studies. If family time is getting cut, are

quality relationships between parent and child endangered? Does this mean that parent-child relationships are weaker or less complex? These adolescents are functioning well within society and using new media to its fullest potential. New media helps adolescents stay in touch with family and friends. It is clearly beneficial for parents to be able to text or call their child via cell phone or send instant message that dinner is ready. However, if family time is lacking, this may point to new and necessary conversations within the new media debate.

What may not be beneficial is the lack of time families have together. This may be the result of many families who have working parents that are busy with their own work and social lives. The fact that family time appears to be the least amount of time adolescents spend with any one group could be significant. This idea creates all sorts of new facets for study. If most research points to the fact adolescents are not harmed from new media use, researchers might want to look at what adolescents are giving up in the process.

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Appendix A: New Media Questionnaire

SURVEY INSTRUCTIONS: Please **read sections carefully** and circle/write your response in blue or black pen.

I. LELAND HIGH SCHOOL INFORMATION

1. What year are you?

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

2. Where do you live?

- a. San José
- b. Santa Clara
- c. Sunnyvale
- d. Campbell
- e. Willow Glen
- f. Los Gatos
- g. Saratoga
- h. Other

II. MEDIA USE—How much time do you spend using media and doing other activities? The numbers represent time spent—hours or minutes—or number of times you did certain activities.

We want to know your media use (1) on average weekday and (2) during an average weekend (both Saturday and Sunday).

1. **Hours spent on Cell Phone?**

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

2. **Number of Times You Use Cell Phones for Text Messaging?**

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

3. Number of Times You Sent Instant Messages on the Computer?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

4. Hours Using iPod/MP3 player?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

5. Hours Using Computer for School Work?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

6. Hours Using Computer for Personal Use?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

7. Hours Spent on the Internet?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

8. Minutes on the Internet—Accessing News Sites?

Average Weekday 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

Entire Weekend 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

9. Hours on the Internet—Using Group/Listserve to do Homework?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

10. Hours on the Internet—Blogging?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

11. Hours on the Internet—Facebook, MySpace, Youtube, Twitter or similar sites?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

12. Hours on the Internet—Downloading Music?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

13. Hours on the Internet—Installing Drives/Programs/Memory; Programming?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

14. Hours on the Internet—Designing/Updating Personal Web Sites

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

15. Minutes Spent Watching TV News?

Average Weekday 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

Entire Weekend 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

16. Hours Spent Watching Reality TV—The Bachelor, Real World, American Idol, Biggest Loser, or similar shows?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

17. Hours Spent Watching TV for Entertainment?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

18. Minutes Spent Listening to Radio News?

Average Weekday 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

Entire Weekend 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

19. Hours Spent Listening to Radio for Entertainment?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

20. Minutes Spent Reading Newspapers?

Average Weekday 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

Entire Weekend 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

21. Minutes Spent Reading Magazines?

Average Weekday 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

Entire Weekend 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85
90 95 100+

22. Hours Spent Reading Books?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

23. Number of Movies Watched in a Month on DVD, etc.?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25+

24. Number of Movies Watched in a Month in a Theater?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25+

25. Hours Spent Doing Homework?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

26. Hours Spent Getting Exercise, Playing Active Sports, Workouts at the Gym, etc.?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

27. Hours Spent on Extra-Curricular School Activities?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

28. Hours Spent on Family Activities?

Average Weekday 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

Entire Weekend 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20+

More Questions About Media Use...

29. When you use media, what percent of your time is spent on (a) entertainment, (b) news, and (c) information? By information, we mean such things as documentaries, library databases and nonfiction books.

The percent of time for all three categories must add up to 100%. For example if for “% of Time Spent on Entertainment” your answer is 23% then circle “2” in column one and circle “3” in column two.

% of Time Spent on Entertainment?	% of Time Spent on News?	% of Time Spent on Information?
0 0	0 0	0 0
1 1	1 1	1 1
2 2	2 2	2 2
3 3	3 3	3 3
4 4	4 4	4 4
5 5	5 5	5 5
6 6	6 6	6 6
7 7	7 7	7 7
8 8	8 8	8 8
9 9	9 9	9 9
100%	100%	100%

Multimedia Use and Multitasking

Do you use one or more types of media? Do you multitask—meaning do you use media while doing something else?

Circle all media that apply. If you do NOT use media, select answer number 1:

30. What media do you usually use when studying?	31. What media do you use when hanging out with friends?	32. What media do you use in class when the teacher isn't looking?
Usually no media	Usually no media	Usually no media
Cell phone	Cell phone	Cell phone
iPod/MP3 player	iPod/MP3 player	iPod/MP3 player
Computer/Internet	Computer/Internet	Computer/Internet
TV	TV	TV
Radio	Radio	Radio
Newspapers	Newspapers	Newspapers
Magazines	Magazines	Magazines
Books	Books	Books

33. Do you own a laptop or desktop computer or share with others?

- a. Own desktop & laptop
- b. Own desktop
- c. Own laptop
- d. Share computer with family
- e. Use friend's computer
- f. Use computer at public facility/library
- g. Don't use desktop/laptop outside of school
- h. Don't use desktop/laptop

34. Have your parents put a filter or monitor what Internet sites you are accessing on the computer you use?

- a. Filter on computer
- b. Monitor sites
- c. No parental monitoring

35. Does your computer have wifi access?

- a. Yes
- b. No
- c. Don't know

36. Do you have a PDA or phone equipped with keyboard/QWERTY Keyboard?

- a. Yes
- b. No

37. If you do have some type of cell phone are you able to access the internet?

- a. Yes
- b. No

38. In case of emergency when you are at school, what is the best media to use to reach you?

- a. Cell phone call
- b. Cell phone text message
- c. Call school office
- e. Email
- f. none of the above

39. In case of emergency when you are at school, what is the best media to use to reach your parent(s) or guardian(s)?

- a. Landline
- b. Cell phone call
- c. Cell phone text message
- d. Call school office
- e. Email
- f. none of the above

III. QUESTIONS ABOUT YOU

1. Gender?

- a. Female
- b. Male

2. Age?

_____ (please write in)

3. What is your GPA? (e.g., if your GPA is 2.0 you would circle the “2” in column 1 and circle the “0” in column 2).

	1	.	1
	2	.	2
	3	.	3
	4	.	4
	5	.	5
	6	.	6
	7	.	7
	8	.	8
	9	.	9
	0	.	0

4. With which race or ethnicity do you identify?

- a. Asian Indian
- b. African American
- c. Caribbean/African
- d. Cambodian
- e. Chinese
- f. Filipino
- g. Hispanic/Latino
- h. Middle Eastern
- i. Japanese
- j. Korean
- k. Laotian
- l. Pacific Islander
- m. Thai
- n. Vietnamese
- o. Caucasian/European
- p. Native American
- q. Other _____ (please fill in response)
- r. Decline to State

5. In general, how would you rate race and ethnic relations at your school?

- a. excellent
- b. good
- c. fair
- d. poor
- e. very poor

- 6. Does your parent(s) or guardian own or rent**
- a. own
 - b. rent
 - c. neither
- 7. How many people live in your household? _____**
(please write in number, e.g., if you live with both parents and yourself write in 3)
- 8. How many generations of your family live in your household, including yourself?**
- a. one
 - b. two
 - c. three
 - d. four
- 9. Were you born in the United States?**
- a. Yes
 - b. No
- 10. Was your mother born in the United States?**
- a. Yes
 - b. No
- 11. Was your father born in the United States?**
- a. Yes
 - b. No
- 12. What was your first language?**
- a. English
 - b. Chinese—Cantonese
 - c. Chinese—Mandarin
 - d. Chinese—Other dialect
 - e. French or other European Language (e.g., German, Dutch, etc.)
 - f. Russian
 - g. Hindi or other Indian dialects
 - h. Farsi
 - i. Hebrew
 - j. Arabic
 - k. Korean
 - l. Spanish
 - m. Tagalog or other dialects
 - n. Vietnamese
 - o. Other _____ (please write in answer)

13. What is/are you parent(s) or guardian(s) first language?

- a. English
- b. Chinese—Cantonese
- c. Chinese—Mandarin
- d. Chinese—Other dialect
- e. French or other European Language (e.g., German, Dutch, etc.)
- f. Russian
- g. Hindi or other Indian dialects
- h. Farsi
- i. Hebrew
- j. Arabic
- k. Korean
- l. Spanish
- m. Tagalog or other dialects
- n. Vietnamese
- o. Other_____ (please write in answer)

14. Is the first language you learned to speak, spoken at home?

- a. all of the time
- b. $\frac{3}{4}$ of the time
- c. $\frac{1}{2}$ of the time
- d. $\frac{1}{4}$ of the time
- e. None of time

15. Are all members of your household fluent in English?

- a. Yes
- b. No

IV. BILINGUAL HOUSEHOLD MEDIA USE

(NOTE: IF YOU DO NOT LIVE IN A BILINGUAL HOUSEHOLD, PLEASE SKIP THIS SECTION. THANK YOU SO MUCH FOR PARTICIPATING IN THE SURVEY).

1. Are you fluent in your family's first language?

- a. Only know English
- b. Fluent in first language (speak and write)
- c. Only speak—do not write—first language
- d. Speak a limited amount of first language

2. When family members want news about their home country, what media do they rely on the most?

- a. Media in first language

- b. English-language media
- c. Media in both languages

3. When family members want entertainment, what media do they use?

- a. Media in first language
- b. English-language media
- c. Media in both languages

4. What language or languages do you use when using media? Circle which letter best applies for each:

	Only first language	Only English	Both Languages	Don't Use This Media
1. Cell Phone—Talking	A	B	C	D
2. Cell Phone—Text messaging	A	B	C	D
3. Computer word processing	A	B	C	D
4. Internet—News Sites	A	B	C	D
5. Television	A	B	C	D
6. Radio	A	B	C	D
7. Newspapers	A	B	C	D
8. Movies on DVD/Online	A	B	C	D

5. What language or languages do members of your household use when using media?

	Only first language	Only English	Both Languages	Don't Use This Media
1. Cell Phone—Talking	A	B	C	D
2. Cell Phone—Text messaging	A	B	C	D
3. Computer word processing	A	B	C	D
4. Internet—News Sites	A	B	C	D
5. Television	A	B	C	D
6. Radio	A	B	C	D
7. Newspapers	A	B	C	D
8. Movies on DVD/Online	A	B	C	D

THANK YOU VERY MUCH FOR YOUR TIME AND PARTICIPATION IN THIS SURVEY!

Appendix B: New Media Diary Results

N/A denotes "No Answer"

Student #1: Male, age 18

Year in School:	Senior
Number of computers in your household:	2
Internet connection:	Yes
Do you have your own computer at home? Where?	No N/A
Number of family members with cell phone:	2
# of parents/guardians living in household:	1
# of siblings living in household:	0
# of extended family living in your household:	2
Dates new media diary recorded:	Monday, 5/11/09–Sunday, 5/17/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	✓
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	✓
Weekday 4: Thursday	
Weekday 5: Friday	

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I had a dentist appointment.
Weekday 5: Friday	I went to Great America.

I did NOT have homework today.

Weekday 1: Monday	✓
Weekday 2: Tuesday	
Weekday 3: Wednesday	✓
Weekday 4: Thursday	✓
Weekday 5: Friday	

OR

I do have homework today. If so, please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	I used the computer to work on the “stock-game” project for economics class. This took about 30 minutes.
Weekday 3: Wednesday	N/A

Weekday 4: Thursday	N/A
Weekday 5: Friday	I used a computer to type an essay for about 2 hours.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, icat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I signed on AIM at 3 p.m. and signed off at 11 p.m. I talked to 7 friends about homework, news, gossip, and just to make small talk.
Weekday 2: Tuesday	I chatted with friends. We talked about school, news, and gossip. I had about 5 different conversations.
Weekday 3: Wednesday	I chatted with friends. I had conversations with 7 different people. I signed on AIM about 2:30 p.m. and signed off about 11 p.m. I was not at the computer the entire time.

Weekday 4: Thursday	I talked to friends and my brother. I had conversations with about 8 different people.
Weekday 5: Friday	I talked to friends on AIM throughout the evening about homework and gossip. I signed on about 4:30 p.m. and signed off about 11:30 p.m.

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I spent an hour eating dinner with my family and talking about our day.
Weekday 2: Tuesday	I spent about an hour eating dinner and talking.
Weekday 3: Wednesday	I spent about an hour eating dinner and talking.
Weekday 4: Thursday	I spent about 1.5 hours eating dinner and watching TV.
Weekday 5: Friday	I spent about an hour with them eating dinner and talking.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	I used the Internet to visit sites like Yahoo news and other random sites.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I read articles on Yahoo news.
Weekday 5: Friday	I read articles on Yahoo news.

Did you watch TV? explain:

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I watched a DVD with my dad.
Weekday 5: Friday	I watched late night talk shows for about 45 minutes.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	I read the newspaper.
Weekday 2: Tuesday	I read some articles in the Chinese newspaper.
Weekday 3: Wednesday	I read a few articles in a golf magazine.
Weekday 4: Thursday	I read a book for about an hour.
Weekday 5: Friday	N/A

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I went to a “family day.” It was an event for all recruits entering the Marine Corps. When I got back I played Xbox and did some homework.
Weekend 2: Sunday	I went running and went to a friend’s house to play Xbox.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	I used a computer to work on an essay for about 2 hours.
Weekend 2: Sunday	I used a computer to type an essay and edit a video. I spent about 4.5 hours working on homework on the computer.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichtat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday	I signed on to AIM at about 3 p.m. and signed off at about 11 p.m. I had conversations with 11 different people.
Weekend 2: Sunday	I signed on to AIM at about 11 p.m. and off at about 3 pm. Then signed on again at about 7:15 p.m. and then off at 11:30 pm. I talked to friends about nothing important, just small talk.

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday	I spent about 5.5 hours with my family at the “family day.”
Weekend 2: Sunday	I spent about an hour with them while eating dinner.

Please explain your typical weekend day:

Weekend 1: Saturday	Typically I wake up around 9 a.m. to go for a run. When I come home from my run, I work on homework and then relax.
Weekend 2: Sunday	I woke up at 8:30 a.m. to go running. I worked on school assignments and went to a friend’s house.

Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday I used the Internet to read comics, news articles, check email, and listen to music.

Weekend 2: Sunday I watched TV shows on Hulu.com.

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday N/A

Weekend 2: Sunday N/A

Did you watch TV? explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	Watched TV online not on regular TV.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday I read a book for about half an hour before going to bed.

Weekend 2: Sunday N/A

Student #2: Female, Age 17

Year in School: Senior

Number of computers in your household: 4

Internet connection: Yes

Do you have your own computer at home? Yes

Where? Laptop (didn't state where)

Number of family members with cell phone:	3 (+ 1 sister in college with a cell phone)
# of parents/guardians living in household:	2
# of siblings living in household:	0
# of extended family living in your household:	0
Dates new media diary recorded:	Monday, 5/11/09–Sunday 5/17/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	✓
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	✓
Weekday 5: Friday	N/A

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	I had a doctor appointment.
Weekday 3: Wednesday	I had physical therapy.
Weekday 4: Thursday	N/A
Weekday 5: Friday	I went to Great America today with my class.

I did NOT have homework today.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	✓
Weekday 5: Friday	✓

OR

I do have homework today. If so, please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	I had a write-up for literature. I didn't use any electronics for homework.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	I studied for my AP econ test.
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	N/A
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Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I talked to my friends for 1.5 hours.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I talked with my friends for 2 hours on instant messenger.
Weekday 5: Friday	N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I read with my mom after school and had dinner with her. We spent about 2.5 hours talking, eating, and driving.
Weekday 2: Tuesday	I ate dinner with my mother.
Weekday 3: Wednesday	I drove around with my mom and we ate dinner together.
Weekday 4: Thursday	I had dinner with my family.
Weekday 5: Friday	I had dinner and watched a movie with my sister.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	I sent out 3 emails for a physiology report which took less than 10 minutes.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I used my cell phone.
Weekday 5: Friday	I used my cell phone.

Did you watch TV? explain:

Weekday 1: Monday	I watched TV for 2 hours while doing my homework.
Weekday 2: Tuesday	I watched 30 minutes of a recorded show.
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	I watched a movie.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	I read a book for an hour today.
Weekday 2: Tuesday	I read a book for 30 minutes.
Weekday 3: Wednesday	I read a book for an hour.
Weekday 4: Thursday	I read for about an hour.
Weekday 5: Friday	N/A

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I had a music lesson and hung out with friends.
Weekend 2: Sunday	I had percussion for 2 hours at San José State University.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	✓
Weekend 2: Sunday	N/A

OR

I did have homework/class projects today. If so, please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I wrote 2 pages for my literature paper and studied for econ.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I used Facebook.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I talked to friends on AIM.

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday	I had dinner with my family.
Weekend 2: Sunday	I had dinner and lunch with my family.

Please explain your typical weekend day:

Weekend 1: Saturday	I have a music lesson and hang out with friends.
Weekend 2: Sunday	I had percussion practice at night and chilled with my friends.

Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I used my cell phone.

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday	Yes, I went to a movie at the mall.
Weekend 2: Sunday	N/A

Did you watch TV? explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday	I read a book.
Weekend 2: Sunday	I read a book.

Student #3: Female, age 17

Year in School:	Senior
Number of computers in your household:	4
Internet connection:	Yes
Do you have your own computer at home?	Yes
Where?	Bedroom
Number of family members with cell phone:	4
# of parents/guardians living in household:	2
# of siblings living in household:	1
# of extended family living in your household:	0
Dates new media diary recorded:	Monday, 5/11/09–Sunday, 5/17/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	I waited for my friend in the “robotics room” and then rode my bike home.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	I hung out at a friend’s to study econ and play ping pong.
Weekday 4: Thursday	I went to the mall with friends. I also hung out with two other friends downtown and listened to one of their choir rehearsals.
Weekday 5: Friday	I did not have school today. I went to Great America on a field trip for the math and physics day at school. Afterwards I hung out at a friend’s house. We watched a DVD and played ping pong.

I did NOT have homework today.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	✓
Weekday 5: Friday	✓

OR

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	I studied for my AP chemistry exam. I did not use the computer.
Weekday 2: Tuesday	I caught up on the previous day's homework that I had put off because I was studying for the AP chemistry test. I studied for AP macroeconomics with a friend. In total I spent about 2 hours on homework.
Weekday 3: Wednesday	I studied for my AP macroeconomics test. I didn't use a computer.
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	N/A
Weekday 2: Tuesday	Spent 10 minutes on Facebook.
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	Spent 10 minutes on Facebook.
Weekday 5: Friday	N/A

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I instant messaged for 1.5 hours and had 3 conversations with school friends.
Weekday 2: Tuesday	I instant messaged for 2.5 hours and had 3 conversations.
Weekday 3: Wednesday	I had 2 conversations, one just chatting and the other on economics class.
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I spent about 1 hour at dinner and hanging out.
Weekday 2: Tuesday	I spent a half hour at dinner with family. I also spent about 1.5 hours playing basketball with my brother and a friend.
Weekday 3: Wednesday	I spent a half hour at dinner with family.
Weekday 4: Thursday	I was out of the house almost all day.
Weekday 5: Friday	I spent a half hour hanging out with my brother.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I watched TV on the computer for about 45 minutes.
Weekday 5: Friday	I watched a movie on DVD.

Did you watch TV? explain:

Weekday 1: Monday	I watched TV for a half hour while eating dinner.
Weekday 2: Tuesday	I watched TV for a half hour while eating dinner.
Weekday 3: Wednesday	I watched TV for a half hour while eating dinner.
Weekday 4: Thursday	Watched TV on the computer.
Weekday 5: Friday	N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazine) explain:

Weekday 1: Monday	I read the newspaper at breakfast for about 10 minutes.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	I read the newspaper at breakfast for about 10 minutes.
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I volunteered for 6.5 hours at a speech and debate tournament. I played video games on PS2 for 2 hours.
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Weekend 2: Sunday	I volunteered at a softball fair and hung out with friends.
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I did not have homework/class projects to work on today.

Weekend 1: Saturday	✓
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Weekend 2: Sunday	✓
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OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	N/A
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Weekend 2: Sunday	N/A
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I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	N/A
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Weekend 2: Sunday	N/A
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I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many

instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday I spent 2 hours chatting with 3 friends on instant messenger.

Weekend 2: Sunday N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday I spent an hour playing with my brother.

Weekend 2: Sunday I spent about 15 minutes with family after volunteering.

Please explain your typical weekend day:

Weekend 1: Saturday I usually sleep in, hang out with friends, ride my bike, and play video games. I especially like the game "Dance, Dance, Revolution."

Weekend 2: Sunday *Same as above.*

Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday Played video games. I watched about 1.5 hours of TV on the computer.

Weekend 2: Sunday I watched 30 minutes of TV online.

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday N/A

Weekend 2: Sunday N/A

Did you watch TV? explain:

Weekend 1: Saturday	Watched TV on the computer.
Weekend 2: Sunday	I watched 30 minutes of TV online.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	

Student #4: Male, age 17

Year in School:	Senior
Number of computers in your household:	5
Internet connection:	Yes
Do you have your own computer at home?	Yes
Where?	Bedroom
Number of family members with cell phone:	3
# of parents/guardians living in household:	2
# of siblings living in household:	1
# of extended family living in your household:	0
Dates new media diary recorded:	Monday 6/11– Sunday, 5/17/09 and Sunday, 5/31/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	✓
Weekday 4: Thursday	✓
Weekday 5: Friday	✓

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	I took my AP Physics test.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I did NOT have homework today.

Weekday 1: Monday	✓
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	✓
Weekday 4: Thursday	
Weekday 5: Friday	✓

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I had to do some physics work that involved using the computer to type up my lab report.
Weekday 5: Friday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	I used Facebook to talk with friends and played Texas Hold 'Em online. I was on for at most 2 hours.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	I talked to friends online and spent at most an hour talking.
Weekday 4: Thursday	I talked to my friends about Senior Ball coming up and their plans for it.
Weekday 5: Friday	N/A

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to

communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I used AIM to talk with friends. We talked about school related topics for about 30 minutes.
Weekday 2: Tuesday	I talked to friends about a project for school.
Weekday 3: Wednesday	I was on AIM, but didn't talk to anyone.
Weekday 4: Thursday	I talked to my friends about Senior Ball.
Weekday 5: Friday	N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I ate dinner with my family. I talked about sports with my father and watched some TV with my mother. Total time spent with my family was 1.5 hours.
Weekday 2: Tuesday	I spent about 1 to 2 hours talking about school with my family over dinner.
Weekday 3: Wednesday	I spent an hour with family talking over dinner.
Weekday 4: Thursday	I spent an hour or two talking with my parents. I talked about the basketball game with my dad.
Weekday 5: Friday	I spent 30 minutes talking to my mom about plans I had later that day.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	Called my friends via cell phone to find out where they were.
Weekday 5: Friday	I talked with some friends via cell phone and played video games.

Did you watch TV? explain:

Weekday 1: Monday	I watched a basketball game and some Travel Channel shows with my mother.
Weekday 2: Tuesday	I watched a basketball game.
Weekday 3: Wednesday	I watched a basketball game.
Weekday 4: Thursday	I watched a basketball game.
Weekday 5: Friday	I watched a little TV while waiting to leave the house.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Sunday N/A

Weekend 2: Sunday I returned home from Senior Ball in the morning.

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Sunday ✓

Weekend 1: Sunday After returning home the rest of my day was free.

I did not have homework/class projects to work on today.

Weekend 1: Sunday ✓

Weekend 2: Sunday

OR

I did have homework/class projects today. If so, please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Sunday N/A

Weekend 2: Sunday I had to read for a class project.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so how much time have you spent on these sites or anticipate spending and who will you

communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Sunday I used Facebook for about 2 hours. I played games and talked to friends.

Weekend 2: Sunday I used Facebook to talk with friends about Senior Ball that had occurred the day before. I spent about 30 minutes on Facebook.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Sunday N/A

Weekend 2: Sunday N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Sunday I spent about an hour overall—chatting and eating meals.

Weekend 2: Sunday I spent 2 hours with my family today.

Please explain your typical weekend day:

Weekend 1: Sunday On Sundays I am usually free to do what I want.

Weekend 2: Sunday On Sundays I am usually free to do what I want.

Please share any other ways in which you used new media today, explain:

Weekend 1: Sunday	N/A
Weekend 2: Sunday	N/A

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Sunday	N/A
Weekend 2: Sunday	N/A

Did you watch TV? explain:

Weekend 1: Sunday	I watched basketball games and some TV movies.
Weekend 2: Sunday	I watched some movies on the TV.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Sunday	I read Time magazine.
Weekend 2: Sunday	N/A

Student #5: Female, Age 18

Year in School:	Senior
Number of computers in your household:	6
Internet connection:	Yes
Do you have your own computer at home?	Yes
Where?	My bedroom

Number of family members with cell phone:	4
# of parents/guardians living in household:	2
# of siblings living in household:	0
# of extended family living in your household:	1
Dates new media diary recorded:	Monday, 5/11/09–Sunday, 5/17/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	✓
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	I took a friend to work and stopped by Jack In the Box. I helped someone ask a friend to Senior Ball. I went out for ice cream.
Weekday 4: Thursday	Went to friend's house and walked her dog with her. We flew a kite and it got stuck on the roof. We spent to the afternoon trying to get it down. I had dinner at my friend's house.

Weekday 5: Friday	We did not go to school because we went to Great America for Math/Physics day. After the event we went out to eat. I did not get home until about 10 p.m.
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I did NOT have homework today.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	✓
Weekday 5: Friday	✓

OR

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	Studying for the AP Chemistry test with and AP prep book. Studied for approximately 5 hours.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	Online college survey for the Career Center. Answered several questions about when I am going to college. The survey took about 20 minutes.
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so how much time have you spent on these sites or anticipate spending and who will you

communicate with? What non-communicative activities are you doing on these sites?

Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	I communicated with friends and replied to messages. Spent about 30 minutes on Facebook. I read Manga for 15 minutes.
Weekday 2: Tuesday	Spent about an hour looking at pictures that someone else uploaded. Checked my email.
Weekday 3: Wednesday	I uploaded a video onto Facebook and communicated with friends. Spent about 1 hour on Facebook.
Weekday 4: Thursday	Communicated with my friends. I also looked at pictures and read the news briefly. Spent about 30 minutes online.
Weekday 5: Friday	I looked at pictures on Facebook.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, icat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	Chatted with friends for about 2 hours. I talked with 3 people for most of the 2 hours about Chemistry, Senior Ball, Senior Project, and school life.
Weekday 2: Tuesday	Chatted with friends for about 2 hours about Senior Ball and the events of the day (playing Wii and mahjong at a friend's house and getting a tux).
Weekday 3: Wednesday	Chatted with a couple of friends for a total of 2 hours.
Weekday 4: Thursday	I chatted with a couple of friends for about 3 hours, but I was also watching TV. We were talking about Great America where we were going the next day and the kite experience.

Weekday 5: Friday	N/A
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About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I ate dinner with my family for about 30 minutes. They watched TV afterward but I had to study.
Weekday 2: Tuesday	I did not spend much time at home. Saw my cousin when I got home, but I left about 30 minutes later with my friends.
Weekday 3: Wednesday	I ate dinner with my family for about 30 minutes and watched news for 10-15 minutes.
Weekday 4: Thursday	I barely saw my family today because I was out with my friends all day.
Weekday 5: Friday	I did not see my parents until they came back from church at around 11 p.m. I saw them briefly Friday morning before school.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	Text messaging
Weekday 2: Tuesday	Talking on the cell phone, using my iPod for music, playing Nintendo Wii.
Weekday 3: Wednesday	Made calls with cell phone and text messaged. Watched online TV.
Weekday 4: Thursday	Used my cell phone to text.
Weekday 5: Friday	I listened to music on my laptop and watched online TV.

Did you watch TV? explain:

Weekday 1: Monday	N/A
Weekday 2: Tuesday	Food Channel
Weekday 3: Wednesday	I watched the news and part of a movie while on the treadmill. I spent about 30 minutes watching TV.
Weekday 4: Thursday	Yes, while instant messaging and using the treadmill.
Weekday 5: Friday	Did not watch TV the traditional way; watched online.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	Radio to and from school
Weekday 2: Tuesday	Radio
Weekday 3: Wednesday	Radio
Weekday 4: Thursday	Radio
Weekday 5: Friday	Maps for the VTA and at Great America

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	Chinese school in the morning for 2 hours. Then I attended the Chinese school carnival.
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I went swimming with my friends and went to another friend's house to watch a movie.
Weekend 2: Sunday	I woke up late and did a little homework while watching a movie. When it cooled down a little, I washed my car. Then I went to the temple at night.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	✓
Weekend 2: Sunday	N/A

OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I had government homework. I used my textbook and typed up my answers on the computer. I spent 2 hours working on it.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	I uploaded pictures onto Facebook and answered messages.
Weekend 2: Sunday	I responded to comments and looked through pictures. I read Post Secret.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to

communicate with others today. Who did you chat with? For how long? How many instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday	I was frustrated with some of my friends and was talking to them about the problem. I chatted for approximately 3 to 4 hours.
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Weekend 2: Sunday	I talked about Senior Ball, Chinese school, and plans for the gym the next day. I was on instant messaging for about an hour.
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About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday	I spent a little bit of time with them while doing laundry and eating dinner.
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Weekend 2: Sunday	I went with them to the temple at night for the night ceremony. The whole trip was about 2 hours.
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Please explain your typical weekend day:

Weekend 1: Saturday	Typically, I go to Chinese school on Saturday morning and then study at home for the rest of the day. I usually watch a movie too.
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Weekend 2: Sunday	Typically, I spend the day at home doing homework.
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Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday	I text messaged and took pictures using my webcam. I played music using my iPod while I was swimming.
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Weekend 2: Sunday	I used my cell phone for text messaging.
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Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday I watched a movie on DVD at a friend's house. The movie was *Momento*.

Weekend 2: Sunday I watched the movie, *Smart People*, on DVD.

Did you watch TV? explain:

Weekend 1: Saturday N/A

Weekend 2: Sunday N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday I read for Chinese school. I also read the newspaper for a bit.

Weekend 2: Sunday I read the newspaper and the comic pages.

Student #6: Female, age 16

Year in School:	Junior
Number of computers in your household:	3
Internet connection:	Yes
Do you have your own computer at home?	Yes
Where?	Bedroom
Number of family members with cell phone:	3
# of parents/guardians living in household:	2
# of siblings living in household:	0
# of extended family living in your household:	0

Dates new media diary recorded:

Monday, 5/11/09–Sunday, 5/17/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	I had badminton practice from 4:30-7 p.m.
Weekday 2: Tuesday	I had a meeting for math club and then badminton practice from 4:30-6:30pm. I then went to my tutor.
Weekday 3: Wednesday	I had badminton practice from 4:30-7 p.m.
Weekday 4: Thursday	I had a badminton game from 2:30-5:30 p.m.
Weekday 5: Friday	I went to Great America from 8 a.m.-6 p.m.. I went to art class from 7:30-10 p.m.

I did NOT have homework today.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	✓

OR

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	For English, I had to write 10 facts about J.D. Salinger and do outside reading. I made a poster for art. I spent 2 hours for my homework and 4 hours on the computer.
Weekday 2: Tuesday	I had English and history homework and had to study for my physics and AP statistics class.
Weekday 3: Wednesday	I had reading for English.
Weekday 4: Thursday	I had an essay in English, vocabulary, and a tessellation for AP calculus.
Weekday 5: Friday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	I visited Facebook twice tonight. I left 10 posts on different friends "walls." I also uploaded pictures that I took from my badminton game.
Weekday 2: Tuesday	I checked my Facebook once.
Weekday 3: Wednesday	I checked my Facebook twice.
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, icat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I chatted with 3 of my friends for 3 hours. I was talking about the plan for Junior Prom this Saturday.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	I used AIM for 2 hours because I needed a friend to edit my rough draft of an essay for English class.
Weekday 4: Thursday	I talked to my friends for 2 hours about plans for Junior Prom.
Weekday 5: Friday	N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I spent about 30 to 40 minutes with family. I ate dinner with my dad and talked to him for awhile. We talked about him giving a ride to my team members on Thursday.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	I spent an hour with my parents talking about what I want to do when I grow up and how much money I want.
Weekday 4: Thursday	I spent 2 hours with family. I chatted with my dad for a long time.
Weekday 5: Friday	N/A

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

Did you watch TV? explain:

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	I went to the Junior Prom from 8-11 p.m.
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I had a free day up until the Junior Prom.
Weekend 2: Sunday	I woke up late (10 a.m.). I ate breakfast and relaxed.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	✓
Weekend 2: Sunday	N/A

OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I had an essay for English and reading. I spent 2 hours on homework.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	I used Facebook twice to check if my friends left me any messages.
Weekend 2: Sunday	I used Facebook twice to upload pictures of Junior Prom and check for messages.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday	I discussed with my friends when we will meet at the Junior Prom and when we should leave. We talked for 2 hours.
Weekend 2: Sunday	I chatted with my friend for 2 hours and shared Junior Prom pictures with them.

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday	None. My parents were working in the morning and were asleep when I got home.
Weekend 2: Sunday	I spent 4 hours with family. We talked about summer plans and a non-profit organization.

Please explain your typical weekend day:

Weekend 1: Saturday	I have fun with my friends.
Weekend 2: Sunday	N/A

Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Did you watch TV? explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Student #7: Female, age 17

Year in School:	Senior
Number of computers in your household:	5
Internet connection:	Yes
Do you have your own computer at home?	Yes
Where?	Computer/homework room
Number of family members with cell phone:	4
# of parents/guardians living in household:	2
# of siblings living in household:	1
# of extended family living in your household:	0
Dates new media diary recorded:	Monday, 5/11/09–Sunday, 5/17/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	✓
Weekday 4: Thursday	N/A

Weekday 5: Friday	N/A
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OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	I had track and field practice from 3 to 5 p.m.
Weekday 2: Tuesday	I had track practice and lifting in the weight room from 2:30 to 6 p.m. We went out to dinner and finally got home at 7:30 pm.
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I went to a track and field competition and did not come home until 10 p.m.
Weekday 5: Friday	I went to Great America for “math/science day.” I went to the mall for 30 minutes to look for a hair clip for prom.

I did NOT have homework today.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	✓
Weekday 5: Friday	✓

OR

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	I had to study for my AP macroeconomics test. I had to complete 3 practice AP problems that were on homeworklive.com. I used the Internet for homework for 5 minutes.
Weekday 2: Tuesday	I spent an hour reading 4 chapters. I studied for the AP macroeconomics test for 2 hours. I used the Internet to access homeworklive.com to print out prior homework which took about 15 minutes.
Weekday 3: Wednesday	I did not use the Internet. I studied for the AP macroeconomics test.
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	I spent about 1.5 hours on Facebook. I communicated with my school friends. I uploaded pictures and took online quizzes.
Weekday 2: Tuesday	I spent 30 minutes on Facebook—communicated with friends and looked at pictures.
Weekday 3: Wednesday	I used Facebook for an hour to talk with friends.
Weekday 4: Thursday	I only used Facebook for 10 minutes to check my status and any new messages.

Weekday 5: Friday	I went on Facebook for 10 minutes to check status and any updates. I talked to my friend who wanted to borrow shoes for prom tomorrow.
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I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I used AIM. I chatted with my friends for about 2 hours. I sent well over 100 instant messages but only to a few people.
Weekday 2: Tuesday	I used AIM. I talked with my friends about prom plans for about an hour.
Weekday 3: Wednesday	I used AIM to communicate with my classmates about the AP macroeconomics test for 2 hours.
Weekday 4: Thursday	I used AIM for 30 minutes before I went to sleep to talk to my friend about our field trip tomorrow.
Weekday 5: Friday	I used AIM for an hour to talk to friends about what I missed at school.

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I spent 3.5 hours with my family eating breakfast, dinner, and watching our TV shows.
Weekday 2: Tuesday	I spent 2.5 hours with my family eating breakfast, dinner, and watching <i>American Idol</i> .
Weekday 3: Wednesday	I spent 2 hours with my family eating breakfast, dinner, and watching <i>American Idol</i> .

Weekday 4: Thursday	I spent 5 hours with my family today—at breakfast and at the track meet.
Weekday 5: Friday	I spent 2 hours with my family at breakfast and dinner. We talked about my day.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	I used my cell phone to text message friends.
Weekday 2: Tuesday	I used my cell phone to text message friends and call my sister.
Weekday 3: Wednesday	I text messaged my friends.
Weekday 4: Thursday	I used my cell phone to call my parents and text my friends.
Weekday 5: Friday	I used my cell phone to call and text friends while at Great America.

Did you watch TV? explain:

Weekday 1: Monday	I watched the news in the morning and a little bit at dinner. I watched <i>Gossip Girl</i> .
Weekday 2: Tuesday	I watched 10 minutes of the news and 1 hour of <i>American Idol</i> .
Weekday 3: Wednesday	I watched an hour of <i>American Idol</i> .
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	I read fashion magazines such as <i>Seventeen</i> , <i>Allure</i> , <i>Elle</i> , and <i>Teen Vogue</i> . I spent about 15 minutes doing this as I only skimmed through magazines.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	I studied for my statistics test on Wednesday.
Weekend 2: Sunday	I studied for finals and the AP makeup test.

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I had to work today from 11 a.m. to 6:30 p.m.
Weekend 2: Sunday	I went with my prom date to get his tux.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday I studied for the statistics test for 2 hours and did not use Internet.

Weekend 2: Sunday I studied for my AP statistics test and read 4 chapters for reading.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday I only used Facebook for 10 minutes to check if I had any new messages.

Weekend 2: Sunday I only used Facebook for 10 minutes to check if I had any new messages.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday I used AIM to talk to my friend about her prom plans and figure out plans for the next day. I spent about 2 hours on AIM and sent about 75 messages.

Weekend 2: Sunday I used AIM to talk to friends about Junior Prom the night before and prom plans for seniors. I sent about 100 or more messages.

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday I spent 2 hours with family. We ate breakfast and dinner and just hung out and talked with each other.

Weekend 2: Sunday

Please explain your typical weekend day:

Weekend 1: Saturday I go to work and do homework.

Weekend 2: Sunday I go to work and do homework.

Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday I used my cell phone to text and call friends. I used my iPod to listen to music.

Weekend 2: Sunday I used my cell phone to call and text my parents and friends. I watched a music video on YouTube.

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday N/A

Weekend 2: Sunday N/A

Did you watch TV? explain:

Weekend 1: Saturday N/A

Weekend 2: Sunday N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday I read a magazine when I got home from work.

Weekend 2: Sunday N/A

Student #8: Male, Age 18

Year in School:	Senior
Number of computers in your household:	6
Internet connection:	Yes
Do you have your own computer at home?	Yes
Where?	Bedroom
Number of family members with cell phone:	4
# of parents/guardians living in household:	2
# of siblings living in household:	1
# of extended family living in your household:	0
Dates new media diary recorded:	Monday, 5/11/09–Sunday, 5/17/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	✓
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	✓

Weekday 5: Friday	N/A
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OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	I taught robotics at Bret Harte Middle School.
Weekday 4: Thursday	N/A
Weekday 5: Friday	I went to “math team.”

I did NOT have homework today.

Weekday 1: Monday	✓
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	✓
Weekday 4: Thursday	✓
Weekday 5: Friday	✓

OR

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	
Weekday 5: Friday	

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	I spent about an hour on Facebook. I communicated with my friends who had recent status updates.
Weekday 2: Tuesday	I spent about an hour on Facebook. I communicated with my friends who had recent status updates.
Weekday 3: Wednesday	I spent about an hour on Facebook. I communicated with my friends who had recent status updates.
Weekday 4: Thursday	I spent about an hour on Facebook. I communicated with my friends who had recent status updates.
Weekday 5: Friday	I spent about an hour on Facebook. I communicated with my friends who had recent status updates.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I spent 2 hours with my family. I ate dinner with them and watched some TV.
Weekday 2: Tuesday	I spent 3 hours with family. I ate dinner with them, hung out, and watched a DVD.
Weekday 3: Wednesday	I spent 2.5 hours with family. We hung out, ate dinner, and watched TV.
Weekday 4: Thursday	I spent 2 hours with family. We hung out and ate dinner.
Weekday 5: Friday	I spent 3 hours with family. We hung out, ate dinner, and watched TV.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	I browsed humor sites like the theonion.com, cracked.com, and collegehumor.com. I also used pandora.com to listen to music.
Weekday 2: Tuesday	I browsed humor sites like the theonion.com, cracked.com, and collegehumor.com. I also used pandora.com to listen to music.
Weekday 3: Wednesday	I browsed humor sites like the theonion.com, cracked.com, and collegehumor.com. I also used

	pandora.com to listen to music. I also watched a video on theescapist.com.
Weekday 4: Thursday	I browsed humor sites like the theonion.com, cracked.com, and collegehumor.com. I also used pandora.com to listen to music.
Weekday 5: Friday	I browsed humor sites like the theonion.com, cracked.com, and collegehumor.com. I also watched some clips on hulu.com.

Did you watch TV? explain:

Weekday 1: Monday	I watched 3 quarters of the basketball game.
Weekday 2: Tuesday	I watched <i>The Mentalist</i> .
Weekday 3: Wednesday	I watched <i>Castle</i> .
Weekday 4: Thursday	N/A
Weekday 5: Friday	I watched <i>The Office</i> on DVR.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	I read the newspaper and a book.
Weekday 2: Tuesday	I read the newspaper and 2 books.
Weekday 3: Wednesday	I read <i>Newsweek</i> and a book.
Weekday 4: Thursday	I read a book.
Weekday 5: Friday	I read the newspaper and a book.

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I hung out and did nothing.
Weekend 2: Sunday	I hung out and did nothing.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	✓
Weekend 2: Sunday	✓

OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you

communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	I spent about 1.5 hours on Facebook. I communicated with my friends who had recent status updates.
Weekend 2: Sunday	I spent about 1.5 hours on Facebook. I communicated with my friends who had recent status updates.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday	I spent about 5 hours with family. We hung out, took a walk, ate lunch/dinner, and watched TV.
Weekend 2: Sunday	I spent 4.5 hours with family. We hung out, ate lunch/dinner, and watched TV.

Please explain your typical weekend day:

Weekend 1: Saturday	I hang out at home.
Weekend 2: Sunday	I hang out at home.

Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday	I watched 2 episodes of <i>The Simpsons</i> on hulu.com and listened to Pandora Internet Radio (pandora.com).
Weekend 2: Sunday	I listened to Pandora Internet Radio and read old Dave Barry articles online.

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Did you watch TV? explain:

Weekend 1: Saturday	I watched TV for 2 hours.
Weekend 2: Sunday	I watched TV for an hour.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday	I read a book.
Weekend 2: Sunday	I read a book.

Student #9: Male, Age 17

Year in School:	Senior
Number of computers in your household:	3
Internet connection:	Yes
Do you have your own computer at home?	Yes
Where?	My room
Number of family members with cell phone:	2
# of parents/guardians living in household:	2
# of siblings living in household:	1
# of extended family living in your household:	0
Dates new media diary recorded:	Monday, 5/11/09–Sunday, 5/17/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	✓
Weekday 5: Friday	N/A

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	I had badminton practice and hung out at school.
Weekday 2: Tuesday	I hung out at school.
Weekday 3: Wednesday	I had badminton practice and hung out with friends.
Weekday 4: Thursday	N/A
Weekday 5: Friday	Our class went to Great America.

I did NOT have homework today.

Weekday 1: Monday	✓
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	✓
Weekday 4: Thursday	✓
Weekday 5: Friday	✓

OR

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	I wrote an essay which required a computer. I was doing homework for about an hour.
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non- communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	I spent about 4 to 5 hours on these types of sites. I was talking to my friends and surfing the web.
Weekday 2: Tuesday	I spent about 4 hours talking to friends, checking up on things, looking at pictures, and downloading music.
Weekday 3: Wednesday	I spent about 2 hours online using Facebook to look at pictures and playing poker.
Weekday 4: Thursday	N/A
Weekday 5: Friday	I spent 2 hours online. I talked with friends, downloaded music, and looked at clothing.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, icchat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I chatted with my friends about school, food, music, and clothes. I spent about 6 hours instant messaging. I sent about 200-300 messages.
Weekday 2: Tuesday	I was on instant messenger for about 3 to 4 hours talking with friends about Senior Ball, music, school. I sent about 100 messages.
Weekday 3: Wednesday	I was on instant messenger for about 3-4 hours talking with friends about school. I sent over 100 messages.
Weekday 4: Thursday	N/A

Weekday 5: Friday	N/A
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About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I ate with my family and talked to my parents and sister. Total, I spent about 3 hours with them.
Weekday 2: Tuesday	I spent time eating with them, talking, and doing college stuff. I spent about 2 hours with family.
Weekday 3: Wednesday	I spent about 2 hours with family at dinner time.
Weekday 4: Thursday	We went out to dinner at a Chinese restaurant. Spent about 3 hours with family.
Weekday 5: Friday	Spent time with family at dinner.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	I listened to an online radio show. I also spent about an hour reading news online.
Weekday 2: Tuesday	I listened to an online radio show. I also spent about an hour reading news online.
Weekday 3: Wednesday	I listened to an online radio show. I also spent about an hour reading news online.
Weekday 4: Thursday	Read the news online.
Weekday 5: Friday	I listened to an online radio station to hear the news.

Did you watch TV? explain:

Weekday 1: Monday	I watched the <i>Daily Show and the Colbert Report</i> .
Weekday 2: Tuesday	I watched the <i>Daily Show and the Colbert Report</i> .
Weekday 3: Wednesday	I watched <i>LOST</i> and <i>Mythbusters</i> .
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	I read <i>Newsweek</i> magazine.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	I read the newspaper.
Weekday 5: Friday	I read <i>Newsweek</i> magazine.

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	I went to Chinese school and had badminton practice.
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I hung out with friends.
Weekend 2: Sunday	I went to the beach for most of the day.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	I had to work on my statistics thesis and English essay. I spent about 2 hours in total.
Weekend 2: Sunday	Spent about 4 hours working on an English paper. I used the Internet for research.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	I spent about 5 to 6 hours on the web looking at music and random things.
Weekend 2: Sunday	I spent 1 to 2 hours looking at clothes and college things.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many

instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday I chatted with my friends for about 5 hours regarding school, finals, and music. I probably sent about 300 messages.

Weekend 2: Sunday I spent 2 to 3 hours and sent about 100-200 messages. I talked about my English paper and our day at the beach.

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday I took my mom and sister to buy food and materials for my sister's project. We also went out for ice cream. We spent about 3 hours together.

Weekend 2: Sunday I spent about 2 hours with my parents for meals.

Please explain your typical weekend day:

Weekend 1: Saturday I work on homework, surf the web, listen to music, eat, and sleep.

Weekend 2: Sunday I work on homework, surf the web, listen to music, eat, and sleep.

Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday I listened to an online radio show and read the news online.

Weekend 2: Sunday I watched "Dear Zachary" on YouTube.

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Did you watch TV? explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday	I read for a little bit.
Weekend 2: Sunday	N/A

Student #10, Female, Age 18

Year in School:	Senior
Number of computers in your household:	4
Internet connection:	Yes
Do you have your own computer at home?	Yes
Where?	Study room
Number of family members with cell phone:	4
# of parents/guardians living in household:	2
# of siblings living in household:	1
# of extended family living in your household:	0
Dates new media diary recorded:	5/11–5/12/09; 5/14–5/18/09

Weekday Responses

I came straight home after school.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	
Weekday 4: Thursday	✓
Weekday 5: Friday	✓
Weekday 6: Monday 2	✓

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	I had a lacrosse meeting.
Weekday 2: Tuesday	I went to lunch with Rachel and watched <i>House</i> . I brought my boyfriend some frozen yogurt.
Weekday 3: Wednesday	
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A
Weekday 6: Monday 2	N/A

I did NOT have homework today.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	✓
Weekday 3: Wednesday	
Weekday 4: Thursday	✓
Weekday 5: Friday	✓
Weekday 6: Monday 2	N/A

OR

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	I had to write a response to a poem but did not use the computer.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A
Weekday 6: Monday 2	I wrote an essay for English. I did not use the Internet but used the computer for 3 hours.

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you

communicate with? What non-communicative activities are you doing on these sites?

Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	I spent 1 hour talking to friends and looking at pictures on Facebook.
Weekday 2: Tuesday	I spent 10 minutes checking my Facebook.
Weekday 3: Wednesday	
Weekday 4: Thursday	I spent a couple of hours on Facebook.
Weekday 5: Friday	N/A
Weekday 6: Monday 2	N/A

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I spent about 40 minutes instant messaging my friend Rachel.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	
Weekday 4: Thursday	I spent 2 hours chatting with Seth and Rachel. I sent about 150 messages and talked about life.
Weekday 5: Friday	N/A
Weekday 6: Monday 2	N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I spent an hour with my mom. We ran an errand.
Weekday 2: Tuesday	I spent an hour with family, eating dinner and driving around.
Weekday 3: Wednesday	
Weekday 4: Thursday	N/A
Weekday 5: Friday	I spent about an hour with family. We hung out and ate together.
Weekday 6: Monday 2	I spent about an hour with family at dinner.

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday	I texted messaged a lot.
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A
Weekday 6: Monday 2	N/A

Did you watch TV? explain:

Weekday 1: Monday	I watched 1.5 hours of TV.
Weekday 2: Tuesday	I watched TV shows and news.
Weekday 3: Wednesday	
Weekday 4: Thursday	N/A
Weekday 5: Friday	I watched a movie and <i>Grey's Anatomy</i> .
Weekday 6: Monday 2	I watched some crappy entertainment shows.

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	I read an article in the <i>New Yorker</i> .
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	
Weekday 4: Thursday	N/A
Weekday 5: Friday	I read <i>National Geographic</i> .
Weekday 6: Monday 2	I read a book.

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I worked all day.
Weekend 2: Sunday	I hung out with my boyfriend, saw a movie, and went to dinner.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	✓
Weekend 2: Sunday	✓

OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many

instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday	N/A
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Weekend 2: Sunday	N/A
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About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday	I spent an hour with family eating meals.
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Weekend 2: Sunday	I spent about an hour talking with my mom.
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Please explain your typical weekend day:

Weekend 1: Saturday	On Saturdays I always work from 12 to 9 p.m.
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Weekend 2: Sunday	I usually relax with my boyfriend and do homework.
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Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday	N/A
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Weekend 2: Sunday	N/A
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Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday	N/A
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Weekend 2: Sunday	I went to see <i>Star Trek</i> at the theater.
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Did you watch TV? explain:

Weekend 1: Saturday	N/A
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Weekend 2: Sunday	N/A
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Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday	N/A
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Weekend 2: Sunday	N/A
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Student #11: Male, Age 18

Year in School:	Junior
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Number of computers in your household:	2
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Internet connection:	Yes
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Do you have your own computer at home?	No
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Where?	N/A
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Number of family members with cell phone:	4
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# of parents/guardians living in household:	2
---	---

# of siblings living in household:	1
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# of extended family living in your household:	0
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Dates new media diary recorded:	Monday, 5/11/09–Sunday, 5/17/09
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Weekday Responses

I came straight home after school.

Weekday 1: Monday	✓
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	✓
Weekday 5: Friday	N/A

OR

I had other activities, practices, etc. before getting home for the day. Please explain what you did before arriving home.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	I had to go to a math club meeting after school.
Weekday 3: Wednesday	I went to Round Table Pizza with my friends.
Weekday 4: Thursday	N/A
Weekday 5: Friday	I went to Great America for a field trip.

I did NOT have homework today.

Weekday 1: Monday	✓
Weekday 2: Tuesday	N/A
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	✓

OR

I do have homework today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long.

Weekday 1: Monday	N/A
Weekday 2: Tuesday	I had to complete a study guide for <i>East of Eden</i> . I read spark notes online for some chapters. I spent about 30 minutes online.
Weekday 3: Wednesday	I had to read online spark notes again to complete study guide questions for English. I spent about 1.5 hours online.
Weekday 4: Thursday	I had to make something for school. I didn't use the Internet.
Weekday 5: Friday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so, how much time have you spent on these sites or anticipate spending and who will you communicate with? What non-communicative activities are you doing on these sites? Please list. (uploading/downloading music, pictures, etc.)

Weekday 1: Monday	I used Facebook for about 30 minutes total. I used YouTube to watch some videos for 30 minutes.
Weekday 2: Tuesday	I watched some stuff on YouTube. I used Facebook. Total time on the Internet was 30 minutes.
Weekday 3: Wednesday	I used Facebook and YouTube for 4 hours. I used it to talk with my friends and listen to music while I did my homework.
Weekday 4: Thursday	I used Facebook and YouTube for an hour total. I checked my profile and watched drumming on YouTube.

Weekday 5: Friday	I used Facebook and watched YouTube for an hour.
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I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? What sort of information were you communicating?

Weekday 1: Monday	I used AIM and MSN messenger to communicate with my friends. We communicated for about 20 minutes. I sent about 120 instant messages. We talked about English homework and a meeting tomorrow after school.
Weekday 2: Tuesday	I used AIM and MSN while doing other things on the computer. I was on instant messenger for about 4 hours but actually spent about 30 minutes chatting. My friend and I shared some old pictures online.
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	N/A

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekday 1: Monday	I spent 10 minutes talking to my younger sister about what to do and what not to do. I spent 10 minutes with my mom watching a Korean TV show on the computer.
Weekday 2: Tuesday	I spent time talking to parents about my sister for 30 minutes. My sister and I cooked a pizza and watched YouTube together. I spent about 1.5 hours with family today.
Weekday 3:	N/A

Wednesday

Weekday 4: Thursday N/A

Weekday 5: Friday N/A

Please share any other ways in which you used new media today, explain:

Weekday 1: Monday I talked on the cell phone with 2 friends and sent/received 8 text messages. I was on the cell phone for about an hour.

Weekday 2: Tuesday I used my cell phone for 2 hours to talk with friends. I sent out 10 texts and received 8 texts.

Weekday 3: Wednesday I used my cell phone to talk with a friend for an hour.

Weekday 4: Thursday I used my cell phone to talk with a friend for an hour.

Weekday 5: Friday I used my cell phone to communicate at Great America.

Did you watch TV? explain:

Weekday 1: Monday No. I usually watch something on the computer.

Weekday 2: Tuesday N/A

Weekday 3: Wednesday N/A

Weekday 4: Thursday N/A

Weekday 5: Friday N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekday 1: Monday	I read a book for 30 minutes.
Weekday 2: Tuesday	I read a book.
Weekday 3: Wednesday	N/A
Weekday 4: Thursday	N/A
Weekday 5: Friday	I read a book for 30 minutes.

Weekend Responses

I had school related activities, practices, etc. today. Please explain.

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

OR

I had a free day. Please explain what that consisted of doing:

Weekend 1: Saturday	I went to a park with my friends and had a little picnic. We also went to a birthday party.
Weekend 2: Sunday	I went to church and afterward got ice cream with some church friends.

I did not have homework/class projects to work on today.

Weekend 1: Saturday	✓
Weekend 2: Sunday	✓

OR

I did have homework/class projects today. If so please elaborate what type of homework and if you used a computer or Internet. If you used either, please explain in what capacity and for approximately how long:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

I used or will use Facebook, MySpace, Twitter, online fantasy sports, etc. today. If so how much time have you spent on these sites or anticipate spending and who will you communicate with? What non communicative activities are you doing on these sites, please list. (uploading/downloading music, pictures, etc.):

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I watched some stuff on YouTube for about 2 hours.

I used or will use AIM (AOL Instant Messenger), Yahoo Messenger, ichat, Gmail chat, Meebo, Facebook messenger or other instant messenger type programs to communicate with others today. Who did you chat with? For how long? How many instant messages did/do you expect to send today? What sort of information were you communicating?

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I was signed on to instant messenger but never talked to anyone.

About how much time did you spend with family today? What did you do? (This includes activities such as eating meals, help with homework, hanging out, etc.) Please elaborate/explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	I spent about an hour eating dinner with family.

Please explain your typical weekend day:

Weekend 1: Saturday	I hang out with friends and play basketball for about 3 hours each weekend day.
Weekend 2: Sunday	On Sundays I usually go to church and do homework.

Please share any other ways in which you used new media today, explain:

Weekend 1: Saturday	I used my cell phone to call friends.
Weekend 2: Sunday	I used my cell phone to call friends.

Did you go to a movie or watch a movie on DVD or the Internet? explain:

Weekend 1: Saturday	We watched a DVD at a friend's birthday party.
Weekend 2: Sunday	N/A

Did you watch TV? explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A

Did you use traditional media today? (e.g., books (non-school related), newspapers, magazines) explain:

Weekend 1: Saturday	N/A
Weekend 2: Sunday	N/A
