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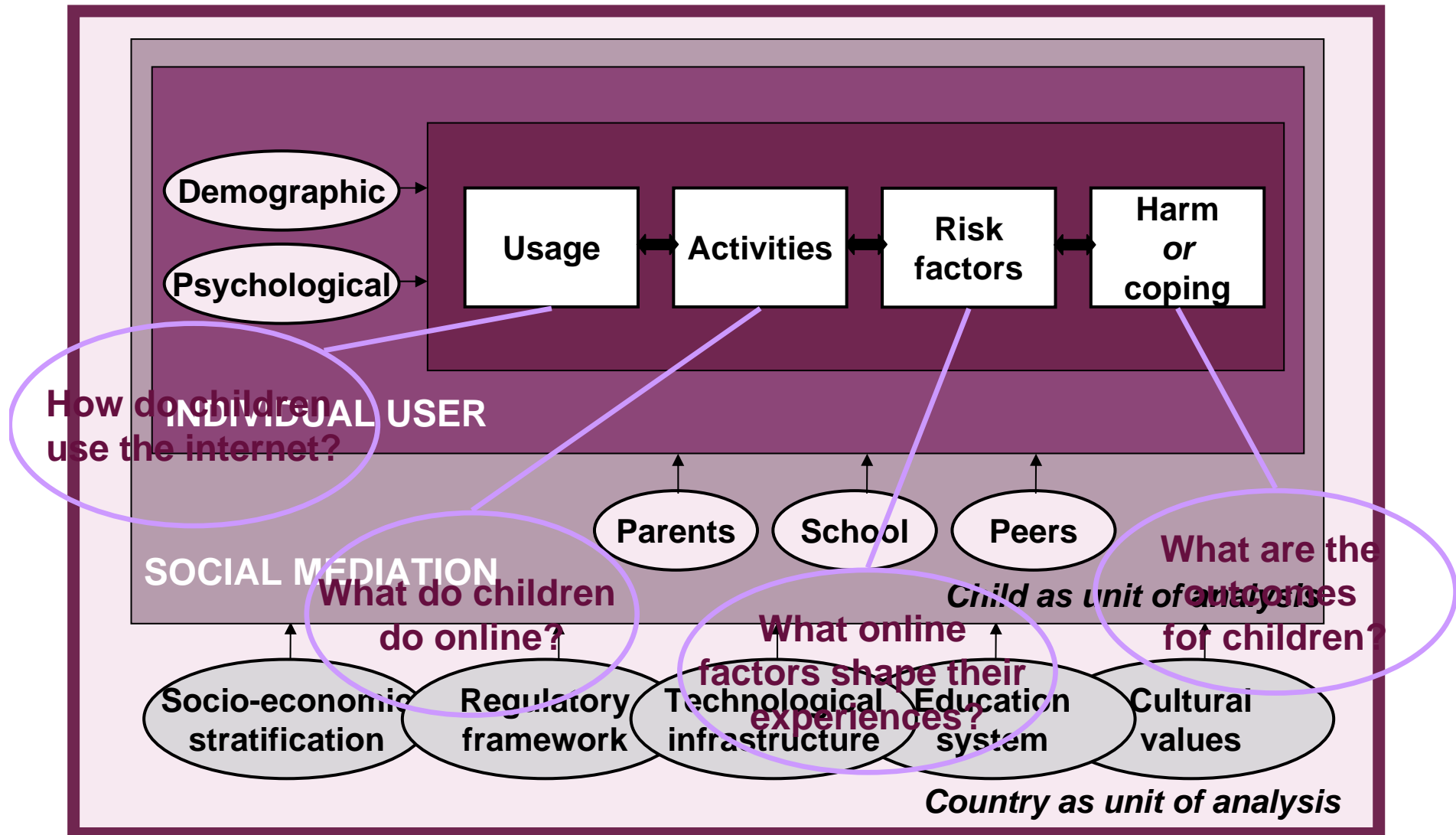
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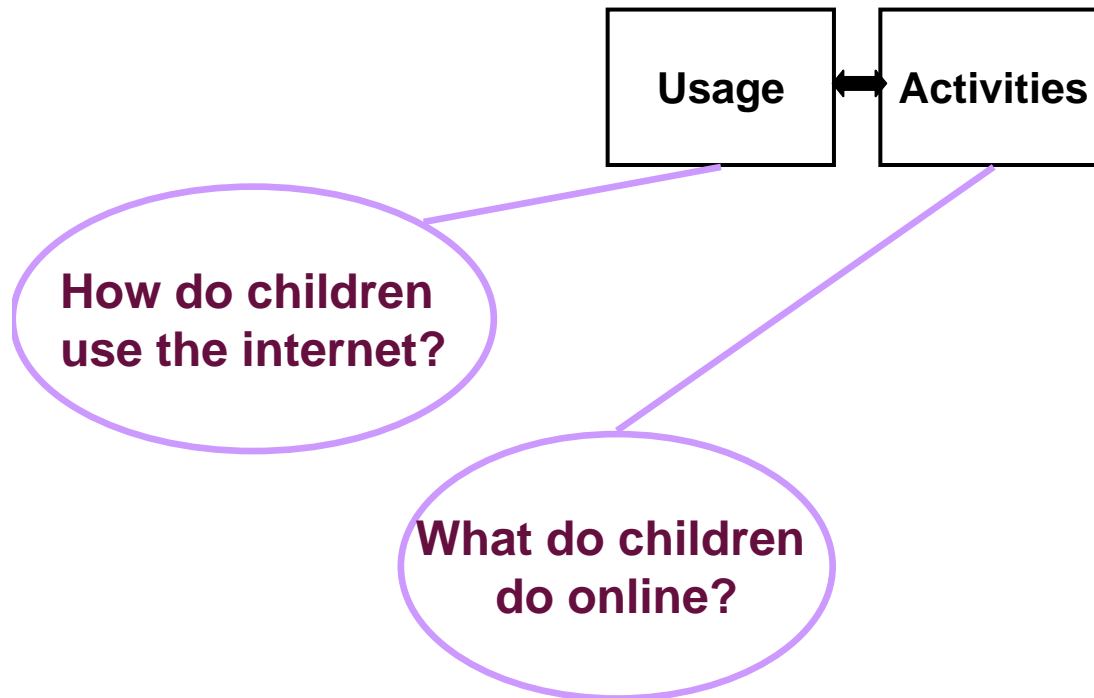
# The Diversity of Online Experiences: Types of Online Practices

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# Focus within the general model



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# Conceptual considerations



- Usage and online activities are the clearest indicators for young people's agency within online communication; the core question is "what do children do with the internet?"
- The concept of media repertoires refers to how users combine different media and thus create comprehensive patterns of media use.
- Media repertoires are the result of many single situations of selective behaviour. Thus they are compositions of many media contacts, including a variety of different media and content.

# Identifying media repertoires



- So far there is no agreed model of which indicators should be included in a typology of online practices and how these should be combined.
- Therefore it needs to explore the informative value of different indicators and the relationships between these indicators.

# Indicator 1: amount of internet use



- Indicator for the quantitative presence of the internet in young people's everyday life
- It reflects the temporal resources that children and young people devote to online activities and thus define the temporal frame for more or less opportunities and risks.
- On the one hand these indicators reflect – at least to some extent – young people's interests and needs: Those who expect more gratifications and experience more opportunities from using the internet will spend more time on it.
- On the other hand they are also plausible predictors of online risk: With increasing time spent online the likelihood of negative experiences should increase.

*Minutes per day online*

## Indicator 2: range of online activities



- Indicator for the overall range of internet related activities and the opportunities actually realized by young people
- Plausible indicator for online risk, since the likelihood of negative experiences should increase with the diversity of activities and services used.
- Since there is a plausible correlation ( $r=.42$ ) with the amount of use, the standardized residual that remains without the variance explained by the amount of use is taken as the indicator. It is by definition uncorrelated with amount of use, the correlation with the original variable is  $r=.91$ .

## Indicators 3: frequency of specific online activities

- Different online activities should differ regarding the likelihood to make negative experiences.
- Respondents have been asked for the frequency of 17 activities.
- Again, standardized residuals have been calculated without the variance explained by amount of use and range of activities.

	9-12 year old		13-16 year old		
% who have...	Boys	Girls	Boys	Girls	All
Used the internet for school work	77	82	87	90	84
Watched video clips	69	59	76	51	83
Played internet games on your own or against the computer	66	62	86	83	74
Used instant messaging	42	46	75	74	61
Visited a social networking profile	38	40	79	77	60
Sent/received email	42	43	72	72	59
Read/watched the news on the internet	37	35	59	57	48
Played games with other people online	46	32	62	31	44
Downloaded music or films	26	23	59	55	42
Put or posted photos, videos or music to share with others	22	22	53	52	38
Put or posted a message on a website	24	24	37	37	31
Used a webcam	17	17	42	37	29
Visited a chatroom	14	12	34	27	22
Created a character, pet or avatar	19	18	20	13	18
Used file sharing sites	10	8	27	20	17
Spent time in a virtual world	16	14	22	13	17
Written a blog or online diary	5	6	13	16	10
Average number of activities	5.7	5.4	9.0	8.1	7.1



	F1: gaming	F2: Creative entertainment	F3: Music/film	F4: Information /school work	F5: Chat	F6: Publishing
Played games with other people online	<b>0,73</b>					
Played internet games on your own or against the computer	<b>0,73</b>					
Created a character, pet or avatar		<b>-0,67</b>				
Spent time in a virtual world		<b>-0,58</b>				
Watched video clips		<b>0,53</b>				
Used file sharing sites			<b>0,71</b>			
Downloaded music or films		0,41	<b>0,65</b>			
Put or posted photos, videos or music to share with others			0,36	0,32		0,34
Read/watched the news on the internet				<b>-0,60</b>		
Used the internet for school work				<b>-0,56</b>		
Visited a social networking profile	-0,34	0,36		<b>0,50</b>		
Used instant messaging				<b>0,42</b>	-0,32	
Visited a chatroom					<b>0,68</b>	
Put or posted a message on a website					<b>0,66</b>	
Used a webcam						<b>0,81</b>
Written a blog or online diary					0,31	<b>0,41</b>
Sent/received email	-0,37		-0,35			

Explorative factor analysis, principal component analysis, varimax rotation, variance explained: 49%.

	Amount of use	Range of acti- vities	gaming	Crea- tion	Music, Film	Infor- mation	Chat	Web- cam
Cl. 1	-		-	+	-	+		-
Cl. 2	+++	-	+		-			-
Cl. 3	-	-	+			-		
Cl. 4	++	++	--	+	+		+++	+++
Cl. 5		---	+	---			+	
Cl. 6		+			+++		-	--
Cl. 7		+	+	+	-		--	+++

	Amount of use	Range of acti- vities	gaming	Crea- tion	Music, Film	Infor- mation	Chat	Web- cam
Cl. 1	-		-	+	-	+		-
Cl. 2	+++	-	+		-			-
Cl. 3	-	-	+			-		
Cl. 4	++	++	--	+	+		+++	+++
Cl. 5		---	+	---			+	
Cl. 6		+			+++		-	--
Cl. 7		+	+	+	-		--	+++

	Amount of use	Range of acti- vities	gaming	Crea- tion	Music, Film	Infor- mation	Chat	Web- cam
Cl. 1	-		-	+	-	+		-
Cl. 2	+++	-	+		-			-
Cl. 3	-	-	+			-		
Cl. 4	++	++	--	+	+		+++	+++
Cl. 5		---	+	---			+	
Cl. 6		+			+++		-	--
Cl. 7		+	+	+	-		--	+++

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