

Contents

List of contributing authors — XIII

Giuseppe Riva, Brenda K. Wiederhold, Pietro Cipresso

Introduction — 1

Danilo Garcia, Oscar N. E. Kjell, Sverker Sikström

1	A Collective Picture of What Makes People Happy: Words Representing Social Relationships, not Money, are Recurrent with the Word ‘Happiness’ in Online Newspapers — 4
1.1	Introduction — 4
1.2	The Co-Occurrence of the Word Happiness With Other Words in Online Newspapers — 6
1.3	Measuring Happiness’ Relationship to Social Relationships, Money, And Material Things: The Word-Norm Approach — 9
1.3.1	Methods — 10
1.3.1.1	Participants and procedure — 10
1.3.1.2	Creating Semantic Representations — 11
1.3.1.3	Creating Semantic Scales: The word-norms — 11
1.3.1.4	Applying the semantic scales on articles including/not including the word Happiness — 12
1.3.2	Results — 12
1.3.3	Discussion — 13
1.4	Limitations, Strenghts, And Suggestions For Future Studies — 13
1.5	Concluding Remarks — 14
	References — 15

D’Arcy J. Reynolds, Jr., William B. Stiles, Terry Hanley

2	The Online Calming Effect: Does the Internet Provide a More Comfortable Modality for Conducting Psychotherapy? — 17
2.1	How the Study Was Conducted — 20
2.1.1	Participants — 20
2.1.2	Measurement of Session Impact — 21
2.1.3	Procedure — 21
2.1.4	Data Analysis Strategy — 21
2.2	Results — 22
2.2.1	Session Impact Averages, Variability, and Reliability — 22

2.2.1.1	Index means and standard deviations —	22
2.2.1.2	Internal consistency of the subscales —	22
2.2.2	Comparing Online Session Impact Averages with Face-to-Face Averages —	22
2.2.3	Participant Form Completion Latency —	22
2.2.4	Population-level Participants' Initial Scores and Slopes —	23
2.3	Discussion —	24
2.3.1	The Online Calming Effect Hypothesis —	24
2.3.2	Limitations and Practice Implications —	25
	References —	26

Hui-Tzu Grace Chou, Ron Hammond

3	Feeling Anxious without It: Characteristics of People Prone to Facebook Addiction —	29
3.1	Introduction and Literature Review —	29
3.2	Method —	31
3.2.1	Participants —	31
3.2.2	Measures —	32
3.3	Results —	32
3.4	Discussion and Conclusions —	34
	References —	35
	Appendix: Operationalization of Variables, Mean, and Standard Deviation —	37

Jen-Wei Chang, Chun-Chia Lee

4	What Determinants Matter When Users Engage in Particular Collaborative Storytelling Websites? Exploring Attractive Gamification Features and Design Guidelines —	38
4.1	Introduction —	38
4.2	Systematic framework of gamification design —	40
4.2.1	Achievement —	41
4.2.2	Interpersonal relationship —	41
4.2.3	Role-playing —	42
4.3	Identifying gamification features for collaborative storytelling websites —	43
4.3.1	Materials —	43
4.3.2	Participants and Procedures —	43
4.3.3	Results —	43
4.4	Determining the relative attractiveness of gamification features —	43

4.4.1	Questionnaire design and data collection —	44
4.4.2	Data Analysis —	44
4.4.3	Results —	45
4.5	Discussion —	45
4.5.1	General Discussion —	45
4.5.2	Design guideline for implementing gamification in collaborative story telling websites —	46
4.6	Conclusion —	47
4.7	Areas for Future Research —	48
	References —	48
	APPENDIX 1. GAMIFICATION FEATURES —	51
	APPENDIX 2. A FUZZY-AHP APPROACH FOR DETERMINING RELATIVE ATTRACTIVENESS OF COLLABORATIVE STORYTELLING GAMIFICATION FEATURES —	53

Jose A. Carmona, Adolfo J. Cangas, Roberto Zarate, Ari Ucar,
Alvaro I. Langer

5	Assessment Of Risk Behaviors Related To Substance Use, Bullying and Alterations in Body Image in Adolescents Through a 3D Simulation Program —	56
5.1	Definition of virtual reality —	57
5.1.1	Types of virtual reality —	58
5.1.2	Advantages of virtual reality —	59
5.2	Virtual reality applications in psychology: drug use, bullying and alterations in body image —	60
5.2.1	Virtual reality and drug use —	61
5.2.2	Virtual reality and bullying —	62
5.2.3	Virtual reality and eating disorders —	62
5.3	MySchool4web: Detection of drug use, bullying and alterations in body image through a virtual reality desktop program —	64
5.4	Evaluation of the MySchool4web properties: preliminary results —	67
5.5	Discussion —	70
	References —	71

Chun-Chia Lee, Jen-Wei Chang

6	Play With My Team— Modeling Online Game Players' Teamwork Model in Massively Multiplier Online Role Playing Games (MMORPGs) —	74
6.1	Introduction —	74
6.2	Modeling the teamwork mechanism in game —	76

6.3	Investigate the impacts of trust on players' teamwork —	78
6.3.1	Subjects —	78
6.3.2	Measures —	79
6.3.3	Reliability and validity of measurement items —	79
6.3.4	Structural model testing —	79
6.3.5	Result —	80
6.4	Developing several design recommendations that facilitate teamwork in MMORPGs —	83
6.4.1	Subjects and Procedures. —	83
6.4.2	Results —	83
6.5	Discussion and Implication —	83
6.6	Conclusion —	85
6.7	Areas for Future Research —	85
	References —	85

Lina Gega, Richard White, Andrew O'Neill, David Fowler

7	Virtual Environments With Chroma-Keying Video Capture In Psychological Therapy —	88
7.1	Introduction —	88
7.2	Virtual Environments With Chroma-Keying Video Capture —	90
7.2.1	System Description —	90
7.2.2	Use of video clips and chroma keying video-capture in VEs —	91
7.2.3	An “Out-of-Body” Experience? —	91
7.3	Feasibility Studies With Social Anxiety & Paranoia —	92
7.3.1	Design —	92
7.3.2	Objectives —	93
7.3.3	Participants —	93
7.3.4	Intervention —	94
7.3.5	Data Collection —	94
7.3.6	Analysis —	95
7.3.7	Findings —	95
7.3.7.1	Sample characteristics —	95
7.3.7.2	Can the VEs evoke emotional, cognitive and behavioural responses which are similar to their “real-life” alternatives? —	95
7.3.7.3	What factors may influence patients' emotional responses to the VEs? —	96
7.3.7.4	What do patients “learn” while using VEs in the context of psychological therapy? —	97

- 7.3.7.5 How do patients feel about seeing themselves projected and interacting live on a screen? — **99**
- 7.4 Discussion — **99**
- 7.5 Conclusion — **101**
- References — **101**

Elizabeth Sillence

8 Sharing personal experiences and offering advice within online health-based social networks — 104

- 8.1 Introduction — **104**
- 8.2 Online Health Information — **105**
- 8.3 Advice Exchange — **106**
- 8.4 A study of advice exchange within an online breast cancer forum — **107**
 - 8.4.1 Method — **107**
 - 8.4.1.1 Analysis — **108**
 - 8.4.1.2 Findings — **109**
- 8.5 Discussion — **112**
- 8.6 Conclusions and implications — **114**
- References — **114**

Ryan C. Martin, Lauren E. Vieaux

9 The Digital Rage: How Anger is Expressed Online — 117

- 9.1 The Digital Rage: How Anger is Expressed Online — **117**
- 9.2 Challenges Surrounding Online Anger Research — **118**
- 9.3 Online Anger or Online Aggression — **120**
- 9.4 Research on Online Anger — **121**
- 9.5 Problems With Expressing Anger Online — **122**
- 9.6 Why Does Online Anger Happen? — **123**
- 9.7 Avoiding the Anger Online Trap — **125**
- 9.8 In Conclusion — **126**
- References — **126**

Meagan A. Ramsey, Ann M. Oberhauser, Amy L. Gentzler

10 College Students' Use of Communication Technology with Parents: Influences of Distance, Gender, and Social Presence — 128

- 10.1 College Students' Use of Communication Technology with Parents: Influences of Distance, Gender, and Social Presence — **128**
- 10.2 Parent-Child Relationships and ICT Use — **129**

10.3	Distance —	130
10.4	Gender —	130
10.5	Social Presence —	130
10.6	Current Study —	131
10.7	Method —	131
10.7.1	Participants and Procedure —	131
10.7.2	Online Survey Measures —	132
10.8	Results —	133
10.8.1	Focus Group Themes —	133
10.8.2	Influence of Distance —	134
10.8.3	Influence of Student and Parent Gender —	134
10.8.4	Influence of Social Presence —	135
10.9	Discussion —	136
10.9.1	Distance and Students' and Parents' ICT Use and Relationships —	136
10.9.2	Gender and Students' and Parents' ICT Use —	137
10.9.3	Indirect Effects of Social Presence on ICT Use and Relationship Qualities —	137
10.10	Limitations and Future Directions —	138
	References —	139

Deborah Ko, Mike Yao

11	Internet addiction: an cross-cultural perspective —	141
11.1	Introduction —	141
11.2	(Re)conceptualizing Internet Addiction —	141
11.3	Cross cultural issues in IAD research —	144
11.3.1	A cross-cultural consideration of IAD measurement —	144
11.3.2	A cross-cultural consideration in Internet adoption and user behavior —	150
11.4	Conclusion —	153
	References —	155

Nicholas David Bowman, Jaime Banks, Edward Downs

12	My pixels or my friends? Game characters as a lens for understanding user avatars in social networks —	159
12.1	Introduction —	159
12.2	A (Brief) History of On-Screen Relationships —	161
12.3	Interactivity and the Active Audience —	162
12.3.1	Interactivity and Player Experiences —	163
12.4	The Experience of the Player-Avatar Relationship —	164

12.4.1	Explaining the Player-Avatar Relationship —	165
12.4.2	The Player and the Avatar: Who Impacts Whom? —	168
12.4.2.1	Player Agencies —	168
12.4.2.2	Avatar Agencies —	169
12.5	The Subjective Experience of the PAR —	170
12.5.1	Meaning as a Relational Effect —	171
12.6	Pixels or People? Implications for Understanding User-Avatar Relationships in Social Networks —	174
12.6.1	Extending PARs to social networking avatars —	175
12.6.2	Anti-Social PAR Effects —	175
12.6.2.1	Excessive usage —	175
12.6.2.2	Aggression —	176
12.6.2.3	Moral disengagement —	177
12.6.3	Pro-Social PAR Effects —	178
12.6.3.1	Identity exploration —	178
12.6.3.2	Parasocial contact —	178
12.6.3.3	Social issues —	179
12.7	Conclusion —	179
	Mediography —	180
	References —	180

Olatz Lopez-Fernandez

13	Problem Mobile Phone Use in Spanish and British Adolescents: First steps towards a cross-cultural research in Europe —	186
13.1	Introduction —	186
13.1.1	Cross-cultural research on cyber-addictions —	187
13.1.2	Problematic mobile phone use versus problematic Internet use —	187
13.1.3	Evaluating problematic mobile phone use —	187
13.1.4	Problematic mobile phone use in adolescents —	188
13.1.5	Research problem and objectives —	189
13.2	Method —	189
13.2.1	Participants —	189
13.2.2	Instruments —	190
13.2.3	Procedure —	191
13.3	Results —	191
13.3.1	Socio-demographic variables, usage patterns, and symptomatology data for each country —	191
13.3.2	Proposal for classification of problem mobile phone users —	193
13.3.2.1	Estimation of prevalence in each country —	193

13.3.2.2	Potential problem users' perception of PMPU in each country —	195
13.4	Discussion —	195
	References —	197
	APPENDIX A. MPPUSA (item number, item statement for Spanish and British adaptation, and Likert scale response) —	200

Silvia Casale, Caterina Primi, Giulia Fioravanti

14	Generalized Problematic Internet Use Scale 2: update on the psychometric properties among Italian young adults. —	202
14.1	Defining Problematic Internet Use —	202
14.2	The update model of Generalized Problematic Internet Use —	203
14.3	The Generalized Problematic Internet Use Scale 2 —	204
14.4	Methods —	206
14.4.1	Participants and data collection —	206
14.4.2	Measures and Procedure —	207
14.4.3	Data analysis —	208
14.5	Results —	208
14.6	Discussion —	212
	References —	214

Pietro Cipresso, Brenda K. Wiederhold, Giuseppe Riva

15	Smartphone for social networking: methodological aspects —	217
15.1	Introduction —	217
15.2	Psychophysiology and Affective States —	219
15.3	Hypotheses and Research Questions —	220
15.4	Conclusion —	222
	References —	223

List of Figures — 228

List of Tables — 229