

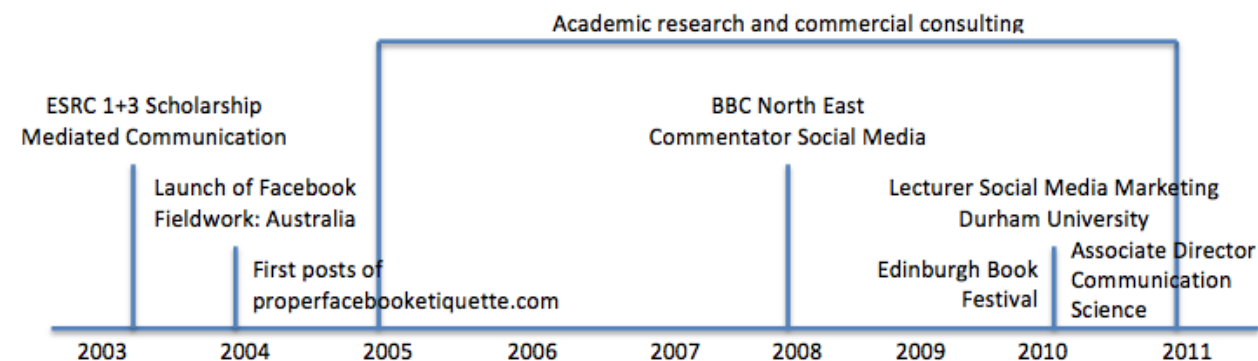
# Accessing, archiving and reconstructing user-generated data: The connected spheres of digital

**Dr Mariann Hardey**, Associate Director Centre of Communication Science,  
Durham University  
@mazrred

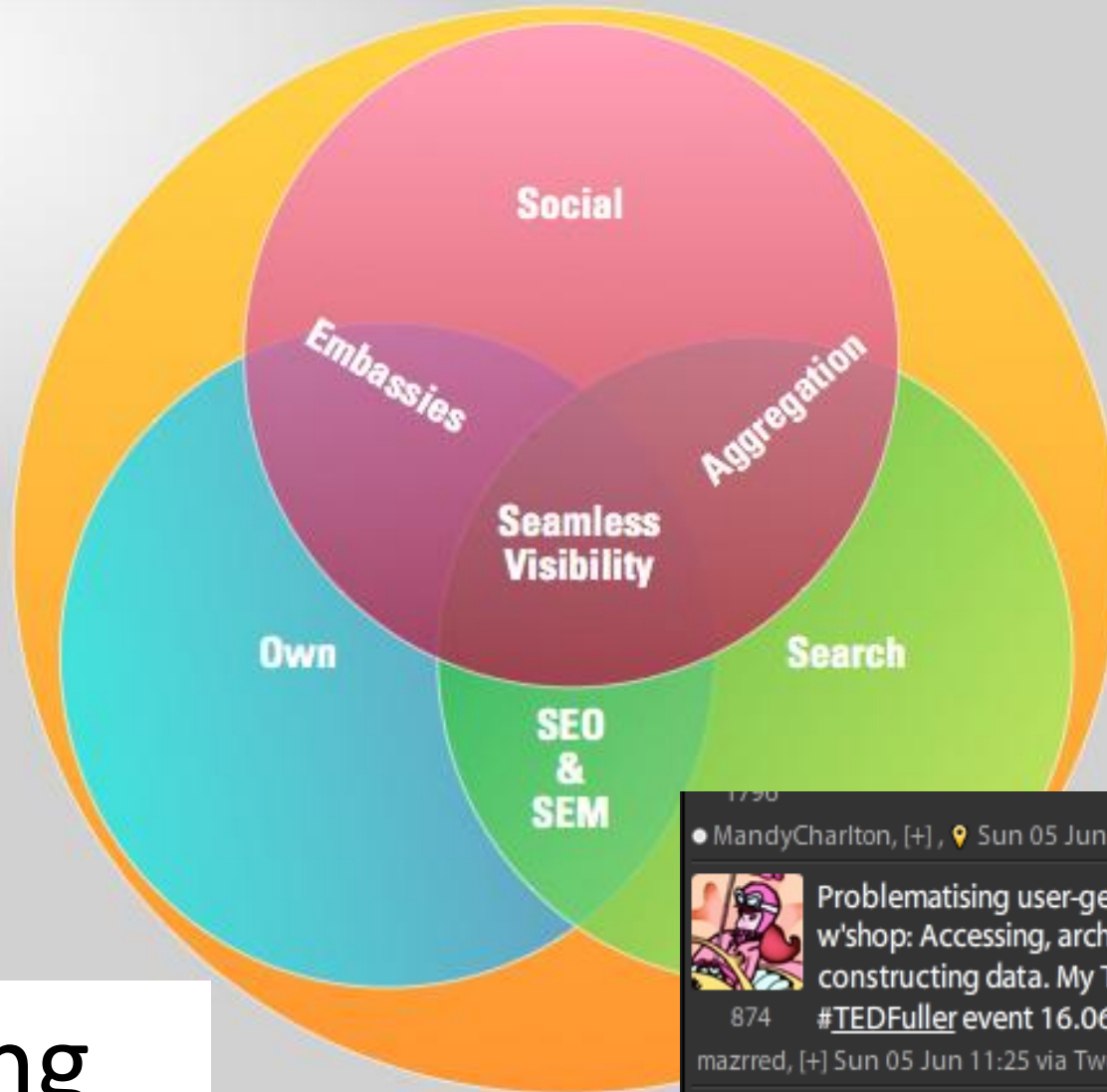
- *Tales from the field*



<https://prezi.com/secure/e6572baa1fe59bba67f3f77b23d4f004d939a85c/>



# CONNECTED SPHERES OF DIGITAL



1750

● MandyCharlton, [+], 📍 Sun 05 Jun 11:25 via Twitter for iPh

874

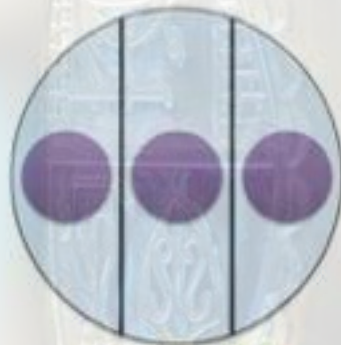
Problematising user-gen content for my w'shop: Accessing, archiving & re-constructing data. My Tales from the field #TEDFuller event 16.06

mazrred, [+] Sun 05 Jun 11:25 via TweetDeck

333

Mazi

# Accessing



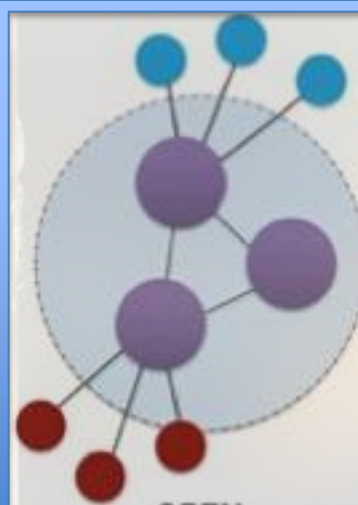
### **CLOSED**

Silos, rigidity & information hoarding



### **COLLABORATIVE**

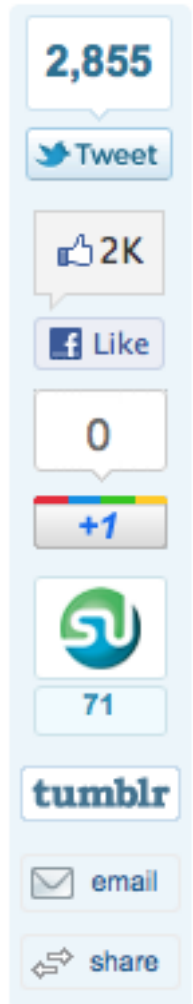
Freely sharing information and knowledge internally



### **OPEN**

Connecting internal and external ecosystems/communities for mutual gain

# New forms of methodology





...as the social scientist Seb Paquet\*  
observes, social tools make for  
*ridiculously easy group-forming.*

\* Canadian Professor at [Université du Québec à Montréal](#) via Wikipedia

# Data monitoring

Opportunities for data  
and research content

Social media and user-generated  
content related to research  
activities

Individual presence  
up and down social  
media

Data at risk?  
Personalised content /  
publicly available...



# research in action?



- Notes
- Events

**210,140**  
people like this

Likes



Nestlé Toll House



Nestlé USA



Nescafé USA



Nespresso



Nestlé Creating  
Shared Value

Subscribe via RSS  
Create a Page  
Report Page  
Share

**Nestlé** Like

Food/Beverages



Wall

Nestlé · Most recent



**Nestlé**

Well done to Nestlé Italy for installing a new and innovative solar power system at its factory in Ferentino (FR). Now the historic Italian ice cream brand "Coppa del Nonno" will be produced entirely with renewable energy.



**Nestlé uses solar energy to power ice cream factory | Nestlé Global**  
[www.nestle.com](http://www.nestle.com)

Nestlé has taken excellence in ice cream-making one step further with the installation of a unique solar power system to produce its Coppa del Nonno brand in Italy.

01 June at 16:19 · Share

157 people like this.

View all 245 comments



**Nestlé**

Complimenti a Nestlé Italia per aver inaugurato un nuovo ed innovativo sistema di energia solare nello stabilimento di Ferentino (FR). Ora lo storico brand dei gelati "Coppa del Nonno" verrà prodotto interamente con energia rinnovabile.

**A Ferentino il sole è amico dei gelati Nestlé – Nestlé Italia**  
[www.nestle.it](http://www.nestle.it)

01 June at 16:17 · Share

33 people like this.

View all 8 comments



**Syed Labeab Ahmed v**  
Sunday at 22:18



**Nestlé**

Palm oil – watch Scott Poynton discussing his experience of working with Nestlé to increase sustainable supplies [video in English]



**SF Videportal – Scott Poynton von The Forest Trust über die Zusammenarbeit mit Nestlé...**



## Nestle's Profile



### Nestle

To repeat: we welcome your comments, but please don't post using an altered version of any of our logos as your profile pic – they will be deleted.

19 March 2010 at 07:26

30 people like this.

View previous comments

50 of 243



**Ian Reid** Hmm. . . where's the registered trademark on this logo?

22 March 2010 at 15:55 · 1 person



**Nick Roskam** "I have stopped being rude." – you sound like a 5 year old.

23 March 2010 at 19:13 · 1 person



**Raúl Mella** stop fucking around with the planet. it's not our's, it's not even your's.

23 March 2010 at 20:42 · 1 person



**Remigijus Gineitis** Wow! What is this Nestle about? Curious more as my friends got interested too :)

2010 at 13:30



**Nestle** Thanks for the lesson in manners. Consider yourself embraced. But it's our page, we set the rules, it was ever thus.



**Nestle** Oh please . . it's like we're censoring everything to allow only positive comments.

7 hours ago · Report



**Nestle** I think you missed out the 'not' there, Helen

6 hours ago · Report



ke Checkout top presentation of nestle/greenpeace

<http://prezi.com/kmrh4fmlzsen/nestle-kerfuffle/>

2010 at 13:42 · 1 person



oltz <http://www.techeye.net/internet/nestle-fails-media>

2010 at 16:51 · 1 person



st This is the best example of how a big corporation can screw up, and has no one to blame but themselves, what about emotional intelligence??? the manual says, that you should not insult your costumers, or fans....and so it goes on.

24 March 2010 at 17:53 · 1 person



**Simón Noel-Edmonds** Basically guys, this page has done your brand more harm than you can imagine, and I find that hilarious. You have let us use this page to tell people the truth about you guys, and it is so much more legitimate than any we could create. Thanks for all the great PR, and if at all possibly, could you stop being cunts?

25 March 2010 at 17:27 · 2 people

- Content curation
- User-generated
- Profile based
- Personal
- 'Real'
- and a bit swearsy...

After Hours

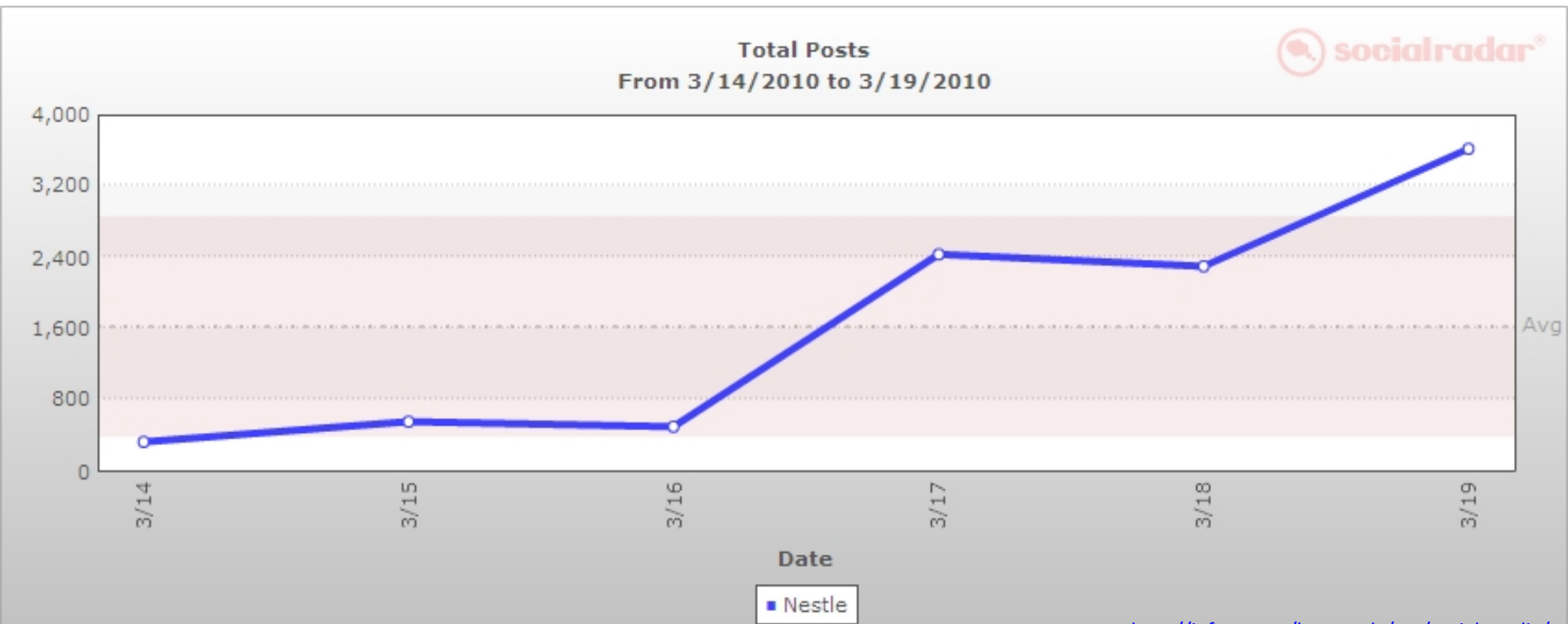
# \$50.36

Change **0.00 0.00%**  
 Volume **200**  
 Mar 19, 2010, 4:07 p.m.  
 Quotes are delayed by 20 min

Today's close **\$50.36**  
 Change **-0.82 -1.60%**

Day low **\$50.08** Day high **\$50.88**

52 week low **\$31.01** 52 week high **\$51.63**

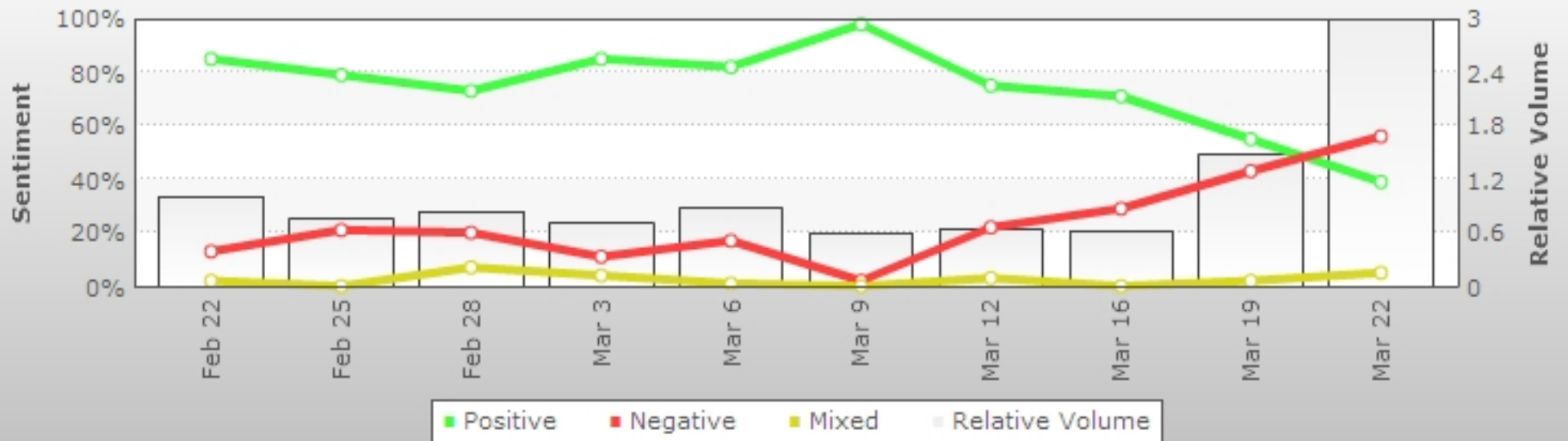


# data collation

| COLLECTION & MEASUREMENT | ATTENTION                                                                                                       | ENGAGEMENT                                                                                                                                           | AUTHORITY                                                                                     | INFLUENCE                                                                                                                                                   | SENTIMENT                                                                                                                                                  |
|--------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FACEBOOK                 | <ul style="list-style-type: none"><li>• Unique Users</li><li>• Page Views</li><li>• Media Consumption</li></ul> | <ul style="list-style-type: none"><li>• Total Interactions- Wall Posts, Likes, Comments</li><li>• Fan Photos/Videos</li><li>• Post Quality</li></ul> | <ul style="list-style-type: none"><li>• External Links To Content and Discussion</li></ul>    | <ul style="list-style-type: none"><li>• Total Fans</li><li>• Subscribed Fans</li><li>• Audience Profile as a Reflection of Target</li></ul>                 | <ul style="list-style-type: none"><li>• On-Message</li><li>• Positive/ Negative/ Neutral</li><li>• Change Over Time or Program</li><li>• Reviews</li></ul> |
| YOUTUBE                  | <ul style="list-style-type: none"><li>• Channel Views</li><li>• Video Views</li></ul>                           | <ul style="list-style-type: none"><li>• Comments</li><li>• Video Responses</li><li>• Amount Favorited</li></ul>                                      | <ul style="list-style-type: none"><li>• External links</li><li>• Embeds</li></ul>             | <ul style="list-style-type: none"><li>• Channel Subscribers</li><li>• Video Honors</li><li>• Audience Profile as a Reflection of Target</li></ul>           | <ul style="list-style-type: none"><li>• On-Message</li><li>• Positive/ Negative/ Neutral</li><li>• Change Over Time or Program</li><li>• Ratings</li></ul> |
| TWITTER                  | <ul style="list-style-type: none"><li>• Total Followers</li></ul>                                               | <ul style="list-style-type: none"><li>• RTs</li><li>• DMs</li><li>• Backtweets to Shared Content and External Hubs</li></ul>                         | <ul style="list-style-type: none"><li>• Inbound Links</li><li>• External Coverage</li></ul>   | <ul style="list-style-type: none"><li>• Extended Network and Relative Influence of Followers</li><li>• Follower Profile as a Reflection of Target</li></ul> | <ul style="list-style-type: none"><li>• On-Message</li><li>• Positive/ Negative/ Neutral</li><li>• Change Over Time or Program</li></ul>                   |
| OVERALL                  | <ul style="list-style-type: none"><li>• Total Media Consumption</li></ul>                                       | <ul style="list-style-type: none"><li>• Total Interactions</li></ul>                                                                                 | <ul style="list-style-type: none"><li>• Total Trackbacks and Coverage of Activities</li></ul> | <ul style="list-style-type: none"><li>• Total Ongoing, Engaged Subscribers to Content and Community</li><li>• Community Crossover</li></ul>                 | <ul style="list-style-type: none"><li>• Overall Sentiment</li><li>• Total Shift in Sentiment</li></ul>                                                     |

cc <http://www.slideshare.net/Cybersoc/chief-marketing-officer-congress-sopot>

Sentiment Trend by Reference  
From 2/19/2010 to 3/20/2010



the social researcher





# Exposed: Research using Social Network Sites SNSs

**Purpose** - A project that does something innovative with high impact status and will be seminal for future academic knowledge.

**Design/methodological approach** - We used Facebook, YouTube, Twitter :-)

**Practical implications** -Data relies on utilising social network platforms that contain personal information. The research depends on being able to access, observe, track and archive shared material from users *willing* to self-disclose.

**Research limitations** -Data forms part of self-reportage and can only ever be a snap-shot of time, making it difficult to repeat for comparison or validation.

*'I will use Facebook for my fieldwork and ask my friends to fill in a questionnaire there.'*

*'I don't see anything wrong with using Facebook for my fieldwork.'*

*'Facebook makes research easier and fun...'*

## RESEARCH ETHICS REVIEW CHECKLIST

This checklist should be completed for every research project that involves human participants. It should also be completed for all ESRC funded research, once funding has been obtained. It is used to identify whether a full application for ethics approval needs to be submitted.

**Before completing this form, please refer to the University's Policy for the Maintenance of Good Practice In Research** available at <http://dbs-internal.dur.ac.uk/ethics/default.aspx> The principal investigator or, where the principal investigator is a student, the supervisor is responsible for exercising appropriate professional judgement in this review.

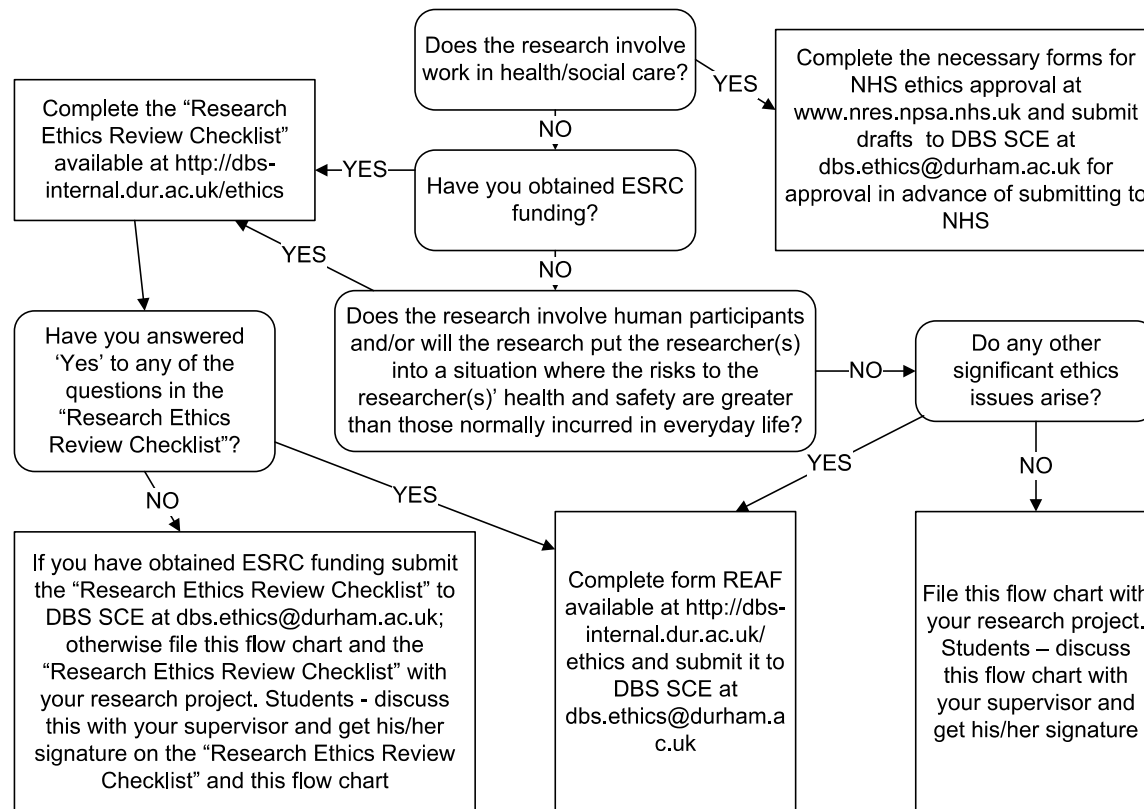
This checklist must be completed before potential participants are approached to take part in any research.

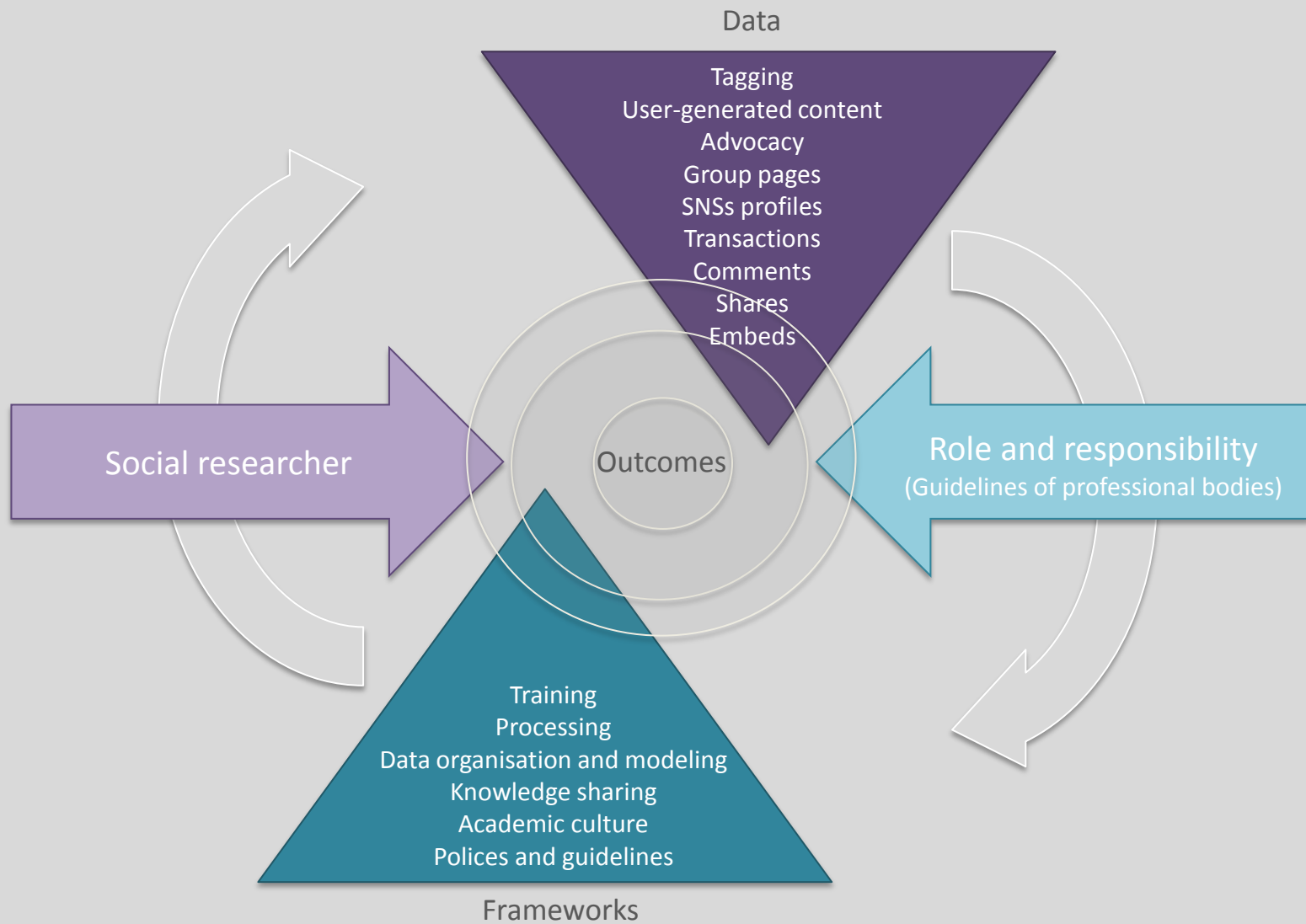
### Section IV: Research Checklist

Please answer each question by ticking the appropriate box:

|    |                                                                                                                                                                                                                               | YES                      | NO                       |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1  | Does the study involve participants who are particularly vulnerable or unable to give informed consent? (eg. children, people with learning disabilities, your own students) <sup>1</sup>                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2  | Will the study require the co-operation of a gatekeeper for the initial access to the groups or individuals to be recruited? (eg. students at school, members of a self-help group, residents of a nursing home) <sup>2</sup> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (eg. covert observation of people in non-public places)                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | Will the study involve discussion of sensitive topics? (eg. sexual activity, drug use)                                                                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | Are drugs, placebos or other substances (eg. food substances, vitamins) to be administered to the study participants or will the study involve invasive, intrusive or potentially harmful procedures of any kind?             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Will blood or tissue samples be obtained from participants?                                                                                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Is pain or more than mild discomfort likely to result from the study?                                                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | Will the study involve prolonged or repetitive testing?                                                                                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants? <sup>3</sup>                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Will the study involve recruitment of patients or staff through the NHS? <sup>4</sup>                                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> |

# In this together





Self disclosure; or more commonly known as the, *process of making the self known to others.*

Jourard and Lasakow, 1958: 91. Some factors in self disclosure. The journal of abnormal and social psychology.  
Jourard, 1971. The Transparent Self. Nostrand. New York.





## I Know What You Did Five Minutes Ago



cc <http://www.tomscott.com/five/>

# Enacting engagement



(cc) [http://www.flickr.com/photos/polly\\_cotton/galleries/72157623664322738](http://www.flickr.com/photos/polly_cotton/galleries/72157623664322738)



DOI: [10.1108/09593841111109422](https://doi.org/10.1108/09593841111109422) (Permanent URL)

Add

Enacting engagement online: framing social media use for the museum

The Authors

Jenny Kidd, City University, London, UK

There is a wider shift towards multidirectional many-to-many communication. As modeled upon the “conversation”.

*An interchange made possible by new technologies, and the rhetoric suggests something of an inevitability in the “transformation” they engender. As museums are being increasingly conceptualised as “forums” and recognised as “contact zones”, places traditionally of imbalance, asymmetry, and often disempowerment, talk of “democracy” is now rife in the rhetoric.*

Kidd, 2011

# Rights to ownership

## Social Media Ownership: Using Twitter as a Window onto Current Attitudes and Beliefs

**Catherine C. Marshall**

Microsoft Research, Silicon Valley  
1065 La Avenida  
Mountain View, CA 94043  
cathymar@microsoft.com

**Frank M. Shipman**

Department of Computer Science  
Texas A&M University  
College Station, TX 77843-3112  
shipman@cs.tamu.edu

Social media *by its very nature*,  
is social. This introduces  
specific concerns about  
research practices, ownership  
and dissemination...

**Save** – to store the content on your own storage media. For example, you might *save* a photo to your local hard drive or burn it to a CD.

**Share** – to make the content available to a limited set of friends or family members by using email or social media websites. For example, you might *share* a photo with your friends on Facebook.

**Publish** – to make the content available to the public by uploading it to a website like Flickr, Blogspot, or YouTube. For example, you might *publish* a story to your blog or *publish* a video to YouTube.

**Remove** – to ‘unpublish’ content; to delete content from a public website. For example, you might *remove* a photo from Flickr if you don’t want everyone to see it.

[The] freedom [of others] is dependent on mine, and mine on theirs... In choosing a mode of behaviour for myself, I choose it in a way for all men; I decide that all men ought to behave in such and such a fashion. Hence man is totally responsible not only for his own existence but also for that of others.

Wahl, J. (1959: 62). *Philosophies of existence*.  
London: Routledge & Kegan Paul.



# Recognising Ethical Dilemmas

Travel Environment TV Blogs Data Mobile

**Breaking news:** Tube drivers to strike over sacking - PA

No 10 hits back at coalition  
broadside from archbishop

Big brother  
Has secured

We live, work and play *'...in a network, where all communicators and all communication are connected'*.

Propose reconceptualizing the journalist's role through a combination of existentialism and social responsibility theory. In an open medium that affords complete autonomy over personal communication, *'the heart of a socially responsible existentialist lies in a combination of freely choosing to be responsible in order to fulfill a social role based on trust'* (Singer, 2006: 13).



overturn injunction involving  
former bank boss  
overturned by high court

- Met urged to expand hacking inquiry
- Analysis: Rees obtained information using dark arts



## Journal of Mass Media Ethics

Publication details, including instructions for authors and subscription information:  
<http://www.informaworld.com/smpp/title-content-t775653682>

### "Comment Is Free, but Facts Are Sacred": User-generated Content and Ethical Constructs at the *Guardian*

Jane B. Singer<sup>a</sup>; Ian Ashman<sup>b</sup>

<sup>a</sup> School of Journalism, Media, and Communication, University of Central Lancashire, School of Journalism and Mass Communication, University of Iowa, <sup>b</sup> Lancashire Business School, University of Central Lancashire,



## Sport picks

### Murray passes Queen's Malisse test



**Tennis:** Andy Murray made a solid start to his title bid at the Aegon Championships with victory over Xavier Malisse



- Upload your CV
- Get jobs by email
- Join our career forums

## Walking in Western Crete



7 nights from £965pp

Guardian offers

## Guardian Masterclass

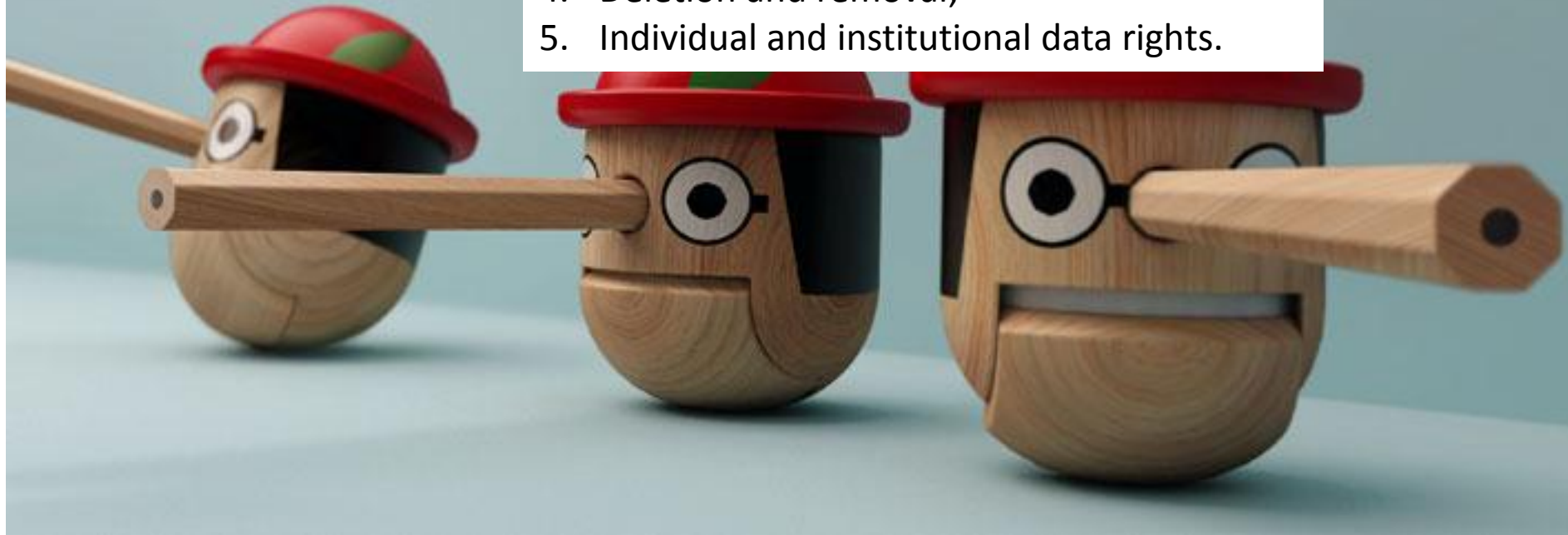




# Freedom and responsibility

5 key themes:

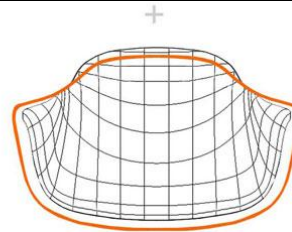
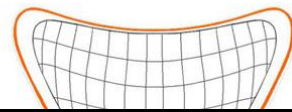
1. Ownership and control;
2. Content sharing and publication
3. Reuse and republication;
4. Deletion and removal;
5. Individual and institutional data rights.



# Research Principles in Practice: Watching What Happens

Hammersley and Atkinson have argued that *“the ethnographer participates, overtly or covertly, in people’s daily lives for an extended period of time, watching what happens, listening to what is said, asking questions; in fact collecting whatever data are available to throw light on the issues with which he or she is concerned”*

Hammersley, M., & Atkinson, P. (1989). *Ethnography: Principles in practice*. London: Tavistock.



Eero Saarinen Tulip Armchair



Charles Eames Eiffel Chair



## The Digital Methods Initiative

Important to identify the constraints per social networking platform in harvesting data. The further step is to identify the set of relationships that sh/could be studied, e.g., do friends have the same interests? When, and for which purposes, are interests a more significant mode of organizing, sorting and recommending action than demographics?

[https://www.digitalmethods.net/Digitalmethods/PostDemographics#Object\\_of\\_Study:\\_Social\\_Networking\\_Sites](https://www.digitalmethods.net/Digitalmethods/PostDemographics#Object_of_Study:_Social_Networking_Sites)

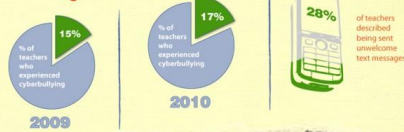


*Everyone has three lives: a public life, a private life, and a secret life.*

Gabriel García Márquez, Colombian novelist, short-story writer, screenwriter and journalist.

# Facebook and Teachers: Should You Friend Your Students?

## Cyberbullying...



## Teacher Offenses

### A Teacher Made Fun of a Student's Hair by Posting Her Picture on Facebook.

- Seven-year-old Chelsea Lathan came to school wearing jelly bander hair in her braids and a picture was taken and posted on Facebook by her teacher.
- Chelsea's mother, Louise Williams told ABC that she intends to file a lawsuit against the Chicago Public Schools for the damage to her daughter.

### Teacher Ashley Payne Lost Her Job After Posting Pictures with Alcohol.

- The Georgia high school teacher resigned after being threatened with suspension due to her public posting pictures of her with alcohol.
- A parent saw the pictures and complained to the superintendent.

## Facebook Average User Statistics



### Christine Rubino Faced Firing After Joking About Little Girl's Death.

- A 33-year-old teacher from another school dismissed during a class trip to the beach and making a cruel comment about the incident the following day.
- Rubino stated in her Facebook post: "After today, I'm thinking the beach is a good trip for my class. I hate their girls."

### Ginger D'Amico, a Teacher from Pennsylvania, Appeared in Pictures with a Strip

- The 33-year-old teacher had a picture of her with a male stripper at a birthday party posted by another Facebook user.
- D'Amico was given a 30-day suspension for the post.



## Other Facebook Offenses

- Teacher Christine Rubino became "friends" with a 10-year-old student and posted a picture of her with a male stripper at a birthday party.
- Teacher Ashley Payne lost her job after posting pictures of her with alcohol.
- In Indiana a high school teacher was suspended after posting a photo of her kissing an 18-year-old male on the lips. The male was a former student of Rubino's.

## Student awareness of the privacy implications when using Facebook

T Govani... - Evaluation, 2005 - mendeley.com

... Student Awareness of the Privacy Implications When **Using Facebook**. by Tabreez Govani, Harriet Pashley. ... Having trouble finding relevant **research**? Mendeley uses social data to judge the relevancy and impact of millions of **research** articles. ...

Cited by 38 - [Related articles](#) - [Cached](#)

## Tastes, ties, and time: A new social network dataset using Facebook.com

K Lewis, J Kaufman, M Gonzalez, A Wimmer... - Social Networks, 2008 - Elsevier

... The disadvantage of **using** complete network data is that they are not representative of some larger population. ... First, **Facebook** is a standardized **research** instrument that can be, and has been, employed across many different settings (eg [Gross and Acquisti, 2005], [Lampe et ...

Cited by 119 - [Related articles](#) - [All 7 versions](#)

## [book] Group model building: Facilitating team learning using system dynamics

JAM Vennix - 1996 - mendeley.com

... Kjell Bjarne Henden (2003). 3 readers Save reference to library · Related **research**. Using System Dynamics Models to Facilitate Group Learning. ... Sign up today, find more relevant papers and organise your **research** all in one place. ... or sign in with **Facebook**. ...

Cited by 710 - [Related articles](#) - [Cached](#) - [Library Search](#) - [All 4 versions](#)

## Qualitative research: introducing focus groups

J Kitzinger - Bmj, 1995 - bmj.com

... The groups can be "naturally occurring" (for example, people who work together) or may be drawn together specifically for the **research**. Using preexisting groups allows observation of fragments of interactions that approximate to naturally occurring data (such as might have ...

Cited by 997 - [Related articles](#) - [BL Direct](#) - [All 9 versions](#)

## The benefits of Facebook "friends": Social capital and college students' use of online social network sites

NB Ellison, C Steinfield... - Journal of Computer- ... , 2007 - Wiley Online Library

... 1 Previous **research** suggests that **Facebook** users engage in "searching" for people with whom they have an offline connection more than they "browse" for complete ... Much of the early **research** on online communities assumed that individuals **using** these systems ...

Cited by 911 - [Related articles](#) - [BL Direct](#) - [All 27 versions](#)





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twitter @mazrred

