Resources: Facebook and Social Networking Communities (SNCs)

Prepared for University Legal Responsibility in the “Facebook/MySpace” Era
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About Facebook and Other SNCs

Facebook – Overview
http://en.wikipedia.org/wiki/Facebook.com
Wikipedia, the online encyclopedia, provides a good overview of Facebook.com, including history, features, criticisms, responses, use in investigations, and links to news articles.

Facebook blog: Year in Review (2006)
by Carolyn Abram, Dec 22, 2006
Summarizes major changes to the Facebook site in 2006.

Facebook - The Complete Biography
By Sid Yadav, August 25, 2006
http://mashable.com/2006/08/25/facebook-profile/
An in-depth profile of Facebook.

List of “social networking sites” (another name for online communities)
http://en.wikipedia.org/wiki/List_of_social_networking_sites
Lists several frequently used sites with a few words of description for each.

List of links to Facebook/SNC articles
http://del.icio.us/fstutzman/uncsswg

Research Bibliographies

Summarizing Facebook Research
http://chimprawk.blogspot.com/2006/04/summarizing-facebook-research.html
A list of research articles compiled by Fred Stutzman as of 4/24/2006

Bibliography: Research on Social Network Sites
http://www.zephoria.org/thoughts/archives/2006/08/19/research_on_soc.html
A list of research articles on social network sites compiled by danah boyd as of August 19, 2006.

Facebook.com Annotated Bibliographies
http://www.studentaffairs.com/web/AB-facebook.html
Written by Patrick Marino, Annotated Bibliographies Editor, Canisius College (undated.)
Research Articles

http://www.heinz.cmu.edu/~acquisti/research.htm

Partial abstract: In this study we survey a representative sample of the members of the Facebook (a social network for colleges and high schools) at a US academic institution, and compare the survey data to information retrieved from the network itself. We look for underlying demographic or behavioral differences between the communities of the network’s members and non-members; we analyze the impact of privacy concerns on members’ behavior; we compare members’ stated attitudes with actual behavior; and we document the changes in behavior subsequent to privacy-related information exposure. We find that an individual’s privacy concerns are only a weak predictor of his membership to the network. Also privacy concerned individuals join the network and reveal great amounts of personal information. Some manage their privacy concerns by trusting their ability to control the information they provide and the external access to it. However, we also find evidence of members’ misconceptions about the online community’s actual size and composition, and about the visibility of members’ profiles.

http://www2006.org/programme/item.php?id=4068

In this paper, we describe a Semantic Web application that detects Conflict of Interest (COI) relationships among potential reviewers and authors of scientific papers. This application discovers various ‘semantic associations’ between the reviewers and authors in a populated ontology to determine a degree of Conflict of Interest. This ontology was created by integrating entities and relationships from two social networks, namely "knows," from a FOAF (Friend-of-a-Friend) social network and "co-author," from the underlying co-authorship network of the DBLP bibliography. We describe our experiences developing this application in the context of a class of Semantic Web applications, which have important research and engineering challenges in common. In addition, we present an evaluation of our approach for real-life COI detection.


Excerpt from “Background”: Facebook implemented a new feature called "News Feeds" that displays every action you take on the site to your friends. You see who added who, who commented where, who removed their relationship status, who joined what group, etc. This is on your front page when you login to Facebook. This upset many Facebook members who responded with outrage. Groups emerged out of protest. Students Against Facebook News Feeds is the largest with over 700,000 members. Facebook issued various press statements that nothing was going to change. On September 5, Mark Zuckerberg (the founder) told everyone to calm down. They didn't. On September 8, he apologized and offered privacy options as an olive branch….. Privacy is not simply about the state of an inanimate object or set of bytes; it is about the sense of vulnerability that an individual experiences. When people feel exposed or invaded, there's a privacy issue….. What happened with Facebook was not about a change in the bit state - it was about people feeling icky. It made people felt icky for different reasons - some felt it for the exposure while others felt it for the invasion. Let me explain.

*Partial abstract:* Profiles have become a common mechanism for presenting one’s identity online. With the popularity of online social networking services such as Friendster.com, Profiles have been extended to include explicitly social information such as articulated “Friend” relationships and Testimonials. With such Profiles, users do not just depict themselves, but help shape the representation of others on the system. In this paper, we will discuss how the performance of social identity and relationships shifted the Profile from being a static representation of self to a communicative body in conversation with the other represented bodies.


A qualitative study was conducted to explore how subjects use social networking sites and instant messenger to engage in interpersonal relationships. The results were used to develop a preliminary framework that models how attitudes towards privacy and impression management, when mediated by technology, translate into social interactions. This paper begins with a review of relevant literature, then describes the experimental design, summarizes the results, introduces the framework, and finishes with a discussion of conclusions and implications for future research. This paper describes the collection and analysis of qualitative data, and its use to inform a preliminary theoretical framework that can support future research into the design of systems that support social interactions.


This study investigates self-presentation strategies among online dating participants, exploring how participants manage their online presentation of self in order to accomplish the goal of finding a romantic partner. Thirty-four individuals active on a large online dating site participated in telephone interviews about their online dating experiences and perceptions. Qualitative data analysis suggests that participants attended to small cues online, mediated the tension between impression management pressures and the desire to present an authentic sense of self through tactics such as creating a profile that reflected their "ideal self," and attempted to establish the veracity of their identity claims. This study provides empirical support for Social Information Processing theory in a naturalistic context while offering insight into the complicated way in which "honesty" is enacted online.


We have analyzed the fully anonymized headers of 362 million messages exchanged by 4.2 million users of Facebook, an online social network of college students, during a 26-month interval. The data reveal a number of strong daily and weekly regularities which provide insights into the time use of college students and their social lives, including seasonal variations. We also examined how factors such as school affiliation and informal online "friend" lists affect the observed behavior and temporal patterns. Finally, we show that Facebook users appear to be clustered by school with respect to their temporal messaging patterns.
Presents results from a pilot survey of 50 Facebook users at one campus conducted by students enrolled in a Fall 2005 course entitled Privacy Policy, Law, and Technology (course website: http://lorrie.cranor.org/courses/fa05/). The sample was selected to represent the various colleges of the university. Results revealed that most students were aware of the ability to restrict the information provided and some did restrict information; however, many users do share personal information like cell phone numbers and home addresses. The authors concluded that users generally feel comfortable sharing their personal information in a campus environment.

Participation in social networking sites has dramatically increased in recent years. Services such as Friendster, Tribe, or the Facebook allow millions of individuals to create online profiles and share personal information with vast networks of friends - and, often, unknown numbers of strangers. In this paper we study patterns of information revelation in online social networks and their privacy implications. We analyze the online behavior of more than 4,000 Carnegie Mellon University students who have joined a popular social networking site catered to colleges. We evaluate the amount of information they disclose and study their usage of the site’s privacy settings. We highlight potential attacks on various aspects of their privacy, and we show that only a minimal percentage of users changes the highly permeable privacy preferences.

How does the Internet affect social capital in terms of social contact, civic engagement, and a sense of community? Does online involvement increase, decrease, or supplement the ways in which people engage? Our evidence comes from a 1998 survey of North American visitors to the National Geographic Society website, one of the first large-scale web surveys of the general public. We find that online social contact supplements the frequency of face-to-face and telephone contact. Online activity also supplements participation in voluntary organizations and politics. Frequent email users have a greater sense of online community, although their overall sense of community is similar to that of infrequent email users. The evidence suggests that as the Internet is incorporated into the routine practices of everyday life, social capital is becoming augmented and more geographically dispersed.

This poster describes preliminary results from an ongoing investigation of student/faculty relationships in the online community Facebook. In spring of 2006, a survey was conducted in two large courses at a mid-sized public research university to understand how contact on Facebook was influencing student perceptions of faculty. We found that contact on Facebook had no impact on students’ ratings of professors. We found it striking that one third of the students we surveyed did not believe that faculty should be present on the Facebook at all. Some raised concerns about identity management and privacy issues. We discuss the implications of these findings and the potential for further research in the area.
Jones, Harvey and Soltren, Jose Hiram. (2005) Facebook: Threats to Privacy
End-users share a wide variety of information on Facebook, but a discussion of the privacy implications of doing so has yet to emerge. We examined how Facebook affects privacy, and found serious flaws in the system. Privacy on Facebook is undermined by three principal factors: users disclose too much, Facebook does not take adequate steps to protect user privacy, and third parties are actively seeking out end-user information using Facebook. We based our end-user findings on a survey of MIT students and statistical analysis of Facebook data from MIT, Harvard, NYU, and the University of Oklahoma. We analyzed the Facebook system in terms of Fair Information Practices as recommended by the Federal Trade Commission. In light of the information available and the system that protects it, we used a threat model to analyze specific privacy risks. Specifically, university administrators are using Facebook for disciplinary purposes, firms are using it for marketing purposes, and intruders are exploiting security holes. For each threat, we analyze the efficacy of the current protection, and where solutions are inadequate, we make recommendations on how to address the issue.

http://portal.acm.org/citation.cfm?doid=1180875.1180901
Large numbers of college students have become avid Facebook users in a short period of time. In this paper, we explore whether these students are using Facebook to find new people in their offline communities or to learn more about people they initially meet offline. Our data suggest that users are largely employing Facebook to learn more about people they meet offline, and are less likely to use the site to initiate new connections.

Noel-Levitz, Inc. (2006) Engaging the "Social Networking" Generation: How to Talk to Today's College-Bound Juniors and Seniors
https://www.noellevitz.com/Papers+and+Research/Research/ResearchLibrary/E-Expectations.htm
For high school and college students, the Internet serves as a social networking tool. Students use blogs, chat, text messaging, and sites such as MySpace to connect and communicate. How much does this behavior impact undergraduate and graduate e-recruitment efforts? The E-Expectations: Class of 2007™ project examined the implications of this trend. For the general and Hispanic students reports, it surveyed 1,018 college-bound high school juniors nationwide, asking them for their expectations and behaviors on issues such as college Web sites, cell phone usage, blogs, and podcasts. The Graduate Edition polled 1,069 prospective graduate students.

Student Usage of Online Social Communities at University of Florida (UF) Survey
Results from a survey of 125 UF students about their usage of online social communities, conducted as part of a student project. [Note: no information is provided about recruitment, selection, or representativeness of the sample.] A link is provided to the survey instrument.
Social network communities facilitate the sharing of identity information in a directed network. Compared with traditional methods for identity information disclosure, such as a campus directory, the social network community fosters a more subjective and holistic disclosure of identity information. In the following paper, the results of a quantitative analysis of identity information disclosure in social network communities, as well as subject opinions regarding identity protection and information disclosure are presented. Through comparative analysis, the need for further analysis of the value and jeopardy of identity information sharing in social network communities is identified.

http://chimprawk.blogspot.com/2006/01/student-life-on-facebook.html
Results from a detailed analysis of participation in social network communities of the entire freshmen class at UNC-Chapel Hill during the Fall of 2005, including account creation, use of privacy restrictions, extent of information sharing, and aggregate information about users.

Stutzman, F. (July, 2006) Adopting the Facebook: A Comparative Analysis
A summary of findings from an analysis comparing Facebook adoption of the 2005 and 2006 freshman classes at UNC-Chapel Hill.

http://abs.sagepub.com/cgi/content/abstract/45/3/436
How does the Internet affect social capital? Do the communication possibilities of the Internet increase, decrease, or supplement interpersonal contact, participation, and community commitment? This evidence comes from a 1998 survey of 39,211 visitors to the National Geographic Society Web site, one of the first large-scale Web surveys. The authors find that people's interaction online supplements their face-to-face and telephone communication without increasing or decreasing it. However, heavy Internet use is associated with increased participation in voluntary organizations and politics. Further support for this effect is the positive association between offline and online participation in voluntary organizations and politics. However, the effects of the Internet are not only positive: The heaviest users of the Internet are the least committed to online community. Taken together, this evidence suggests that the Internet is becoming normalized as it is incorporated into the routine practices of everyday life.

Wiley, C. and Sisson, M. (November, 2006). Facing the consequences of Facebook
November 17, 2006: http://www.udayton.edu/News/Article/?contentId=2183
These two news articles discuss the findings of a University of Dayton survey. Researchers surveyed college students in their region and 5,000 employers nationwide for their thoughts on and experiences with Facebook.com and found that 40 percent of employers nationally check Facebook before hiring, while many students contend that's a violation of privacy.
Advice on Addressing Facebook and Other Online Communities

7 Things You Should Know About Facebook

EDUCAUSE Learning Institute (2006)
http://www.educause.edu/LibraryDetailPage/666?ID=ELI7017

Common-Sense Facebook Advice for Students
Fred Stutzman (Posted 05/06/2006)
http://chimprawk.blogspot.com/2006/05/common-sense-facebook-advice-for.html
Note: This advice predates the opening of Facebook to non-IHE members.

Facing Facebook and Other Social Networking Technologies

EDUCAUSE Live (11/08/06) - PowerPoint presentation
Tracy Mitrano, Director of IT Policy and the Computer Policy and Law Program
Anita Rho, Senior
Cornell University
http://www.educause.edu/LIVE0621

Facebook as a Tool for Learning Engagement
Fred Stutzman (Posted 12/20/06)
http://chimprawk.blogspot.com/2006/12/facebook-as-tool-for-learning.html

Find me on Facebook ... as Long as You are Not a Faculty Member or Administrator

ESource for College Transitions, National Resource Center for the First Year Experience and Students in Transition, SC.
Michael Abel (December 2005)
nrc.fye.sc.edu/esource/pdf/pdfES03/3(3).pdf

How to Make Facebook Your New Best Friend

Student Affairs Leader (02/15/06)

How University Administrators Should Approach the Facebook: Ten Rules
Fred Stutzman (Posted 01/23/06)
http://chimprawk.blogspot.com/2006/01/how-university-administrators-should.html

Saving ‘Face’ in the Virtual Collegiate Community

NASPA NetResults
Robert Chapman (December 2005)
http://www.naspa.org

A Wider World: Youth, Privacy, and Social Networking Technologies

EDUCAUSE Review (November/December 2006)
Tracy Mitrano
http://www.educause.edu/apps/er/erm06/erm0660.asp
The Myth about Putting Information Online: “No One Cares What You Say Online”
EDUCAUSE Review (September/October 2006)
Diana G. Oblinger and Brian L. Hawkins

What Campuses are Doing

Princeton University
Some Things to Consider When Using Facebook
http://web.princeton.edu/sites/oit/facebookconsiderations.htm

North Carolina State University
Facebook: Proactive Education for Diversity College
File Format: Microsoft PowerPoint
www.studentaffairs.com/vcs/2006entries/NorthCarolinaStateUniversity.ppt

Cornell University, IT Policy Office
Thoughts on Facebook: Five Things to Think About When Using Facebook
www.cit.cornell.edu/policy/memos/facebook.html

Mercyhurst College, Residence Life & Student Conduct
Facebook Awareness Campaign
http://users.mercyhurst.edu/jhoward/www/facebook/

Western Illinois State University
Facebook Education at Diversity College
File Format: Microsoft PowerPoint
www.studentaffairs.com/vcs/2006entries/WesternIllinoisUniversity_craddock_entry.ppt

Articles from the Chronicle of Higher Education (in reverse chronological order)

College Tries to Be Cool but Runs Afoul of Facebook
http://chronicle.com/weekly/v53/i14/14a03901.htm
Excerpt: “...A spokeswoman for Facebook...confirms that the company will remove any site that represents an organization instead of an individual.”

U. of Michigan Asks Athletes to Pledge Good Conduct on Social-Networking Sites
http://chronicle.com/weekly/v53/i06/06a04602.htm
Excerpt: “...Athletes must maintain a ‘high standard of honor and dignity’ reflective of the university's athletics program when posting on such sites, and...any behavior on the sites that violates university or team rules could result in ‘team suspension, termination from the varsity team, and reduction or nonrenewal of any athletic scholarships.’”
After a Redesign, Facebook Hastily Offers New Privacy Protections
http://chronicle.com/weekly/v53/i05/05a03502.htm
*Excerpt:* “Days after redesigning Facebook, the popular social-networking Web site, to offer two new features, the site's creator responded to an outcry that the features violated users' privacy by enabling people to turn the features off.”

To the Chagrin of Its Clientele, Facebook Expands Its Membership
http://chronicle.com/weekly/v53/i05/05a03501.htm
*Excerpt:* “The wildly popular online social network, which rose to prominence by catering solely to college students, will soon open its membership to all computer users, on campus and off, according to company officials.”

Facebook Spawns an Army of 'Helicopter Parents'
*Excerpt:* “Now that college freshmen can create Facebook profiles before they even set foot on campus, first-year students are logging on to the site to look for dirt on their soon-to-be roommates. And, much to the chagrin of campus officials, some worried parents are doing the exact same thing.”

Judging Roommates by Their Facebook Cover
http://chronicle.com/weekly/v53/i02/02a06301.htm
*Excerpt:* “Freshmen go online to check out the students they will live with - and reach some early conclusions.”

Why I Registered on Facebook
http://chronicle.com/weekly/v53/i02/02c00101.htm
*Excerpt:* “A professor finds a new way to communicate with colleagues and students.”

Facebook and Other Social-Networking Sites Raise Questions for Administrators
http://chronicle.com/weekly/v52/i48/48a02901.htm
*Excerpt:* “The attention that Facebook has generated has given college administrators plenty of incentive to consider whether their institutions should issue warnings about the site. The Chronicle recently discussed Facebook with a panel of officials who have wrestled with the issue.”
Facing the Facebook
[http://chronicle.com/weekly/v52/i21/21c00101.htm](http://chronicle.com/weekly/v52/i21/21c00101.htm)
Excerpt: “Unless we reassess our high-tech priorities, issues of student insensitivity, indiscretion, and fabrication will consume us.”

Think Before You Share
[http://chronicle.com/weekly/v52/i20/20a03801.htm](http://chronicle.com/weekly/v52/i20/20a03801.htm)
Excerpt: “In the past year, more and more administrators have seen students put surprising amounts of personal data online... Some students post incriminating photos or details about their daily lives without a second thought. And many are surprised when parents or authorities suddenly peek in, too, or when others use that information to stalk or harass them.”

Selected News Articles and Commentary (in reverse chronological order)

Internet generation shares grief online
Gail Koch, *The Star Press* (Muncie, IN) (1/12/07)
As news spread over the weekend about the deaths of Wes-Del High School students Jordan Cleveland and Bostan Wine in a car crash, friends of the teens kept abreast of the situation by going online.

UMass checks data to identify rioters. Police are using photos, websites.
April Simpson, *Boston Globe* (12/20/06)
Excerpt: Police at the University of Massachusetts at Amherst are using photographs, websites, videos, and the student body to identify students who set objects afire and threw bicycle tires, beer bottles, and other projectiles at police after the football team's defeat in the Division 1-AA championship game on Friday.

Assistant principal sues students over myspace.com page
*The Associated Press* (09/25/06)
Excerpt: A high school assistant principal in San Antonio is suing two students and their parents, alleging the teens set up a Web page on MySpace.com in her name and posted obscene comments and pictures.

Facebook to open to all Internet users: Facebook Site, Now Restricted Mostly to Students, to Expand Eligibility to All Internet Users
Anick Jesdanun, *AP* (on abcnews.com) (9/11/06)
Excerpt: Facebook, an online community now restricted mostly to high school and college students, will soon throw its doors wide open and welcome millions of Internet users currently left standing at the gates.
You may have been YouTubed
Scott Jaschik, *Inside Higher Ed* (09/06/06)

*Excerpt:* Because YouTube is very popular with college students, it should probably come as no surprise that they are posting videos of course scenes on the Web site — and judging from interviews with the “stars” of these postings, the professors aren’t being asked or giving permission for the filming. Nonetheless, some of the videos feature professors’ names, disciplines and institutions.

Kent banning athlete Web profiles
Ryan Loew, *The Columbus Dispatch* (6/22/06)

*Excerpt:* One student chose a picture of himself shirtless holding a Miller Lite can for his profile photo. He's on the baseball team. Another belongs to the "My cell phone is my best friend when I'm drunk in Kent" group and lists skinny-dipping as an interest. She competes in track and field. Both are Kent State University athletes with profiles on Facebook.com, a social networking Web site that boasts more than 7.5 million users from high schools and universities nationwide. But soon, Kent State's nearly 400 athletes will be banned from Facebook -- not by the Web site, but by university administrators.

For some, online persona undermines a résumé

*Excerpt:* When a small consulting company in Chicago was looking to hire a summer intern this month, the company's president went online to check on a promising candidate who had just graduated from the University of Illinois. At Facebook, a popular social networking site, the executive found the candidate's Web page with this description of his interests: "smokin' blunts" (cigars hollowed out and stuffed with marijuana), shooting people and obsessive sex, all described in vivid slang. It did not matter that the student was clearly posturing. He was done. "A lot of it makes me think, what kind of judgment does this person have?"

Pentagon sets its sights on social networking websites
Paul Marks, *NewScientist.com News Service* (06/09/06)

*Excerpt:* New Scientist has discovered that Pentagon's National Security Agency, which specialises in eavesdropping and code-breaking, is funding research into the mass harvesting of the information that people post about themselves on social networks. And it could harness advances in internet technology - specifically the forthcoming "semantic web" championed by the web standards organisation W3C - to combine data from social networking websites with details such as banking, retail and property records, allowing the NSA to build extensive, all-embracing personal profiles of individuals.
Three stars and a chili pepper: social software, folksonomy, and user reviews in the college context
Joseph Ugoretz, Academic Commons (06/09/06)
http://www.academiccommons.org/commons/essay/Ugoretz-social-software-folksonomy
Excerpt: Let me describe and explain in more detail the new tools (some of which are not really so new at all, as we will see) from the four vignettes above, and then I will return to those vignettes to suggest some possible uses of these tools in the academic setting—to exploit their strengths and avoid their weaknesses.

Eye of the beholder: Colleges using Facebook to punish students
Eric Roper, The GW Hatchet (George Washington University) (11/10/05)
Excerpt: “Almost a year and a half after the creation of Facebook, some students may be surprised to learn that they can be punished for having their picture or personal information displayed online... Incidents [around the country] raise the issue of whether a photograph is enough evidence for a student to be found in violation of a drug or alcohol policy...”

Second article in this series: “Employers, marketers and parents accessing Facebook database”

Fisher College expels student over website entries
Sarah Schweitzer, Boston Globe (10/6/05)
A Fisher College sophomore has been expelled for comments he posted on the student networking website Facebook. The action marks the first time a college has expelled a student for a posting on the popular website, which hosts discussion groups and personal profiles, according to a spokesman for Facebook.

SMC students threatened on popular Facebook site
Katie Kohler, The Observer (University of Notre Dame and Saint Mary’s College) (9/7/05)
Excerpt: “Women at Saint Mary's recently received threats on the popular college Web site, facebook.com, a College security official said. In an e-mail, Head of Security Patty Rolens warned students that some women have received both threats and abusive e-mails. The facebook.com system had even been infiltrated by Belles impersonators in order to gain personal information about its students...”

Secret Service questions student
William W. Savage III., Oklahoma University Daily, (3/8/05)
http://hub.ou.edu/articles/article.php?article_id=255413967&search_id=1121469743
Excerpt: While washing his hands at 3 p.m. March 1, University College freshman Saul Martinez wasn't prepared to meet a Secret Service agent, especially not one who was under the impression that Martinez was a trained assassin…. But one comment in particular, posted on Thefacebook.com Web site in November 2004, was coming back to haunt him….Martinez said he was making a joke, but others must have taken it literally.
Safe Internet Use -- Materials included in conference proceedings
Used with permission – thanks to Carla Torrielli and PaperClip Communications

Putting Your Best Face Forward: Tips for Being Web-savvy and Web-safe
This document was created by Carla Torrielli of Brandeis University for use as a teaching guide by the school’s Department of Orientation and First-Year Programs. It discusses general guidelines for web sites like Facebook.com use and offers tips on creating a Facebook.com profile. Safety and privacy issues are highlighted.

Stalking, Cyberstalking, Obscene Calls & Threatening Emails
Created by PaperClip Communications under its “Topics in Campus Threat Prevention Binder Service,” this document provides information on the topics of stalking and cyberstalking, gives best practices and expert opinions on campus policies, and offers pointers on conducting staff trainings. This resource is rich with data and includes the first-hand experiences of IHE officials from around the country.

Safe Internet Use -- Websites

CyberAngels
www.cyberangels.org
CyberAngels was started in 1995 to promote internet safety, combat internet crime, and provide assistance to victims. The organization provides information and education to prevent potential online victimization, assists in tracing and identifying perpetrators of internet crime to aid in prosecution, and monitors emerging legal topics and political trends relevant to internet safety.

staysafe.org
www.staysafeonline.com or www.staysafe.org is an educational site intended to help consumers understand both the positive aspects of the Internet and how to manage a variety of online safety and security issues. The guidance on this site is focused on helping consumers understand these issues and how to take steps to prevent or repair their effects. The guidance includes both behavioral and product and technical solutions. Although this site is non-commercial, various products are discussed to provide consumers with good decision-making guidance. The content presented on this site originates from corporations and non-profit, media and governmental organizations that focus entirely or in part on Internet safety education, consumer protection and consumer products. This site is funded and hosted by Microsoft Corporation and honoraria are paid for some content to enable its availability.

StaySafeOnline.org
www.StaySafeOnline.org is a service of the National Cyber Security Alliance, a public-private partnership that provides tools and resources to empower home users, small businesses, and schools, colleges, and universities to stay safe online. Examples of resources include a list of the Top 8 Cyber Security Practices, Cyber Security Basics, Phishing and Pharming Tips, and how to conduct a free computer security checkup.
**iSAFE America, Inc.**

[www.isafe.org](http://www.isafe.org) is a nonprofit foundation dedicated to protecting the online experiences of youth through internet safety education. The goal is to educate students on how to avoid dangerous, inappropriate, or unlawful online behavior by combining K-12 curriculum with community outreach programs to parents, law enforcement, and community leaders.

**Other Articles of Interest**


This exploratory study of 339 students at the University of New Hampshire found that approximately 10% to 15% of students reported receiving repeated e-mail or Instant Messenger (I-M) messages that "threatened, insulted, or harassed," and more than half of the students received unwanted pornography. Approximately 7% of students reported online harassment to an authority. Messages originated from strangers, acquaintances, and significant others. No difference in online harassment was found based on demographic variables except sexual orientation. Sexual minority students were more likely to receive online harassment from strangers than were heterosexual students. Implications for further research and for policy/program development are discussed.


This article from the journal of the Association for Computing Machinery ([www.acm.org](http://www.acm.org)) addresses issues related to restriction of Internet content by institutions of higher education, exploring these questions from legal, ethical, and practical perspectives. The author discusses the tensions between permitting free speech and privacy and restricting access to unsuitable information, presents the results of an exploratory survey of current Internet censorship policies and practices at academic institutions, and discusses the implications of these findings for practice.