

Syllabus Internet Use and Well-Being

HS 2020

Internet & Society Mono 120 > Research Areas in Internet & Society > 248c501a Seminar
v20200918

[WZ](#)
[OLAT](#)

lecture-ID: 74

Study level: Master

Instructor: Büchi, Moritz (m.buechi@ikmz.uzh.ch)

Language: english

Dates: weekly | Day: Friday | Timeslot: 10-12

Room: AFL-F-121 / **Zoom**

ECTS: 6

Content

The seminar addresses the nexus of Internet use and well-being from a sociotechnical perspective. It considers the mutual influences of technology and society and introduces the growing field of "digital well-being" research. Theoretical models as well as empirical studies rooted in communication, sociology, and psychology are discussed. Societal trends impact digital practices from which individuals derive various beneficial as well as harmful outcomes relevant for their personal well-being. At the same time, individual practices (re)produce the social structures they are embedded in. The guiding question is how people can integrate various forms of Internet use into their everyday lives to promote well-being.

Mono Master Internet & Society 120			
Semester 1 HS	Semester 2 FS	Semester 3 HS	Semester 4 FS
Multivariate Statistics 6 ECTS – Lecture + Tutorial	Science Theory and Research Logics 6 ECTS – Lecture	Colloquium 6 ECTS	
	Research Competencies in Internet & Society – Research Seminar 9 ECTS	Research Competencies in Internet & Society – Research Seminar 9 ECTS	
		Master Thesis 30 ECTS	
		Further Topics in the Field and / or Study Abroad – 24 ECTS 3rd or 4th semester	
Research Areas in Internet & Society (3 specific Seminars à 6 ECTS)			
Research Areas in Communication Science (2 Lectures à 6 ECTS)			

Learning Goals

Students gain an overview of the state of research on the connections between Internet use and well-being. In the seminar, different types of Internet-based digital ICT uses as well as measures of well-being are differentiated and students develop the competence to analyze and categorize studies on the basis of these dimensions. Students thus acquire analysis/reflection competence, which enables them to critically compare and evaluate theories, studies and findings in their

respective fields and to identify research gaps on the basis of this knowledge. Based on the above, students will learn how to translate theoretical models into empirically addressable models and test their hypotheses on existing data sets.

Further objectives of the seminar are to:

- learn how to formulate and address a clear research question
- make connections between different strands of literature
- practice conceptual thinking and modeling
- work collaboratively and accommodate different viewpoints

Workload

Please know that the time spent in class is only a fraction of the workload. The bulk of the required work needs to be done individually and in groups between sessions. This is a 6 ECTS seminar equivalent of 180 hours.

- Attendance: 26h
- Readings: 25h
- Writing topic synopsis: 5h
- Preparing topic presentation and session lead: 8h
- R practice and assignment: 4h
- Create poster and prepare presentation: 10h
- Empirical analysis: 42h
- Writing final paper: 60h

Expectations

In-class participation is expected and means that you are physically or virtually present, contributing to the discussion, and have engaged with the readings beforehand. The quality of the seminar will crucially depend on everyone having read the required readings. The seminar language is English; please consider that some students may not speak German (e.g., when presenting examples). Please do not hesitate to contact me informally if you have any concerns.

Student Assessment

Topic Synopsis, Presentation, and Session Lead

As the basis for each session (in Part I), each student will individually submit a synopsis of the readings/topic ahead of time. This synopsis should be understood as a summarizing critical reflection. It should comprise a brief summary of the readings, comments on the unique strengths and limitations, connections to the broader topic of the seminar and applications/examples from everyday life, and a couple of clearly outlined questions or issues for class discussion. A good synopsis may include critical reflections on the concepts, methods, or findings from the readings, highlight ideas that are surprising or confusing to you, ideas for research designs based on the readings, or connections to current events or public debates. The synopsis is a continuous text containing references where needed (it is not required, however, to include additional readings). The length requirement is 600 words (+/- 10%) excluding the list of references.

Your presentation slides should be uploaded to OLAT by Friday morning at the latest and should largely reflect and extend upon the main points from the written synopsis. Following your presentation at the beginning of the session (aim for 15 to 20 minutes), your group is responsible for structuring and leading the discussion for the rest of the session (20 minutes). You can be

creative with incorporating different "real-life" examples (e.g., news reports, videos) and the types of questions or tasks you want to address to the other students.

- Submit the written synopsis by Wednesday before the presentation
- Upload the presentation slides by 9 a.m. the day of the presentation

Poster Presentation

The poster should be a single, large page that succinctly displays all key elements of your empirical analysis and theoretical reasoning from your group (it does not need to be on the topic of your topic synopsis). An example will be provided. Do spend some time on making it creatively and visually appealing while effectively communicating the key points, as you see appropriate. The imagined audience are people familiar with communication research, but not the specific topic and details of this seminar. The poster serves both as a visual aid for your oral presentation and as a one-page summary for later reference. In the penultimate session, each group will present their poster to everyone else in a very brief pitch (5 minutes each – we will all be virtually moving from one poster to the next, following up with questions and discussion.

- Submit poster by 8 Dec
- Poster presentation session: 11 Dec

Seminar Paper

The final paper for this seminar takes the form of an empirical research report and should be co-authored in your presentation group (it does not need to be on the topic of your topic synopsis). The paper is expected to have a robust discussion of theory, methods, results, and the implications of those results. Part of the challenge is also working together in a group; the paper will thus be graded as a single, coherent document.

The paper should be written with the following elements in the following order:

- title page
- [abstract](#)
- introduction and brief review of literature and concepts leading to research question and demonstrating relevance
- data and methods (including an analysis plan)
- results (describing the findings)
- discussion (interpret the findings, relate back to the research question and relevance)
- references
- appendices (as appropriate)
- the completed form regarding plagiarism ([Lauterkeitserklärung](#))

Further requirements:

- 4000 words in length (+/- 10%) for the main text (excludes title page, reference list, appendices).
- Adhere to APA 6 or 7 style referencing (a reference manager like Zotero is highly recommended)
- Where no seminar-specific information is provided, stick to the [Merkblatt Wissenschaftliches Arbeiten](#)
- Submit the final paper by 8 Jan 2021

Grading

- In-class participation (individual): 10%
- Written topic synopsis (individual): 20%

- Topic presentation and session lead (group): 10%
- Poster (group): 10%
- Poster presentation (group): 5%
- Final paper (group): 45%

A list of criteria for grading will be uploaded to OLAT.

Organization

The general format of the seminar is two-part. First we will focus on the existing literature. Each week we will focus on a specific topic, comprising two 45 minute sessions, and one or two groups will take the lead with presentations and discussion. Second, we will focus on the empirical analysis of one facet of Internet use and well-being. These sessions will be much more workshop style, where we tackle common issues regarding data analysis.

Timeline and Topics

Part I – Theory and Literature

SW	Date	Topics	Notes
1	18 Sep 2020	Introduction, Organization, Syllabus, Groups	
2	25 Sep 2020	Internet Diffusion, Use, and Consequences	(Module cancellation deadline)
3	2 Oct 2020	The Concept and Measurement of Well-Being	
4	9 Oct 2020	Smartphones, Social Media, and Mental Health	G1 & G2 session lead
5	16 Oct 2020	Digital Well-Being Theory and Research	G3 session lead
6	23 Oct 2020	Online Privacy and Datafication	G4 & G5 session lead
7	30 Oct 2020	Constant Connectivity	G6 session lead

Part II – Empirical Research

SW	Date	Topics	Notes
8	6 Nov 2020	Group consultations on research idea (no session)	by appointment
9	13 Nov 2020	Research workshop I: Survey data, Basics in R, assignment	
10	20 Nov 2020	Individual work in R (no session)	
	24 Nov 2020	Annotated R script due (submit via OLAT)	
11	27 Nov 2020	Research workshop II: From conceptual to statistical modeling	
12	4 Dec 2020	Research workshop III: Examples and Questions	
	8 Dec 2020	Poster due (submit via OLAT)	
13	11 Dec 2020	Poster session (group presentations and discussion)	
14	18 Dec 2020	Group consultations on seminar paper (no session)	by appointment
	8 Jan 2021	Seminar paper due (submit via OLAT)	

Groups

Groups will be formed in the first session. Group size will be 2 to 3 students, depending on the final class size. The group will work together throughout the semester and also co-author the final paper.

Pandemic Situation

We will decide on how to conduct the seminar (in person, remotely, or mixed) in the first session and adapt as the situation changes. Any recordings or streaming of our sessions may not be shared with others or used for any purpose other than the immediate context of the seminar.

Reading List

Students are responsible for accessing the assigned readings; most often, it will be necessary to be in the UZH network or use a VPN connection. Readings that are not accessible in this manner will be provided on OLAT. Bold readings are mandatory for everyone; those marked with an asterisk (*) are additionally required for the presenting group.

SW2: Internet Diffusion, Use, and Consequences

This protean technology's character and effects will reflect the outcome of ongoing struggles among powerful economic and political actors

Ragnedda, M. (2020). Traditional Digital Inequalities: Digital Divide. In *Enhancing Digital Equity: Connecting the Digital Underclass* (pp. 39–60). Springer International Publishing. https://doi.org/10.1007/978-3-030-49079-9_3

Büchi, M., Just, N., & Latzer, M. (2016). Modeling the second-level digital divide: A five-country study of social differences in Internet use. *New Media & Society*, 18(11), 2703–2722. <https://doi.org/10.1177/1461444815604154>

DiMaggio, P., Hargittai, E., Neuman, W. R., & Robinson, J. P. (2001). Social Implications of the Internet. *Annual Review of Sociology*, 27(1), 307–336. <https://doi.org/10.1146/annurev.soc.27.1.307>

Latzer, M., Büchi, M., & Festic, N. (2020). *Internet Use in Switzerland 2011–2019: Trends, Attitudes and Effects* (Summary Report from the World Internet Project – Switzerland). University of Zurich. <https://mediachange.ch/research/wip-ch-2019/>

Robinson, L. (2009). A Taste for the Necessary: A Bourdieuan approach to digital inequality. *Information, Communication & Society*, 12(4), 488–507. <https://doi.org/10.1080/13691180902857678>

Robinson, L., Cotten, S. R., Ono, H., Quan-Haase, A., Mesch, G., Chen, W., Schulz, J., Hale, T. M., & Stern, M. J. (2015). Digital inequalities and why they matter. *Information, Communication & Society*, 18(5), 569–582. <https://doi.org/10.1080/1369118X.2015.1012532>

Scheerder, A. J., van Deursen, A. J. A. M., & van Dijk, J. A. G. M. (2019). Taking advantage of the Internet: A qualitative analysis to explain why educational background is decisive in gaining positive outcomes. *Poetics*, 101426. <https://doi.org/10.1016/j.poetic.2019.101426>

SW3: The Concept and Measurement of Well-Being

A paramount concern of thinkers since ancient times

Keyes, C. L. M. (2014). Happiness, Flourishing, and Life Satisfaction. In W. C. Cockerham, R. Dingwall, & S. Quah (Eds.), *The Wiley Blackwell Encyclopedia of Health, Illness, Behavior, and Society* (pp. 747–751). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781118410868.wbehib_s454

Miao, F. F., Koo, M., & Oishi, S. (2013). Subjective Well-being. In I. Boniwell, S. A. David, & A. Conley Avers (Eds.), *Oxford Handbook of Happiness*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199557257.013.0013>

Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour*, 2(4), 253–260. <https://doi.org/10.1038/s41562-018-0307-6>

Headey, B., Holmstrom, E., & Wearing, A. (1985). Models of well-being and ill-being. *Social Indicators Research*, 17(3), 211–234. <https://doi.org/10.1007/BF00319311>

Helliwell, J. F., & Aknin, L. B. (2018). Expanding the social science of happiness. *Nature Human Behaviour*, 2(4), 248–252. <https://doi.org/10.1038/s41562-018-0308-5>

Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., Parkinson, J., Secker, J., & Stewart-Brown, S. (2007). The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): Development and UK validation. *Health and Quality of Life Outcomes*, 5(1), 63. <https://doi.org/10.1186/1477-7525-5-63>

SW4: Smartphones, Social Media, and Mental Health (G1 & G2)

The association of well-being with regularly eating potatoes was nearly as negative as the association with technology use

Dienlin, T., & Johannes, N. (2020). The impact of digital technology use on adolescent well-being. *Dialogues in Clinical Neuroscience*, 22(2), 135–142. <https://www.dialogues-cns.org/the-digital-revolution-and-its-impact-on-human-brain-and-behavior/dialoguesclinneurosci-22-135/>

*[G1] Orben, A. (2020b). The Sisyphean Cycle of Technology Panics. *Perspectives on Psychological Science*, 1745691620919372. <https://doi.org/10.1177/1745691620919372>

*[G1] Wolfers, L. N., & Schneider, F. M. (2020). Using Media for Coping: A Scoping Review. *Communication Research*. <https://doi.org/10.1177/0093650220939778>

*[G2] Orben, A., & Przybylski, A. K. (2019). The association between adolescent well-being and digital technology use. *Nature Human Behaviour*. <https://doi.org/10.1038/s41562-018-0506-1>

*[G2] Tromholt, M. (2016). The Facebook Experiment: Quitting Facebook Leads to Higher Levels of Well-Being. *Cyberpsychology, Behavior, and Social Networking*, 19(11), 661–666. <https://doi.org/10.1089/cyber.2016.0259>

Odgers, C. L., & Jensen, M. R. (2020). Annual Research Review: Adolescent mental health in the digital age: facts, fears, and future directions. *Journal of Child Psychology and Psychiatry*, 61(3), 336–348. <https://doi.org/10.1111/jcpp.13190>

Orben, A. (2020a). Teenagers, screens and social media: A narrative review of reviews and key studies. *Social Psychiatry and Psychiatric Epidemiology*. <https://doi.org/10.1007/s00127-019-01825-4>

Weinstein, E. (2018). The social media see-saw: Positive and negative influences on adolescents' affective well-being. *New Media & Society*, 20(10), 3597–3623. <https://doi.org/10.1177/1461444818755634>

SW5: Digital Well-Being Theory and Research (G3)

Our self-understanding of what it means to live a life that is good for us in an increasingly digital society.

Gui, M., Fasoli, M., & Carradore, R. (2017). “Digital Well-Being”. Developing a New Theoretical Tool for Media Literacy Research. *Italian Journal of Sociology of Education*, 9(1), 155–173. <https://doi.org/10.14658/pupj-ijse-2017-1-8>

*[G3] Burr, C., & Floridi, L. (2020). The Ethics of Digital Well-Being: A Multidisciplinary Perspective. In C. Burr & L. Floridi (Eds.), *Ethics of Digital Well-Being: A Multidisciplinary Approach* (pp. 1–29). Springer International Publishing. https://doi.org/10.1007/978-3-030-50585-1_1

*[G3] Vanden Abeele, M. (2020). *Digital Wellbeing as a Dynamic Construct* [Preprint]. <https://doi.org/10.31219/osf.io/ymtaf>

Beyens, I., Pouwels, J. L., van Driel, I. I., Keijsers, L., & Valkenburg, P. M. (2020). The effect of social media on well-being differs from adolescent to adolescent. *Scientific Reports*, 10(1), 10763. <https://doi.org/10.1038/s41598-020-67727-7>

Büchi, M. (2020). *A Proto-Theory of Digital Well-Being* [Preprint]. <https://doi.org/10.31219/osf.io/k3e2j>

SW6: Online Privacy and Datafication (G4 & G5)

What users do online matters; but, what is online about them also has consequences.

Gangadharan, S. P. (2017). The downside of digital inclusion: Expectations and experiences of privacy and surveillance among marginal Internet users. *New Media & Society*, 19(4), 597–615. <https://doi.org/10.1177/1461444815614053>

*[G4] Masur, P. K. (2019). *Situational Privacy and Self-Disclosure* [Chapters 12 and 13]. Springer International Publishing. <https://doi.org/10.1007/978-3-319-78884-5>

*[G5] Lupton, D. (2020). Thinking With Care About Personal Data Profiling: A More-Than-Human Approach. *International Journal of Communication*, 14(0), 19. <https://ijoc.org/index.php/ijoc/article/view/13540>

*[G5] van Dijck, J. (2014). Datafication, dataism and dataveillance: Big Data between scientific paradigm and ideology. *Surveillance & Society*, 12(2), 197–208. <https://doi.org/10.24908/ss.v12i2.4776>

Couldry, N., & Mejias, U. (2019). Making data colonialism liveable: How might data's social order be regulated? *Internet Policy Review*, 8(2). <https://policyreview.info/articles/analysis/making-data-colonialism-liveable-how-might-datas-social-order-be-regulated>

Micheli, M., Lutz, C., & Büchi, M. (2018). Digital footprints: An emerging dimension of digital inequality. *Journal of Information, Communication and Ethics in Society*, 16(3), 242–251. <https://doi.org/10.1108/JICES-02-2018-0014>

SW7: Constant Connectivity (G6)

...technology is addictive, unnatural or harmful.

Sutton, T. (2020). Digital harm and addiction: An anthropological view. *Anthropology Today*, 36(1), 17–22. <https://doi.org/10.1111/1467-8322.12553>

*[G6] Aagaard, J. (2020). Beyond the rhetoric of tech addiction: Why we should be discussing tech habits instead (and how). *Phenomenology and the Cognitive Sciences*. <https://doi.org/10.1007/s11097-020-09669-z>

*[G6] Lupinacci, L. (2020). 'Absentmindedly scrolling through nothing': Liveness and compulsory continuous connectedness in social media: *Media, Culture & Society*. <https://doi.org/10.1177/0163443720939454>

Gui, M., & Büchi, M. (2019). From Use to Overuse: Digital Inequality in the Age of Communication Abundance. *Social Science Computer Review*, 1–17. <https://doi.org/10.1177/0894439319851163>

Hesselberth, P. (2018). Discourses on disconnectivity and the right to disconnect. *New Media & Society*, 20(5), 1994–2010. <https://doi.org/10.1177/1461444817711449>

Haug, S., Castro, R. P., Kwon, M., Filler, A., Kowatsch, T., & Schaub, M. P. (2015). Smartphone use and smartphone addiction among young people in Switzerland. *Journal of Behavioral Addictions*, 4(4), 299–307. <https://doi.org/10.1556/2006.4.2015.037>

Kwon, M., Lee, J.-Y., Won, W.-Y., Park, J.-W., Min, J.-A., Hahn, C., Gu, X., Choi, J.-H., & Kim, D.-J. (2013). Development and Validation of a Smartphone Addiction Scale (SAS). *PLOS ONE*, 8(2), e56936. <https://doi.org/10.1371/journal.pone.0056936>

General and Additional Literature

List of further readings that you may find relevant for your presentation or later paper.

Boulianne, S. (2018). Twenty Years of Digital Media Effects on Civic and Political Participation. *Communication Research*, 0093650218808186. <https://doi.org/10.1177/0093650218808186>

Büchi, M., Festic, N., & Latzer, M. (2018). How social well-being is affected by digital inequalities. *International Journal of Communication*, 12, 3686–3706. <http://ijoc.org/index.php/ijoc/article/view/8780>

Büchi, M., Fosch-Villaronga, E., Lutz, C., Tamò-Larrieux, A., Velidi, S., & Viljoen, S. (2020). The chilling effects of algorithmic profiling: Mapping the issues. *Computer Law & Security Review*, 36, 105367. <https://doi.org/10.1016/j.clsr.2019.105367>

Burr, C., Taddeo, M., & Floridi, L. (2020). The Ethics of Digital Well-Being: A Thematic Review. *Science and Engineering Ethics*. <https://doi.org/10.1007/s11948-020-00175-8>

Byrd, N. (2020). Causal Network Accounts of Ill-Being: Depression & Digital Well-Being. In C. Burr & L. Floridi (Eds.), *Ethics of Digital Well-Being: A Multidisciplinary Approach* (pp. 221–245). Springer International Publishing. https://doi.org/10.1007/978-3-030-50585-1_11

Couldry, N., Rodriguez, C., Bolin, G., Cohen, J., Volkmer, I., Goggin, G., Kraidy, M., Iwabuchi, K., Qiu, J. L., Wasserman, H., Zhao, Y., Rincón, O., Magallanes-Blanco, C., Thomas, P. N., Koltsova, O., Rakhmani, I., & Lee, K.-S. (2018). Media, communication and the struggle for social progress. *Global Media and Communication*, 14(2), 173–191. <https://doi.org/10.1177/1742766518776679>

Galperin, H., Bar, F., & Nguyen, H. (2020). The power divide: Mobile communication in Los Angeles' Skid Row. *Mobile Media & Communication*, 2050157920932608. <https://doi.org/10.1177/2050157920932608>

Gangadharan, S. P. (2012). Digital inclusion and data profiling. *First Monday*, 17(5). <https://doi.org/10.5210/fm.v17i5.3821>

Livingstone, S. (2019). Are the Kids Alright? *InterMEDIA*, 47(3), 10–14. <https://www.iicom.org/intermedia/intermedia-oct-2019/are-the-kids-alright>

Kardefelt-Winther, D. (2014). A conceptual and methodological critique of internet addiction research: Towards a model of compensatory internet use. *Computers in Human Behavior*, 31, 351–354. <https://doi.org/10.1016/j.chb.2013.10.059>

Kardefelt-Winther, D., Heeren, A., Schimmenti, A., Rooij, A. van, Maurage, P., Carras, M., Edman, J., Blaszczynski, A., Khazaal, Y., & Billieux, J. (2017). How can we conceptualize behavioural addiction without pathologizing common behaviours? *Addiction*, 112(10), 1709–1715. <https://doi.org/10.1111/add.13763>

Kardefelt-Winther, D., Rees, G., & Livingstone, S. (2020). Contextualising the link between adolescents' use of digital technology and their mental health: A multi-country study of time spent online and life satisfaction. *Journal of Child Psychology and Psychiatry*, 61(8), 875–889. <https://doi.org/10.1111/jcpp.13280>

Kaye, L. K., Orben, A., Ellis, D. A., Hunter, S. C., & Houghton, S. (2020). *The Conceptual and Methodological Mayhem of "Screen-time"* [Preprint]. Open Science Framework. <https://doi.org/10.31219/osf.io/u4hq9>

Kushlev, K., Dwyer, R., & Dunn, E. W. (2019). The Social Price of Constant Connectivity: Smartphones Impose Subtle Costs on Well-Being. *Current Directions in Psychological Science*, 28(4), 347–352. <https://doi.org/10.1177/0963721419847200>

- Lupton, D. (2020). The Internet of Things: Social dimensions. *Sociology Compass*, 14(4), e12770. <https://doi.org/10.1111/soc4.12770>
- Lutz, C. (2019). Digital inequalities in the age of artificial intelligence and big data. *Human Behavior and Emerging Technologies*, 1(2), 141–148. <https://doi.org/10.1002/hbe2.140>
- Neuman, W. R. (2016). *The digital difference: Media technology and the theory of communication effects*. Harvard University Press.
- Penney, J. W. (2016). Chilling Effects: Online Surveillance and Wikipedia Use. *Berkeley Technology Law Journal*, 31(1), 117–182.
- Quan-Haase, A. (2015). *Technology & society: Social networks, power, and inequality* (2nd ed.). Oxford University Press.
- Rainie, L., & Wellman, B. (2012). *Networked: The new social operating system*. MIT Press.
- Reisdorf, B. C., Triwibowo, W., & Yankelevich, A. (2020). Laptop or Bust: How Lack of Technology Affects Student Achievement. *American Behavioral Scientist*, 0002764220919145. <https://doi.org/10.1177/0002764220919145>
- Robinson, L., Schulz, J., Dunn, H. S., Casilli, A. A., Tubaro, P., Carvath, R., Chen, W., Wiest, J. B., Dodel, M., Stern, M. J., Ball, C., Huang, K.-T., Blank, G., Ragnedda, M., Ono, H., Hogan, B., Mesch, G. S., Cotten, S. R., Kretchmer, S. B., ... Khilnani, A. (2020). Digital inequalities 3.0: Emergent inequalities in the information age. *First Monday*. <https://firstmonday.org/ojs/index.php/fm/article/view/10844>
- Rosa, H. (2003). Social Acceleration: Ethical and Political Consequences of a Desynchronized High-Speed Society. *Constellations*, 10(1), 3–33. <https://doi.org/10.1111/1467-8675.00309>
- Vallor, S. (2010). Social networking technology and the virtues. *Ethics and Information Technology*, 12(2), 157–170. <https://doi.org/10.1007/s10676-009-9202-1>
- Van Dijk, J. (2020). *The digital divide*. Polity.
- Williams, J. R. (2019). The use of online social networking sites to nurture and cultivate bonding social capital: A systematic review of the literature from 1997 to 2018. *New Media & Society*, 1461444819858749. <https://doi.org/10.1177/1461444819858749>
- Wolfers, L. N., Festl, R., & Utz, S. (2020). Do smartphones and social network sites become more important when experiencing stress? Results from longitudinal data. *Computers in Human Behavior*, 109, 106339. <https://doi.org/10.1016/j.chb.2020.106339>

Contact

Relevant documents will be shared on OLAT. Important information is communicated via email.

Instructor:

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