

Web 2.0

Social Behavior of Internet Users

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## Abstract

As the internet has shifted from a Web 1.0 approach to a post bust, Web 2.0 collaborative approach, new opportunities have greatly accelerated the rate to which real world social behaviors and nuances have been translated into a digital or virtual medium. Some catalyst technologies facilitating this process include: social networking sites (SNS) such as MySpace and Facebook, blogs, photo sharing communities, companies utilizing Long Tail marketing logic, messaging services such as AOL Instant Messenger, and even dating services such as eHarmony and HotorNot.com. The individuals generating the content for Web 2.0 sites, experience three phases: the motivation phase, the analysis and choice phase, and lastly, the production phase. During this key production phase, time allows for unique stimuli to impact the individual, allowing for a "use evolution" of their content to take place. The importance for understanding this phase paradigm, comes in allowing for better control over the current shift in web use.

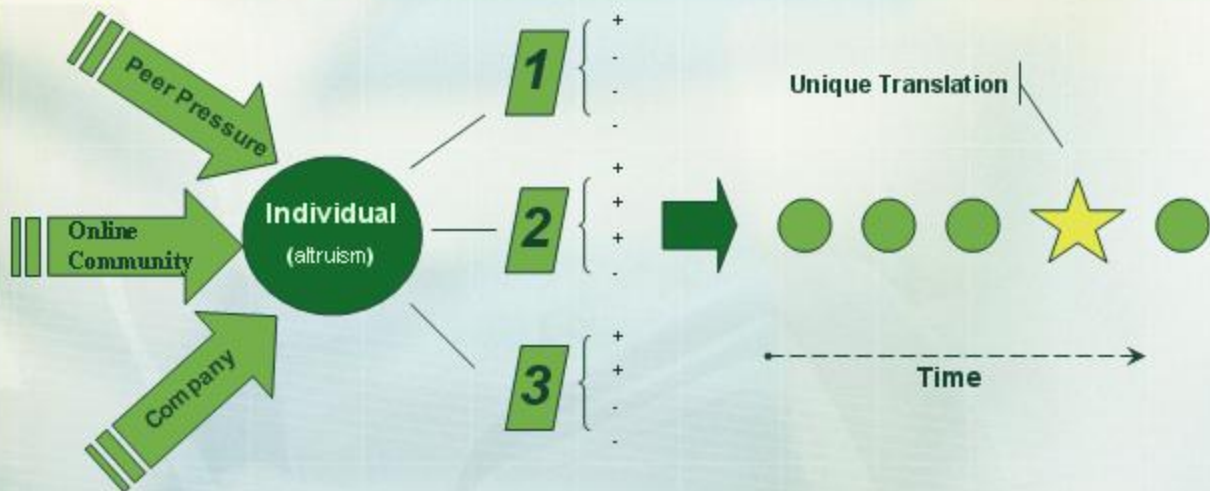
"[The Internet] is the most participatory form of mass speech yet developed."

-Justice Stewart Dalzell

Motivation Phase

Analysis & Choice Phase

Production Phase



## Introduction

There is currently a shift of epidemic proportions in the virtual environment of the internet. The movement is powered by the social behavior of millions of internet users and the companies which serve them. Not unlike the theory of evolution, those who are best adapted for this new environment will live, if not thrive, while others will be preyed upon, and eventually vanish with their prehistoric friends. In taking a closer look at the factors behind this shift, the social behavior of internet users will be dissected into three major phases encompassing motivation, analysis and choice, and production. The three phases will be viewed and explained in the context of Web 2.0.

Before getting into the deeper elements of this field, a common understanding for terms must be established. Web 2.0 is a concept, not to be confused with internet 2.0 which is a specific technology. Web 2.0 was coined by Tim O'Reilly, a leader in the field, for a conference he was hosting in 2001. Since that time, the concept of Web 2.0 has come to represent a collaborative web, a post bust web where the majority of the content is produced by individuals, not companies and a web of even more specific, meaningful information (Figure 2). The Web 2.0 shift has been empowered by a handful of supped up programming technologies such as API's, AJAX, PHP, Ruby on Rails, MySQL, Java Script, SOAP and XML. All of these technologies, working together, allow for individuals to more easily create and manipulate content on the internet. A few specific examples of Web 2.0 sites in action would be Wikipedia, FaceBook, MySpace, Amazon, Ebay, Flickr, Blogger and YouTube to name a few.

Another important term is wiki or wikis. Wiki of Wiki Media, is a term which represents an application, whereby any individual may edit the content of the site. The obvious

example for this is Wikipedia.com, the free encyclopedia, where anyone may add to or edit the online encyclopedia's content. The effectiveness of this "radical trust" which powers wikis will be discussed later. Wiki, as a model for individual or user generated content, is just one of the many choices a company has, to set free the power of the human public mind. The next term to define is tagging, which allows many individuals to tag any designated object on a website with information pertaining to it. Tagging may incorporate a rating, a name, a related keyword etc... but the premise remains the same, everyone cannot be wrong. Tagging, as a technology, reiterates the collaborative effort which is at the heart of the Web 2.0 concept.

So far, the majority of the terms have been more closely related to the individual or user sided efforts to offer information to the whole. This next term however is more company side oriented though it still relies on the individual. Long-tail, refers to the ability of an internet company to make more money by selling less popular items strategically, than competing solely on the most popular market fronts. Amazon.com is the most efficient company when it comes to executing long-tail. Amazon tracks every iota of information you offer while on their site, which words have been searched, which items have been bought, which items you've looked more closely at and more. They then cross analyze that information against what other buyers habits are, to determine which other items you might be interested in buying, then offer those to you. This may at first seem to be a gross exploitation or infringement of privacy, but as long as the information remains encrypted, it may just be an evolved version of, "Would you like fries with that?" Now that the essence of Web 2.0 has been covered with a brief understanding of

the associated technologies and jargon established, a better understanding of past research can be achieved.

### Past Research

It should first be understood that to date, nearly no academic psychological research has been done on this topic. The majority of the academic research which has been done in this field, has been done in journalistic and public relations journals. Other research in the field has been conducted and published in business journals. The cause of this is simply tied to the dramatic impact Web 2.0, blogs, wikis and social networking sites have had in those arenas. To introduce psychology to this cutting edge topic research must be gleaned from other fields, and related to psychology. Also, older research from many varieties of psychological study will be related to this topic, to make it feel more at home.

In the article *Physical and Virtual Tools: Activity Theory Applied to the Design of Groupware* (Fjeld et al., 2002), research is done to understand the creative interaction between a person or group, and both physical and virtual tools. This is not unlike past psychological research to understand the creative interaction which takes place with people and tools, but it becomes particularly interesting as they move the tools from the physical world into the computers virtual world. Though the research focused more the human-computer interaction itself as a creative arrangement, it fails to assert which interactions are strongest in provoking creativity. The article explores the subject in respect to social interaction and developmental processes, but neglects to build an understanding for emotional contexts and ideas of consciousness. The research points out that, "...not only does the environment shape the interaction, but the interaction also

shapes the environment” (Fjeld et al., (2002). Research published in the *Institution of Engineering & Technology Review* provides statistics suggesting the pervasiveness of these virtual tools. The article, *Rise of the blog [journal-based Website]*, states that currently over 50 million people have blogs worldwide with 50,000 more joining daily from Europe alone (Gordon, 2006). Other research on blogs as a virtual tool take a closer look into the psychological affects of using blogs.

In Julie Rak’s 2005 work, *The Digital Queer: Weblogs and Internet Identity*, the author explores the essential value of isolated people groups to express themselves though blogs. Her work depicts weblogs as an opportunity to reaching like minded support groups, and to expand these social nets in ways otherwise unattainable. The author also covers the modern view of blogs as a natural extension of writing on paper, similar to a diary or journal. One of the author’s conclusions is that, by exposing oneself and attaching contact information such as an a-mail address, the person is not betraying their identity, but rather strengthening themselves and growing their social net in an evolutionary fashion. The importance for understanding Web 2.0 in a social psychological context should now be clearer. With that incentive, here is this papers model.

### The Model

The model being presented breaks down the social processes at work on an individual, as they relate to the internet and Web 2.0, then tracks the factors which lead up to translating real world culture into a virtual medium (Figure 1). This model is broken down into three key phases; the motivation phase, the analysis and choice phase and the production

phase. By understanding any of these key phases better, individuals will be better skilled to delineate between which Web 2.0 applications suit their needs, as well as being better aware of the social forces at work upon them during the process. Also, companies and organizations which seek to grow and better serve their respective populations, would be judicious to understand the phases of this model as well. The model outlines particular points which affect individual choice, unique behavior, and collaborative efforts, all of which have strong bearing in their particular market.

In the model there is an individual who has internal and external motivation at work upon them. Externally motivating them is peer pressure, online community pressure and company pressure; internally motivating them is their own altruistic needs, tied to self actualization. After being motivated to participate in the social aspects Web 2.0 sites offer, the individual is forced to make a choice. The analysis and choice phase considers, limited time resources (which an individual may dedicate to Web 2.0 sites), analyzing the personal cost and benefit of presented sites, and choosing which site (or sites) best suits their needs. After the individual chooses which Web 2.0 site they desire to be associated with, the individual enters the final stage of the model. In the production phase, the individual uses the Web 2.0 site to create content. Which types of content and to what extent the individual produces content, will be determined by the capacities of the site, ease of site use, and again personal choice tied to internal and external motivation. Referring back to Fjeld's research on virtual tools, it is essential to understand the ramifications a least restrictive environment has on creativity. In short, not considering other variables, the more freedom present, the more creativity. This is why Web 2.0 sites should maximize technological creative possibilities, without hindering an individuals

ease of interaction with the technology. An example of a site which tries to maximize this is Google.com. It is currently the industry leader in search engines but it also offers many other technologies which are extremely “user friendly”, or easy to navigate and work with. Another example of the importance of empowering a sites users, comes from MySpace.com. Though MySpace.com is arguably harder to navigate than its competitor Facebook.com, it allows its users to fully manipulate their social networking site profile. Facebook.com however has only one cookie cutter profile design, which everyone is given. Though other variables are also at work, the numbers are clear, MySpace.com currently has over 70 million registered users and FaceBook.com only reports having 7 million registered users (Duffy, 2006). Moving from the analysis and choice phase into the production phase we encounter possibly the most interesting aspect of this model.

The production phase is particularly interesting for the reason that it continues across time and hence allows for opportunities of unique and influential stimuli to interact with the individual creating the web content. In this case, an individual who usually uses the technology to post photos for his friends, may post a photo of a band promotional to boost attendance at his bands next show. This example is a meager attempt to demonstrate the power behind mixing collaborative exploitable technologies with social networks, and highly motivated individuals all in the context personal experience through time. This is the pandemic wave pushing not only the majority of new content on the internet today but also, the translation of our culture into new virtual forms for the internet environment. Exploring the environmental variables which interact with the content generation, boosting or limiting creativity, as well as sparking unique technological use, will be the task of the production phase. Moving through this model

phase by phase, should build a solid foundation for readers. With this foundation in place the model will facilitate personal creativity in how Web 2.0 may benefit their field and provide a general understanding for how real world experience can be translated into a virtual format.

### *Motivation Phase*

During the Motivation phase, individuals have external and internal factors at work upon them. Though motivation provided by internet communities and related companies may be pressing the individual to become involved; the most powerful forms of motivation seem to stem from individuals closest to the user and the user, themselves. In the book *The Influentials*, which describes word-of-mouth motivational processes at work in society; the author states that, “One American in ten tells the other nine how to vote, where to eat, and what to buy.” (Keller and Berry, 2003). Later in the book, the authors provide a table listing the net percentages of influence between people and advertising. The table shows that in every category save two, listing everything from restaurants to try to websites to visit; people influence our choices more than advertising. Of the 18 variables compared, the only two which showed advertising efforts to out perform the people we know were “Clothes to buy” and “Movies to see”. This data provides an empirical glance into the power others have in influencing or motivating our behavior. An article analyzing peer pressure in college students and alcohol use states that, “Because peers are the most salient referents in the college environment, (Perkins, 1997) they are a potent influence in alcohol use.” Though this data is specific to the topic of alcohol use, it also pertains to the motivation of a key demographic which has heavily immersed itself in Web 2.0 sites. According to Jeff Clavier in an interview with Mark

Zuckerberg, founder and CEO of Facebook.com (the Web 2.0 social networking site for college students mentioned before); Facebook had over 5 million users, out of 2000 colleges in October of 2005 (Clavier, 2005), That is, 85% of college students, who had the site available to them at that time, created profiles and generated content on their networking site. But are the students using the site after they sign up? According to Alexa.com (Figure 3), an internet site which tracks web page use, on April 23, 2006, Facebook.com drew 5 trillion (5,000 Million) unique IP address requests. An astonishing point to note at this time, is that FaceBook.com did no advertising. The knowledge of the sites existence was solely spread by word of mouth and peer pressure. A few things which skew this statistic are the explosive growth rates the site has experienced since October 2005, and the fact that many college students are accessing the website from many different computers though out the day. Needless to say, the amazing growth Facebook.com has seen, speaks to the immense power of motivation individuals have in propelling it. The dramatic growth also speaks to the susceptibility of non-FaceBook users to adopting the behavior of using the site, when motivated by peer pressure. The second motivator at work in the model is pressure from the online community. Continuing with the Facebook.com example, there becomes a community pressure to join the online group. The individual told, even by acquaintances, of the value the site offers with its connectivity, messaging capabilities, etc... And if he or she is not in this in-group, they are in someway missing out on the full capacity of their social existence. To relate this information on FaceBook to Julie Rak's article on the "Digital Queer", one needs to understand FaceBook's personal profile options. On every one of the current 7 million plus Facebook profiles, the option is given for any person to indicate which sex

they are interested in conducting a romantic relationship with. Facebook.com boils that complex thought into “Interested in...”, and allows the individual to make the choice to answer truthfully, lie, keep it hidden etc... This is by no means only an option on Facebook.com, but rather many sites MySpace.com included have this option. The reason it is of interest to the model, is as a motivator and as a possible indicator of motivation or need.

Taking a more exhaustive look into these two specific Web 2.0 applications, Facebook.com was first mentioned in this case because it limits an individual to seeing profiles of people who are acknowledged as knowing the individual, or who attend your academic institution, or past academic institution, high school included. This being the case, people who are members of the LGBT population, 12.4% of the United States population (Shankle et al., 2003), might not be as invisible as they wish. Or, as many choose, they conceal being a member of this population. This has been an overly diminutive glance at the virtual transformation process of “coming out”. However, it must be said that when Facebook.com started allowing high school students to view college student’s personal profiles on February 26, 2006, it did so without warning. This very possibly hurt many in the LGBT population who had decided to “come out” on Facebook.com to their college age friends, but possibly had not come out to their younger siblings or younger high school friends. It was a brash and reckless decision which hurt many individuals trying to safely explore their option to “come out” in a virtual community tied to a real world situation and campus.

Though in the previous case, a worst case scenario was given, the option to “come out” online still prevails as a motivator. Individuals who have explicitly stated their

interests may now more easily be found by other likeminded individuals, thus expanding their social support group.

Though most people use Web 2.0 social networking services such as Facebook and MySpace to simply expand their social network and strengthen it with likeminded individuals other possible motivations exist.

The second motivator from the model is the online community itself. This may seem much like first motivator, peer pressure, but it is in fact not. The power of the online community to motivate is differentiated by a few key systems at work. First, an individual in the online community environment is pressured to generate content to “catch up” with the content others. In the tradition of “keeping up with Jones”, people new to the virtual environment create much more content at the beginning of their experience than they do later on. This motivating effect works not only on current users but to a lesser level, also on non users by generated word-of-mouth. Another way the online community motivates people is by generating “traffic”. Traffic in this case, is the actual amount of the online community who visits an individual’s Web 2.0 content. Many Web 2.0 communities create blog rings or “blogospheres”. By the online community offering the incentive to direct many people to view your content, it allows your message to reach greater numbers of people than ever before. People who generate illegitimate messages and try to boost the number of times the content is viewed through a blog, is considered to have generated a “splog”. Splog stands for spam blog, and is the attempt of some individuals to compromise the integrity of blog rings for personal gain. The online community is one of the lesser forms of motivation in my model at this time, but that may only mean that there is a certain underutilized resource at this time.

The last of the external motivations in the model is the company itself. It is also not as strong as peer pressure or the internal force of altruism at work in the individual, though it is most likely a stronger motivator than the online community, especially for people who have not yet joined a Web 2.0 service. The company as a motivator is strong initially because of the personal gain it has in motivating. Hence some companies throw millions of dollars into advertising the capacities of their service over other choice services. If a company gains an individual as a registered user, they almost always gain access to that person's personal e-mail address and other personal information of value. This phenomena is considered "data mining", and fuels many companies on the internet today. That is not the only incentive for companies though. If they reward their users for creating content in some way and the people generate more content, then the algorithms with power search engines like Google.com, will push their sites to the tops of the search results. A great example of this is Wikipedia.com, which is nearly always in the top 4 or 5 slots of any search engine's results page. Being pushed to the top of search lists, helps them "catch" more users and the process perpetuates itself. Another factor motivating companies to seek individuals as users, is that it increases the overall amount of people who see the web pages they provide. This might not seem to matter but Web 2.0 companies generate millions of dollars in revenue through showing users advertisements and the more "page views" they have, the more they can charge and the more they make. According to Facebook.com's official rates, an individual may advertise for \$15 per 30,000 "fliers", or 30,000 page views with their personalized advertisement on the side. This rate however does only apply for Auburn University students and will vary from university to university, and certainly rises for companies who want more dynamic

Advertisements. The cost- benefit rate is deceptive, and readers should keep in mind that the average Facebook user on a given day views 23.6 pages, according to official internet traffic monitor Alexa.com (2006). The majority of the companies motivation is derived from these complex processes, but it itself as a motivator toward non-users comes in the form of advertisement. While these companies motivation is directed toward current users in the way of incentives and reward schedules true to the psychological study of applied behavioral analysis and token economies.

In an applied behavioral analysis article researching token economies as a way to control the behavior of third graders in a classroom; teachers effectively curbed behavior of the students using a peer-mediated token economy (Christensen et al., 2004). For Web 2.0 companies whose primary business is generated off of the efforts of individuals this form of motivation becomes increasingly important and useful. Implementing the same token economy strategies, which behavior analyst use on children with disabilities, is also effective in shaping the behavior of the masses of Web 2.0 site users.

The final element in the motivational phase is the individual. The individual is self motivating to participate in Web 2.0 based on their need to self express, interconnect (as fore mentioned) and through intrinsic altruistic needs. In Yuko Hattori and colleagues research on tufted capuchin monkeys, it is shown that even these lesser apes have an intrinsic need to be altruistic. In the capuchin research, the monkeys divided labor, communicated to one another and preformed instances of reciprocal self sacrifice for the benefit of another (Hattori et al., 2005). Much research has been done on human altruism, but there is substantial debate whether true altruism exists, or if it always self-serving to one degree or another. In either case, its roots motivate Web 2.0 users to do everything

from sacrificing their time to provide helpful information to the group, to sharing photos and music with complete strangers. Some of the popular Web 2.0 sites used for this are Wikipedia.com, Flickr.com, Limewire.com and Riya.com. That concludes the roles of peer pressure, online communities and the companies themselves in motivating individuals to become a part of these Web 2.0 systems. The rest of the article will focus on the choices and actions of the people who became motivated.

### *Analysis and Choice Phase*

The analysis and choice phase is much less convoluted than the topic of motivation. It simply breaks down the fact that individuals are forced to make certain choices based on limited resources. An individual may be limited by financial means, being physically or mentally differently abled, or simply limited by time constraints. No matter which limitations are driving the individual's choices, once deciding to participate in the Web 2.0 collaborative, everyone must make one or more choices. Currently, research on the average number of Web 2.0 sites one individual participates on is unavailable. But because they rely on individuals to produce content, it would likely be difficult for an average user to participate on more than 10 Web 2.0 sites.

Because choices must be made, the individual will analyze the cost and benefit of all known options then making the best personal choice possible. Some of the costs and benefits the individual will weigh during this analysis include: ease of navigation, monetary cost, presence of real world social net and their involvement with the site, presence of likeminded individuals also actively collaborating with the site, overall aesthetic appeal, number of user options, level of personal privacy available and number / quality of possible applications available. The number and quality of possible

applications refers to the capacity and control of the search engine, privacy options, and the ability to create content through tagging, blogs, uploading pictures and peer-to-peer file sharing. Other possible considerations noted at this time are the quality and quantity of music available for posting on a personal profile page, and the level of intelligence the actual programs demonstrate. Three examples of intelligent technologies are Google.com's AdSense advertising, which caters its advertisements to the individuals current search, Amazon.com's LongTail which advertises to individuals based on their personal buying habits. Lastly, Riya.com's photo recognition software automatically learns who is in your pictures after you tell it a few times, and then it automatically adds information to your photos, so you can find the ones you are looking for more quickly in the future.

Referring to the model, three Web 2.0 services are numbered 1-3, with a sequence of plus and minus signs to the side. The signs respectively signify the costs and benefits associated with each of the Web 2.0 services. In the model, choice number two has the greatest amount of benefit (pluses) with the least amount of cost (minuses), so the individual, because of limited resources, chooses to join option number two. Many articles cover this premise as an economic situational evaluation, several refer to it to answer serious questions of health and risk of treatment (Anis and Gagnon, 2000). And others refer to it for breaking down the systems involved with the Clean Air Act (Krupnick and Morgenstern, 2002). The overall reason the individual is making this choice though, is so that he or she may finally come to the empowered state of the production phase.

*Production Phase*

The production phase is the most interesting phase in this discourse because it is in the phase which holds the key to translating the culture surrounding individuals into a virtual form, for the internet (virtual environment). Everything up until this point has been important in influencing the process, but could not by itself be considered a virtual translation of a real world cultural element or behavior. In this phase of the model, the individual has been motivated both internally and externally, has analyzed the options and has determined a choice, and is now ready to generate content.

While generating content through the Web 2.0 application one of two things can occur. Either the content the user produces is an expected use or form of content or it is an unexpected use of form of the content. The expected forms of Web 2.0 content at this time include uploading photos, tagging photos and text with more information, creating blogs, profiles and creating social networking information. Unexpected content however is not unlike the biological theory of evolution. The content in this case, has cause to mutate and in some cases the mutation is adaptive to the environment and in other cases it is not. The adaptive mutations thrive in the Web 2.0 environment and spread, to only be adapted further. Maladaptive mutations of Web 2.0 content simply fade away, (or manage to shape the way things are done in a harmful manner (Nesse, 2005)).

While in the production phase the individual is moving in time, and can be influenced in any aspect of their life. This provides ample opportunity for unique stimuli to impact the individual on a day to day basis. Sometimes the unique stimulus reaches a critical mass and causes the user to act in an unpredicted way. Other times a lesser unique stimulus can have the same effect as the more potent stimulus, because the virtual environment at that time amplifies its impact on the individual's behavior. Some

examples of unique virtual translations to happen recently have been what will be called in this paper as “e-Mourning”, “e-Pinching” and “e-Outing”. E-Outing, was covered earlier in this paper with a few unexpected repercussions mentioned. E-Outing , is the public chosen and sometimes unexpected, experience of coming-out as a member of the LGBT population. E-Pinching, is the first cultural translation of a holiday specific behavior into a virtual form. It was introduced over Facebook.com on March 16<sup>th</sup>, 2006 for St. Patrick’s Day. If a peer on the site was not wearing green in the picture on their profile, other site users could “pinch” them virtually. The last example of the unexpected content to be generated by this process recently that will be mentioned is e-Mourning. E-Mourning refers to the behavior of friends who have lost a friend and write eulogies in that users profile public comment “wall”. It can also be expected that users are writing personal private messages to their deceased friends, but this is an unverified, unreported phenomena, whereas several cases of e-Mourning have been reported.

These unique forms of content and online experience were never part of the creators’ designs for any Web 2.0 sites. But because Web 2.0 is all about people and a collaborative online social effort; the rate of these non-expected unique forms of content can be expected to rise exponentially with the exponential increase in the amount of content generated by the people. The simple provided graph in figure 5 illustrates this movement and the impact it will have on translating our culture into a virtual form.

### *Future Research*

Empirical research should be done to explore the actual rate at which instances of our culture are being translated into new virtual forms. Since it would be very impossible to

track this data at the macro scale in an experiment, and indeed the research would be nearly useless at the micro scale; this being due to the sheer scarcity of instances of truly unique virtual translations. It would be suggested that researchers corroborate with the leading Web 2.0 companies such as Amazon.com, Wikipedia.com, PhotoBucket.com, Fliker.com, Facebook.com, MySpace.com, etc... and arrange to be given data that would only be used in a research setting.

Furthermore, research should be conducted to determine the best ratio of motivation in certain Web 2.0 and other virtual environments and also into the social depth of online relationships. Research regarding the depths of relationships online should measure the ratio of the text and audible conversation and to photographic and video imagery shared. This research idea was inspired by the fact that many times people will claim to be “friends” with well over the 150 people traditional psychology states the average person can maintain a relationship with and many more than the 12 it states we can have a strong or close relationship with. Lastly, future research in the field of industrial organizational psychology should be done to understand the relationship Web 2.0 will have with the internet and online gaming industry, as advertisements move into that arena.

## Discussion

In my personal opinion the capacity of the internet is like that of a frozen super virus, which is just beginning to thaw with the Web 2.0 revolution. As the content of the internet detaches itself from traditional companies, and mobilizes itself by empowering every individual to create content, its content will expand at a never before seen rate.

With this individually pushed expansion of technology, there is no doubt that new forms

of self expression with arise, especially as the data collaborative expands inwardly becoming denser with the increasing connections being made with time. Standing on the verge of this virtual tipping point all fields would be wise to understand this fast fasted technological movement. It will impact our economies, our forms of education, how information is transferred and shared, even the future of social communication lies at the feet of its mercy.

It is my personal prediction that the major mergers of the future will be of telecommunication companies buying up the Web 2.0 entrenched social networking and multimedia sites, along with the computer companies merging with the electronic gaming entertainment industry. As all advertisement moves along the path of least resistance, as electricity does, it will become more intelligent and personally tailored for each individual based on past gathered information. This is the future of the Web 2.0 information revolution, and why all fields should devote substantial resources to this topic.

### Conclusion

In spite of the lack of academic psychological research to support this model, it is based off of proven models in related and extraneous fields. The greatest supporting of those to this model is the research done on adaptation and natural selection. People are motivated by internal and external factors to initiate a certain behavior. Once the individual starts this process, they must make choices which affect their process and general experience. This choice is based on a cost-benefit analysis of the possible choices known to the individual. The individual will choose the best suited choice for their particular situation, and will consequently produce content through the Web 2.0 applications capabilities in

expected and unexpected ways. The unexpected content will be prompted by unique stimuli, a modified contextual/environmental situation, or an interaction. This is the model for understanding the social behavior of internet users in a Web 2.0 context.

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