Academic Lecture:

The Learning of Social Media in Youth

Fahruddin Fahruddin*
Dept. Education Administration, and Department of Early
Childhood Education
Universitas Mataram
Lombok, Indonesia
*fahruddin.fkip@unram.ac.id

Hasanuddin Chaer
Department of language Education, Faculty of Teacher
Training and Education
Universitas Mataram
Lombok, Indonesia
hasan.unram@gmail.com

Abstract—**Motivation is the most important factor to increase teenage learning through of social media. Intrinsic motivation and curiosity are assets for those who are very valuable for increasing the value and quality of learning outcomes and teaching youth. This essay uses analysis of actor-network theory or social-material theory. This theory focuses on two aspects, namely on human agency and material agency. The purpose of this essay is to explain information about the positive and negative effects of social media on adolescents. Some positive results, for example: Socialization and communication; increase learning opportunities and access health information such as treatment schedules, because of the emergence of disease and how to prevent it. Negative effects such as: Depression, anxiety, and criminal activity.**

Keywords: motivation, youth, social media

I. INTRODUCTION

We see the philosophical value of education at the academic level, that youth learning is part of a process, because youth try to understand and discover their new experiences. Interest and talent that comes from within them is to bring a tendency to seek experience and knowledge about the essence of the world [1]. In the learning process it is a constructivist where old experiences are always revised, and reorganized with new knowledge and also reinterpreted to get new knowledge. In the concept of learning, worthiness is also a very important role for adolescents, because they will understand and infer what they see and also experience. Because adolescent knowledge is based on what they experience, and will also interpret through their talents and interest in learning, as well as their values and influences. This interpretation is focused on the categorization of things experienced by adolescents [2]. Billet further explained the principle of the relationship between adolescents and social experience with the term appropriation, namely the process of an individual building his understanding of knowledge that is interpreted socially and also contextually using the rules of knowledge and one's special understanding [2]. In this case the basic principle of education that is defined by Knowles is social and also contextual is knowledge that is relevant for adolescents as well as non-formal adults [3]. The experience

of adolescents brought to education is an important role for them in developing their talents and interests that are relevant and in accordance with the needs of adolescents, where the learning process of adolescents involves the development of identity [1]. Because learning activities are the efforts of young people to know and understand, so they need to feel that optimizing their thoughts and energy in learning is something that will bring benefits to them [2]. Anxiety and lack of confidence in adolescents tend to hamper their learning process in education. In this case an educator must emphasize the importance of personalizing and integrating adolescent education experiences with what they are learning. Because this is a learning process that is relevant and authentic so as not to become teenagers who have false knowledge and intellectuals. Because their experience in this matter is not only calculated but also very necessary as a learning process. In this learning process, teenagers are active in finding and interpreting their knowledge, not what they get from teaching materials from educators [2]. In this case, cognitive learning strategies are as important as teenage attitudes and learning desires in completing their learning tasks [1]. This article uses the analysis of actor-network theory or social material theory. This theory focuses not only on human agency but also on material agency. Collaborative or andragogic teaching models are more effective than using traditional didactic approaches in the teaching process [3]. In psycho-social theory learners are expected to be more active in the learning process. In this learning process, it gives insights to teenagers how to understand and build knowledge and how to store it. In information processing theory, adolescents gain how knowledge is accessed and retrieved. Through social media teenagers interact with their peers and build communication through social networks to be able to increase and increase social capital [4]. Because social media is a tool for publishers to be able to improve the results of message distribution to hundreds of people and even thousands, to be able to encourage and build connections and also strong and organized loyalty and also to be able to share information through social media with the same concept [5,6]. The forms of social media are through the use of Facebook, Twitter, Blogs, My Space and LinkedIn with the aim of being able to communicate and be able to share, such as being able to share

photos, and also being able to share videos. Meanwhile Ghulam [7] explains that social media is a set of internet-based applications that are built through ideological foundations and technology used by users to be able to design and exchange content, and so that social networks can be used by teenagers to useful things. For example, Facebook has five basic advantages: (1) Facebook as a social network can be used by teenagers to fill up leisure time and eliminate boredom. (2) as a social network Facebook is used as a communication tool with their peers. (3) as a social network using Facebook, teenagers feel more relaxed. (4) through social media using Facebook, teenagers can get to know each other better with their peers. (5) using Facebook can be observed and controlled by other members and also by the school administration. But on the other hand, when teens and more children spend time using social media can cause problems. Many studies have shown that using social media with excessive time can cause mental health problems and suffering. Davila [8] also argue that social media posts and behaviors can identify useful depression. At present several studies have begun to focus on the relationship between negative feelings and mental disorders with social networking. Negative feelings and mental disorders that often appear in the view of Dube are: decreased self-esteem, anxiety, depression, feelings of lack of connection, decreased concentration and other symptoms of Attention Deficit Hyperactivity Disorder (ADHD), and the most important is social media addiction. Social media can also be a source of mutilation. Like social-psychological and cognitive culture [9]. Because at this time groups of all ages are very fast shifting their needs to social media, namely from electronic media such as television viewers and radio listeners. Because in this case they are very limited in self-control and are also vulnerable to pressure from their peers, most teenagers face risks when they experiment and navigate social media. So the latest research results show that teenagers have online expressions, namely offline behavior such as intimidation, as well as sexual experiments. and this creates a lot of privacy problems, internet addiction, sexting, and lack of sleep [10]. Thus this article wants to know the extent to which the positive and negative effects of social media use on teenagers? and how to use social media that is good for teens?

II. PHILOSOPHICAL FRAMEWORK OF SOCIAL MEDIA

This theory explains how to use social media. In this case, how does the philosophical framework explain it. The horizontal axis framework describes the concept of a living world that is dominated by one concept, namely rationality and historicity. While the Vertical Axis is related to the considerations and opinions of others or can be said as a means or as an end. Making others as a means is a feature of instrumentalism, and making others as goals is consistent with "togetherness" [11]. Michel Paty [12] explains Descartes' rational philosophy called *" Cartesianism ",* in this philosophy explained the difference between the world of thought and other objects in the world. Like Husserl's view that history creates and builds the meaning of one's life where he is. While Heidegger describes the definition of history is the way in which the ancient world always appears in the life of someone

where they are, or to express authentic existence with the word *historicity.* According to Habermas's view through communicative action theory that the way to consider others is through IS *(Information Systems)* [13,14] in his theory Habermas asks questions about how to consider others: Do we want to make others as instruments to achieve goals or do we make other people their own goals ...? if we make others a means, we act instrumentally. But if we make someone else's goal, we are in the same position that Heidegger refers to "with other people". Although IS indeed leads to performance related to social media or corporate education institutions [15]. In this trend represented by several theories; such as individual behavior theory, agency theory [16] and also organizational choice theory called *"garbage can model"* [17], interactionist sociology, and configuration theory. And what is part of this trend is the theory of symbolic interactionism [18] and game theory [19]. So, rationality like this can be described as a conflict which is also referred to by Habermas as an instrumental action [13]. But of all the theories presented, only Goffman's self-presentation theory is widely used to test IS on social media [18]. In IS theory this is the actor-network theory or commonly called social material theory. In this theory not only focus on human agency but also the most important thing is material agency. So, in this case that all objects such as meeting rooms, buildings, *spreadsheets* or software, are also referred to as "actors" who have the same influence and position as human agencies. In IS there are also alternative theories used to emphasize the influence of structure on individual actions called structuration theory. Until now, practice theory Bourdieu's [20] is a theory that is able to analyze individual strengths and strengths at the organizational level and even able to analyze how individuals behave or reproduce structures through the concept of habitus. In this case, our actions in accordance with the concept of habitus can be considered or named as estimates of the 'inner world', where others are always present in all aspects of our behavior and actions, even if others are present by assessing our hobbies and tastes. But through the concept of communicative action Habermas [13]. Instrumental actions that occur in the non-social world are success oriented, this is different from communicative actions that are not oriented towards success, but are oriented towards understanding, where the world is considered a social place. In this case other people move and act from the means to the goals which according to the Heidegger concept is called "being in togetherness". But according to Habermas [13], the linguistic assumption remains in the view of rationality, especially in terms of ideas and ideas about rational argument. Whereas the theory of communicative action has been applied equally at the organizational, individual or community level. But on the other hand, Heidegger's theory with the concept of "together" has also been used in all lines, namely starting from the level of individual youth and adults. Because Heidegger's theory of consistency in togetherness is the only theory that combines two concepts, namely "the concept of the inner world and the concept together" is a theory initiated by Heidegger with the concept of a "shared world". But apart from the various theories used to understand social media in their daily activities. But this article uses only one concept that has

relevance to social media; namely " presentation of self " Goffman in his book *" The presentation of self in everyday life."*. This book explains "how to present the use of social media". Regardless of one's mind from a different perspective. And when someone shows up to others through social media, that person will try to mobilize their desires and make a sympathetic impression so that others will follow their wishes [18]. The purpose of this self-presentation is to give an objective impression to others. Thus, other people will give opinions and views through their rational perception. So that other people are not the same as us. And in his book, Goffman explains how individuals or adolescents display their performance and activities to others, and how to guide, control, and impress others according to their wishes. Here, the analogy of Cartesian dualism - between the subject who thinks and the world as a space or region to be influenced by the subject - is fully relevant. This relevance is the fact that 'this state of control can be achieved by influencing the definition of the situation and others who come to formulate' [18]. In this case the world is not the place where we live but rather the world is the stage for show, because it is temporary and a-temporal, so the past will be lost and non-existent, because what exists is how to achieve the goals of the description of the world and the existence of others must be reduced as little as possible only to the extent necessary, to be able to take action. Indeed this book is intended to "serve and as a handbook". So Goffman's self-presentation of self is assuming that the world of life is closer to the world of rationality than we "live or are in the world". Whereas the existence and status of "others" explained by Goffman is through the principle that an agent or individual must be able to express themselves in such a way that they will be able to give an impression of themselves, and with that impression they take voluntary actions according to their own plans. "[18]. While others are led to" act according to what was planned". While the status of the existence of others is as instrumentalism or togetherness [11]. The instrumental status of others in that case is raised as an idea of control.: that is, the interest in being able to control the behavior and actions of others Goffman through his theory is more inclined towards, instrumentalism through the concept of "moving", in his book entitled "Strategic Interaction*"* [19]. This "game situation" a player must be able to believe in his own decision, knowing that other players also give their own decisions going forward In the case of this kind of orientation, Goffman exchanges our own movements with other people's movements called strategic interactions [19]. The world is described as stage and playground, as a place to play chess, players and also a place for u to conquer each other. And the dimension of instrumentalism exists in all situations like this. But in the final stages all events and conflicts will create a more objective situation. Indeed, in all events and circumstances can lead to the emergence of purer goals, to realize a more professional human agent. In this case the status of others by Goffman is referred to in self-presentation as a combination of instrumentalism.

In several empirical research studies on social media it was found that users of social networks display their existence better than they really are, [21] Social network identity is more imaginative than it really is. Young people or teenagers prefer to present and facilitate their presence which is considered complicated through social media [22]. The increase in virtual self on SNS is related to Goffman's work. With our appearance on social media, it seems that it was designed for users or viewers. In the context of public narratives and can be accessed from "brands," micro-blog sites that can be seen by the public and through all platforms and can be spread by clicking "Like" and can also share other users from social networks, (such as Twitter tweets) because it is very suitable for displaying private construction brands, with a short and limited message style and easy categorization of themes through hashtag (#), can present education, culture, social, and political interests consistently and visibly. While other SNSs are marked by limited connections with others based on geography, education, circumstances, or shared, privately, while *micro-blogging sites* make connections with other people on the network, regardless of whether the people involved know each other or don't present themselves representationally. The following is an explanation of Goffman's theory of the characteristics of social media users, namely; a) Through social media I show and play roles. b) Through social media, I show other people the "backstage and hide" backstage "c) Through social media, I influence the audience through their appearance d) Through social media I influence others according to my interests. e) Through social media, I control the impressions of others with what I make f) Through social media, I am more inclined to master others g) Through social media, I make other people do things according to my plans h) Through social media, I can play, and I become the main actor in the game i) Through social media, I can find out what other people will do to me j) Through social media I predict other people's tendencies k) Through social media, I predict the possibility that someone else will do [19].

III. YOUTH AND SOCIAL MEDIA IMPLICATIONS

Social media has properties and concepts, in the opinion of Junco et al. [23], that social media is a place for collection of services, such as internet sites, and also services that support youth toto collaborate form communities, can share and participate. But according to Ghulam [7] that in his study he explained that social media is a collection of applications that exist on the internet site to build technology based on ideological principles to enable social media users to use design and exchange content. Social media is a media and a means of connection by each user in exchanging ideas, information, sharing ideas and solutions in a community network that has been built so that young people can become more understanding about how to use social media and how social media also uses us. and positive effects from the media. [24] Social media is a medium of student learning that is very fast and easily accessible to anyone and can follow the distance learning process, so that the Drug, Alcohol and Health Improvement Survey, provides information about students' knowledge, perceptions and behavior regarding the effects of alcohol and binge drinking party. This study is the

first in-depth study of positive impacts through a media approach, based on a model of normative social influence, to reduce binge drinking on large university campuses and has produced positive initial results from an overall 29.2 percent reduction in liquor prices over three years [25]. The social media arena seems to play a very important role in encouraging traditional media activities by posting blogs and for influencing the company's product sales results [26]. In this case there are several uses and benefits of social media in them, for teenagers there are several benefits; Social media can enhance learning more effectively, because several studies show that social media helps teens improve their opportunities and learning outcomes, where teens who are still in high school use social media with their schoolmates to connect with one another. Like it or not, social media like Facebook and other social media can support teenagers to connect with each other outside the school environment, and can also be responsible for ideas, and can also collaborate in completing school work. Indeed in some educational institutions use blogs in teaching media, because they can increase knowledge in learning several languages, increase creativity and expression in writing. Benefits of Social Media: Socialization and Communication: With social media teenagers can complete their important schoolwork online, and can also keep in touch with close family, close friends, find new friends, can share ideas, and can also share photos. Several studies have revealed that social media can increase youth participation, have views about themselves, build community and also about the world. And can also involve young people in social services and volunteer in government programs, philanthropy, enhance the creative imagination of young people through various artistic and musical endeavors, foster ideas to also create blogs, videos, podcasts, and game services; can expand online connections. Through social media adolescents can influence how they can post, discover, access, share, collect, and to engage with news, rumors, analysis, comments, opinions, and forms of information related to learning. Through the structure of social media networks this means that teens can observe and learn to practice sharing with each other [27].

In this case all types of communication are necessary steps for adolescents to be given the opportunity and mutual respect, tolerance and can provide good discourse about personal issues and problems globally, and foster teenage skills that are mutually beneficial, their identity and expand social networking. As information on Health Access: With social media teenagers can access various health information online in an easier and also without identity. And in a research study it is mentioned that if health services and information are easily accessible is one of the health resources will be better and very important, because it will more quickly recognize and deal with signs of depression, deal with stress, and also overcome infectious diseases and infections due sexual addiction. Teenagers can help treat chronic diseases through accessing internet sites by using and developing their network communities with the same conditions and diseases, through the use of cellular network technologies, such as cell phones, text messages, instant messages, have improved many of the improvements in maintaining their health. because through

social media adolescents will more quickly understand the concepts and causes of the emergence of diseases and how to prevent them, can be more disciplined in maintaining and controlling treatment schedules, and rarely promise is not fulfilled. [28] Negative Effects: Depression: In some studies it was revealed that social media like Facebook can disturb the mind and also mentally. It is a fact that social media can have bad effects on teenagers, as they can analyze themselves and their problems in a bad or even excessive way. Facebook, according to the researchers, revealed that they discovered a new phenomenon which they called the term "Facebook Depression", in this condition a teenage social media user explains depression in adolescents when they spend more free time using social networks namely social sites Facebook and starting to show some classic symptoms of depression. To be someone who is accepted into the environment and their colleagues is something that is very important to realize their identity. Internet sites or online media that require continuous interaction can create awareness that can trigger depressive symptoms in adolescents. like depression offline. Teenagers who experience depression symptoms from Facebook can have negative effects such as being isolated from the social environment, and can also divert activities to sites or blogs that can harm teens, so they will find help promoted through online media, in the form of drug abuse. or other chemicals, free sex addiction, and also behavior that can harm and damage adolescents [29]. Anxiety: In addition to the negative effects of anxiety and depression, social media can cause stress in general for teen users. In the results of a survey conducted on mothers around 7,000 people, and found about 42% of mothers who use the internet site to share photos, of the 42% who reported sometimes experiencing symptoms of stress. Depression and anxiety through social media such as chronic stress, teen users must always be careful and aware of new messages that come through online media. It's the same as being vigilant as people on flights, who are very alert, who take off like releasing stress hormones. Through social media, everything can be promoted and show all the joy, pleasure, and success that we seem to enjoy and aim to experience a fake intimate relationship. And few explain how we have to live by struggling in our daily lives to get something that is of higher value and also of noble value. So that brings up how it should be perceived, and vice versa can create a very honest and noble picture of who we really are. Social and Media Interaction: When people spend more time using and utilizing social media so that interactions with the social life of people begin to feel symptoms of suffering. Because in this case, all the time we spend in front of social media, and relationships with family members, such as mothers, fathers, husbands, wives, brothers, sisters, children, and other close relatives will rarely be able to communicate directly. Jackobs [29] illustrates that making friends with people through social media networks is like making friends with fake people, because we only meet, communicate with strangers online with identities that can be manifested and stolen. This is a fact that is a way and actions to cheat each other by social media users and many damage relationships, prosperity, and even destroy the marriage of many people. Crime and Social Media: Persecution and Media. In the virtual world of oppression for

teenagers and even society in general is a problem that must be considered in recent years, because through social networking, users can post to each other in front of their peers to be able to embarrass each other. In this case the oppression described by Bannink is an act carried out aggressively by individuals or groups continuously so that the victim is very difficult to maintain his emotional state [30] because using cellphones as well as internet media is a way and form in carrying out acts of oppression with new modes and methods and this is referred to as cyberbullying. So that in cyber-bullying there is a lot of aggression carried out by social media users via electronics, the internet, and the most widely using social media [30]. Terrorism and media: Social media also cannot avoid the effects of crime such as terrorism, because there are already so many groups that use social media. Incidents of terrorism have been common in countries that are not only Muslim, but also occur in many European countries, the United States, Russia, and even more recently in New Zealand, this is a fact that has happened in recent years. Through this social media, terrorists use and exploit their crimes and benefit their groups, by using social media they can monitor the development of information, can recruit new members especially for beginners like teenagers who are quickly influenced to carry out propaganda and also to get help from groups other terrorist [31]. In this regard, Weimann states that terrorist groups have long used the internet media to launch their aggression. Terror groups using social media started about 16 years ago, and to date there are more than 9,800 terrorist websites that they use. because in recruiting relationships and new members, terrorism uses social media in two ways; that is, first is to recruit new members from people who are already isolated from the community, the character is influenced and invited to join radical groups. The second is people who have broken emotional backgrounds such as depression, and why people like this quickly join radical groups, because through this radical group network they feel more valued. From some unstable characters and personalities such as people who are isolated, and depressed, terrorism groups are faster and easier to recruit new people like adolescents who are easily influenced. In a short time this social media network has become the backbone of the communication tool for a broad coalition of anti-capitalism and neoliberal movements [32].

So from this presentation that using social media can get disadvantages and also problems that can damage the emotions of adolescents. And Weimann believes that through social media it is very easy to recruit new members and it is also easy to recruit teenagers to potential members who have high potential and dedication [31].

IV. CONCLUSION

In general, social media has two side effects, namely the positive side and also the negative side. The positive side is, when adolescents use social media for appropriate goals and objectives that have been determined and vice versa have a negative effect because it is used not in the right way. Today along with technology, smartphones and data cellular that have advanced so rapidly, even elementary school students have used social media. Because of the benefits that we can no longer avoid. With social media, students can share their thoughts and burdens with their peers.

REFERENCES

[1] C. Rogers, Freedom to learn, in: N. Entwistle & D. Hounsell (Eds) How Students Learn, (Lancaster, University of Lancaster). 149-158. 1975.

[2] S. Billet, Authenticity in the regulation of learning at work, in: J. STEVENSON (Ed.) Cognition at Work. Vocational Skills Development, (Leabrook, S. Australia, National Center for Vocational Education Research Ltd). 36-75. 1994.

[3] M.S. Knowles, Androgeny: emerging technology for adult learning, in: M. TIGHT (Ed.) Education for Adults: Adult Learning and Education. 56. 1983.

[4] S.B. Barnes, Understanding social media from the media ecological perspective. In E. A. Konijn, S. Utz, M. Tanis, & S. B. Barnes (Eds.), Mediated interpersonal communication New York: Rutledge. 14–33). 2008.

[5] J.L. Martin and K. Yeung, Persistence of close personal ties over a 12-year period. Social Networks, 331–362. 2006.

[6] B. Lusk, Digital Natives and Social Media Behaviors: An Overview. The Prevention Research, Vol. 17. 3–6. 2010.

[7] Ghulam et al., The Impact of Social Media on Youth: A Case Study of Bahawalpur City. Asian Journal of Social Sciences & Humanities. 132-149. 2014.

[8] J. Davila, C.B. Stroud, L.R. Starr, et al., "Romantic and sexual activities, parent-adolescent stress, and depressive symptoms among early adolescent girls". J Adolescent; 32(4):909–924. 2009.

[9] D.H. Dube, C.R. Bertozzi, Nat. Ref. Drug Discovery, 4, 477-488. 2005.

[10] J.W. Patchin, H.S. Bullies. Move beyond the school yard: a preliminary look at cyber- bullying, Youth Violence Juv Justice; 4(2):148–169. 2006.

[11] M. Heidegger, Being and time: A translation of Sein und Zeit. Stambaugh J, translator. Schmidt DJ, State University of New York Press. 589. 1996.

[12] M. Paty, "Mathesis universalis e inteligibilidad en Descartes." 1997.

[13] J. Habermas. The theory of communicative action. Volume 1: Reason and the rationalization of society. McCarthy T, translator Beacon Press, Boston. 1984.

[14] R. Hirschheim, H.K. Klein, K. Lyytinen, "Exploring the intellectual structures of information systems development: A social action theoretic analysis". Account Managemeny Inf Technol, 6 (1–2) 1-64. 1996.

[15] P.M. Leonardi. "Social media, knowledge sharing, and innovation: Toward a theory of communication visibility". Inf Syst Res, 25 (4), 796-816. 2014.

[16] M.C. Jensen, W.H. Meckling. Theory of the firm: Managerial behavior, agency costs and ownership structure, Journal of Finance Econ, 3 (4) 305-360. 1976.

[17] M.D. Cohen, J.G. March, J.P. Olsen. A garbage can model of organizational choice. Adm Sci Q, 17 (1), 1-25. 1972.

[18] E. Goffman. The presentation of self in everyday life. Bantam Doubleday Dell Publishing Group, Inc., New York 3-4. 1959.

[19] E. Goffman. Strategic interaction. University of Pennsylvania Press, Philadelphia. 1969.

[20] P. Bourdieu. Outline of a theory of practice Nice R, translator Cambridge University Press. 1977.

[21] R. Schwartz, G.R. Halegoua, The spatial self: Location-based identity performance on social media. New Media Social, 17 (10) 1643-1660. 2015.

[22] S. Livingstone. Taking risky opportunities in youthful content creation: Teenagers' use of social networking sites for intimacy, privacy and self-expression, New Media Social, 10 (3) (2008), 393-411. 2008.

[23] R. Junco, G. Heibergert, and E. Loken, The Effect of Twitter on college students Engagement and Grades. Journal of Computer Assisted Learning, 1-14. 2010.

[24] C.A. Anderson and K.E. Dill. "Video game violence and trait aggressiveness." Journal of Personality and Social Psychology 78 (2000): 772-790. 2000.

[25] P. Glider, S.J. Midyett, B. Mills-Novoa, K. Johannessen, C. Collins. Challenging the collegiate rite of passage: A campus-wide social marketing media campaign to reduce binge drinking. Journal of Drug Education. 2001 Jun;31(2):207-20. 2001.

[26] A.T. Stephen, J. Galak. The effects of traditional and social earned media on sales: A study of a microlending marketplace. Journal of marketing research. 2012 Oct;49(5):624-39. 2012.

[27] A. Bruns. Gatewatching and news curation: Journalism, social media, and the public sphere. Peter Lang; 2018.

[28] S. Krishna, S.A. Boren, E.A. Balas. Healthcare via cell phones: a systematic review. Telemed E Health;15(3):231–240. 2009.

[29] W.C. Jacobsen and R. Forste, The Wired Generation: Academic and Social Outcomes of Electronic Media Use Among University Students. Cyber Psychology. Behaviour & Social Networking 18,(5) 275-28. 2011.

[30] R. Bannink, S. Broeren, van de Looij – Jansen, Petra M. Cyber and Traditional Bullying Victimization as a Risk Factor for Mental Health Problems and Suicidal Ideation in Adolescents. PLoS ONE, Vol. 9 Issue 4, 1-7. 2014.

[31] G. Weimann, The Psychology of Mass-Mediated Terrorism, American Behavioral Scientist, Vol. 52 Issue 1, 69-86. 18. 2008.

[32] C. Atton. Reshaping social movement media for a new millennium. Social Movement Studies. 2003 Apr 1;2(1):3-15. 2003.