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The Effects of Technology on College Life

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The Effects of Technology on College Life

By

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SUMMARY

Ever since technology has boomed and cellphones have gone from phones to mini-computers, the effect of technology has been a hot topic in research. Students use technology for everything – from communication to school to entertainment. The times people spend on their phones and computers versus the time spent actually interacting with people seems to quickly be widening. The effects of technology can especially be seen in the college students today since these students are some of the first generation to grow up with almost complete access to technology. As a college student, these effects were of particular interest. Personal experiences were used to decide how to narrow this wide topic into a few specific categories. The first area of focus is on Tinder, dating apps, and how they have influenced the hook-up culture that has become very prevalent in college. Since Tinder is a relatively new phenomenon, being founded only 4 years ago, it is hard to draw direct conclusions, but it is obvious that there is a stigma associated with the app that seems to be perpetuating random hook-ups. These hook-ups and the usage of the app can lead to stress and regretful actions for students even though many of them use the app as a form of entertainment. The next area of focus is on how technology affects college students in the classroom. Professors and universities have essentially fully integrated technology into their curriculums and new additions such as online classes, quizzes, and homework have made the ability to cheat increase for students. The major issue with this is that students often feel that using Google or other search engines to look up answers is not cheating. Cellphone and laptop use in classrooms also affects students' ability to focus and retain information from class. Finally, social media is the last area of focus, primarily concentrating on Facebook. Facebook has affected school performance, mental health, physical health, and even relationships. Other forms of social media like Instagram and Twitter also contribute to negative reactions from employers and low self-esteem. While these topics are only a few of the many that can be

discussed when it comes to how technology affects college students, it is a good start to understand how and why students should monitor their use of technology.

INTRODUCTION

There is no question that technology has had an immense impact on the culture of the 21st century in almost every way. Technological advances have allowed for better medical care, easy ways to stay in touch, safer ways to drive cars, and unlimited apps that help with everything from weight control to budget tracking. The immersion of technology in schools also continues to impact students at younger ages with eBooks replacing textbooks and students learning to type before they handwrite. However, with technology already in every classroom and dorm and with free WiFi available at every spot on campus, it is necessary to explore the effects of technology on college life today. While this topic is vast, there are three major areas that this research will focus on: hook-up culture, academic life, and social media.

TINDER AND HOOK-UP CULTURE

One of the many ways that technology has invaded the college space is through dating apps and social media. With people constantly posting pictures and framing their lives exactly how they want the world to see them, the world of online dating has evolved. The combination of an app (Tinder) created for quick and easy ways to meet people in proximity just based on a picture they provide begs the question of how Tinder has affected hook-up culture and how dating has changed because of it.

Hook-Up Culture. The idea of a “hook-up culture” has been a hot topic of discussion for college campuses over the past few years. Students in many studies have described a hook-up as anything from kissing to sexual intercourse and everything in between (Spitting). The culture

part of this is the idea that students are more likely to go for the “one-night-stand” or “hook-up” rather than pursue an actual relationship and date someone, especially in college. Having experienced college, this culture definitely exists and it is very socially acceptable, and even expected, that one participates in a “hook-up” at least once during this time of experimentation. Notable psychologists from numerous universities researched how popular culture has been a huge contributing factor to the growing “hook-up culture” that is so prevalent today. In a 2005 study, it was found that media was the primary basis of emerging adults’ opinions about sex. This is confirmed by the fact that 77% of prime-time television shows involve some sort of sexual content (Garcia 161). There have been tons of TV shows, movies, and books that glorify hookups in recent years. Some of these include *No Strings Attached*, *Friends with Benefits*, *Skins*, *Gossip Girl*, and The Happy Hook-up: A Single Girl’s Guide to Casual Sex (Garcia 162). Often times, hookups involve substance abuse. In one study, 80% of college students said that alcohol was involved with their most recent hookup, and 64% said that it contributed to the extent of the hookup (Garcia 169). Another study done on feelings of regret after a hookup, 78% of women and 72% of men said they had experienced regret following uncommitted sex. Two major predictors of this regret was experiencing sexual intercourse with someone known less than 24 hours and experiencing sexual intercourse with someone only once (Garcia 170). Like many students in studies have said, a “hook-up” can range from kissing to sex, but is usually used in context of going home with someone. The author observes that, more often than not, hook-ups are almost always a direct result of alcohol consumption and rarely occur in sober settings.

Background on Tinder. Tinder was founded in 2012 as a dating app that allows users to connect with other people in close proximity with them through mutual interest. The interface of

Tinder shows a picture of someone in the area and allows the user to either swipe right, meaning the user has interest, or swipe left, meaning no interest. That user will only be able to talk with the person he or she swiped right for in the event that the other user also swipes right for them (Roeffen 12). This concept of mutual interest is what has grown the company in such a short period of time, meriting over one billion swipes a day by 2014. However, many people look at Tinder as an easy way to find a hook-up and not as adequate means to actually start a relationship (Roeffen 20).

Does Tinder contribute to the hook-up culture on college campuses? Since Tinder is a relatively recent phenomenon, it is hard to exactly tell why people use it and how often either a relationship or just a hook-up results from it. However, there have been a few studies done over the last couple years on certain college campuses to try to answer these questions. It is important to note that while an astounding 82% of Tinder users are between the ages of 18 and 32, 96% of the users have never used another dating application (James 15). This is important to note because it shows that there is something about Tinder that young people are attracted to, and it very well could have something to do with the hook-up aspect of the app. According to Roeffen, a student at Universiteit Utrecht, this can be attributed to the fact that Tinder does not involve rejection since users are only matched based on mutual interest (13). So, when two people are matched, they are already aware that the other at least finds them attractive and they are able to communicate easier and possibly more confidently. One way Tinder has been so successful is that it has made online dating cool and sociable. College students would not feel uncomfortable if someone saw them on Tinder because pretty much everyone does it and it is not looked at negatively (Roeffen 19). Alternatively, if a college student were to see someone on match.com or eHarmony, the reaction may not be as accepting. This point does bring up the idea that it may be

so acceptable because people are not considering it as online dating. Most college students find themselves too young to even consider online dating in the traditional form. If people are not thinking of Tinder as online dating, then how are they viewing it?

While conducting research, many articles from sources such as the Huffington Post and Bustle have tried to sell Tinder as more than just a hook-up app with titles such as “The Shocking Truth About Tinder: It’s More Than Just a Hookup App!” and “How Millennials Really Use Tinder, Because It’s Not Just a Hookup App.” Seeing these titles, however, just seems to reinforce that it is, in fact, a hookup app. This idea is also reinforced with the tons of other apps that have come out post-Tinder that tend to advertise themselves more for dating than Tinder. One of the apps is called Coffee Meets Bagel, which uses Facebook and hi-tech algorithms to provide people with one match a day. Dawoon, one of the founders told Daily Mail, “I don't want to bash Tinder, but people mostly use it for entertainment or hook ups and it's given online dating a bad reputation and made people hesitant to be associated with online dating” (Bailey). This quote does show the cultural perception of Tinder and that people are creating new apps that combat that nature and result in successful relationships. Another female friendly dating app, Bumble, is similar to Tinder, but only allows the women to initiate a conversation with their match to give them more control and avoid potentially crude or creepy messages. At the University of South Carolina, if someone has met their significant other on a dating app, it almost is never Tinder, and in fact, people often get defensive and will correct people who assume it was Tinder. In general, people on college campuses will associate Tinder with a hook-up, even if that’s not what it is being used for.

Due to how recent Tinder is, it is hard to gather exactly why people are using it, and surveys cannot always be reliable due to people answering why they should be using it versus

why they actually use it. One thing is obvious though: it is looked at as an app used for quick and easy hook-ups. While this does not appear to be having a huge effect on dating since people who want to date will probably use more conventional ways of meeting people, it definitely does go to reinforce the hook-up culture that has gradually become so normal on college campuses.

Whether students are truly using it for the hook-up aspect, the truth is that it is being used very often. The normalcy of the usage combined with the hook-up stereotype it has goes to prove that people are comfortable with and accepting of something strongly associated with “hooking up.”

While many students probably would say that they are aware of the hook-up culture but may not partake in it, the widespread of Tinder shows another story. The world of dating apps is definitely evolving, and eventually Tinder may be considered just as respectable as Bumble or Coffee Meets Bagel, but it seems that, for now, it is interpreted as a way to hook-up with people, and it just goes to reinforce the normalcy of the hook-up culture in colleges.

TECHNOLOGY IN THE CLASSROOM AND ACADEMIC INTEGRITY

Technology is quickly invading every classroom in the country, making schools who cannot afford such luxuries disadvantaged to a certain extent. For college students, laptops are essential to classroom success. Most professors will use the university portal to email students, post notes and quizzes, and relay grades. Students almost always have their laptops in classrooms, but they are not always using them academically. This notion has brought up the question of academic integrity and how students are using the internet to do their homework quicker, write papers, or email answers to their friends.

Technology in the Classroom. At the University of South Carolina, every classroom is equipped with a computer hookup and a projection screen. Slides with class content are almost always posted before class for students to review or print. Grades are posted before tests are

handed back in class. Students receive emails that class is cancelled. Students use online study groups to share information and email to access professors and turn in assignments. With these things becoming commonplace, it is hard to imagine universities without technology, but the technology has introduced a whole new dimension into the academic world. In one study, 79% of college students feel positively about the impact of the Internet on their academics. Students also feel that the Internet has positively affected relationships with their professors, even though email contact was not very frequent or even seldom (Jones 3). There is, however, a slight generation gap between professors and college students when it comes to the Internet, and newer programs (such as Blackboard and WebCT) have been created to ease communication for both students and professors. When it comes to research, students primarily rely on the Internet rather than the library to find primary sources. During observations, students in the library were mostly there to study or use the Internet, not to truly use the resources available to them there (Jones 9). With these advances, cheating and plagiarism have become big problems on college campuses and one major way students cheat is with Google.

Search Engines and Cheating. In this day and age, most people, especially students, cannot get through the day without using the phrase “Google it” at least once. In fact, Google is worried about losing its trademark rights if the term becomes too generic (Poppick). Google, and other search engines, have revolutionized the academic world by allowing unlimited information to be available after just a few keystrokes. Instead of learning the Dewey-Decimal system, students will start to learn how to optimize their search results. While this access to mass information has helped in so many ways, it has strongly affected the way college students conduct research, complete homework, and their overall integrity.

Students are told not to cheat from the first day they step into school. This continues very thoroughly throughout high school. In college, at the end of every syllabus, there is a reference to the University's academic honesty policy. But how many of those students have even read that policy or think that it applies to them? The real issue is how many students think that what they are doing is not cheating. Without specifying the word "cheat," students were asked about the appropriateness of activities while taking an online test, quiz, or homework. It turned out that about three-fourths of students think it is much easier to cheat on an online assignment than in a traditional classroom (Ravasco 72). While this may seem like an obvious finding, when search engines like Google were still in their early years, there was not as much information available and students would have to go to much greater lengths to cheat than they do now. With the widespread use of online portals for classes that do meet on a regular basis, and the constant addition of online classes, academic integrity is slowly beginning to blur in students minds and in practice. According to the Boston Globe, 75% of students admit to cheating – a statistic that has held steady over the years and with the introduction of technology (Lang). However, while cheating may not have increased in numbers, it is changing in form. With so many online classes being available, and regular classes posting material online, the opportunity for cheating has grown exponentially. According to a study done at liberal arts colleges, 40% of students reported cheating on an online quiz, another 13% reported cheating on a paper, and another 13% admitted to bending the rules in online discussion boards (Haynie 1). From personal experience, this number is much higher. Students at universities justify cheating on online quizzes by telling themselves that if professors did not want them to cheat, they would give the quiz in a classroom, which brings the topic back to search engines. Students are able to copy and paste a quiz question into Google and the answer will come up most of the time, mostly through websites

from students who have posted the quiz questions in flashcard form. The other major use of search engines to cheat is when writing papers. A director from the New England College of Business and Finance said, “Most students caught by the technology aren’t intentionally cheating, but rather don’t understand how to correctly cite their sources,” referring to software known as Turnitin that scans large amounts of web material to see if the student’s work matches anything already out there (Haynie 1). The fact that this technology exists goes to show how much of an issue it has been. While students do accidentally plagiarize, a majority of that accident is due to laziness and not learning what needs to be cited and what does not and just hoping that they do not get caught. Since students can even find primary sources on the internet now with access to online databases from the university or through Google Scholar, the urge to simply copy and paste is always there. While the internet provides many ways to cheat, many of them are outside of the classroom, but ever since cellphones have boomed, they have become the easiest way to cheat in a classroom.

Cellphones in the Classroom. In a recent poll by Common Sense Media, 35% of students admitted to cheating with the use of a cellphone. Ways to cheat with a cellphone include storing notes in the phone, sending text messages with test answers, questions or warnings of pop quizzes, looking up answers on the internet, and even taking a picture of the test (“35% of Teens”). Teachers and professors have had to go to extremes to prevent cheating through cellphone usage, including creating multiple test forms, having students put all bags in a separate room, checking students’ pockets prior to exams, and bringing in multiple people to monitor the room. Unfortunately, it is not just cheating with cellphones that has become an issue.

Cellphone use during regular class time is at an all-time high and it takes away from the learning experience. In one study, 92% of students reported sending a text message during class.

In another study, students reported using their cellphones 11 times a day just in class. If students have, on average, two classes per day then that is more than five times per class that students are reaching for their cellphones. However, students are completely aware that this is a distraction, with 80% saying that it decreases their ability to pay attention (Brenner). The author was in a college class that did not allow any technology, neither cellphones nor laptops. In order to alleviate this, the professor allowed for about two minutes in the middle of class for students to look at their phones because she did not believe they could go an hour and fifteen minutes without doing so. However, students were sneaking peaks at their phones throughout the whole class. The fact the professor even felt the need to give this break goes to show how attached students are to their cellphones.

Not only are cellphones highly distracting, they are actually reducing students' cognitive abilities. Attention spans have reduced drastically, and critical thinking has decreased with the ability to look everything up on an app on their cellphones. Also, four of five college students report feeling anxiety, stress, or isolation when asked to unplug from their cellphones for just one day (Morgan).

On the other end of things, cellphones are the number one way that students stay in touch with their families while they are in college. A study from Cornell found that students, on average, talk to their families about 13 times per week. It definitely is a convenient and efficient way to keep families up-to-date on students' day-to-day lives (Morgan).

It is apparent how much technology has evaded the academic world when someone goes to take a standardized test. The author recently took a section of the Certified Public Accounting exam and had to put all of her belongings in a locker, was not allowed to have pockets, had to use a fingerprint when entering and exiting the testing room, and was scanned with a metal

detector. These measures sound extreme, but students these days go to extremes to cheat – and technology has made cheating that much easier.

SOCIAL MEDIA

It is impossible to talk about current technology without bringing up social media. Social media is constantly growing and evolving and infiltrating peoples' lives. Social media apps have allowed constant real time updates on just about everything, from news to discounts to friends' locations. However, social media is so prevalent that people are seemingly spending more time on their phones and computers than with real people. It is also prompting a competitive environment in which everyone wants the most "likes." How is social media affecting students, their self-esteem, and their college experience?

Facebook. By far, the biggest social media presence is Facebook. Started in 2004 by Mark Zuckerberg, Facebook has 1.59 billion users as of December 31, 2015. Of these 1.59 billion users, 1.44 billion users are active monthly on their account. Because of Facebook's massive global reach, the previous six-degrees of separation has been reduced to 3.5 degrees. This means that every person in the world is connected by just three and a half people (Mastroianni). Facebook has connected people in a way that previously was unheard of, and it turns out that it is affecting many aspects of students' lives.

Facebook and School. In the world, an average of 20 minutes is spent on Facebook per day. However, in the United States, the average is doubled to 40 minutes per day according to the company's earnings report (D'Onfro). Even more astounding is that the average college student spends 106 minutes on Facebook per day (Daly). From personal experience, some of this time is definitely during class. Professors who allow laptops are inevitably inviting students to get distracted with Facebook or other forms of social media. With so much time being spent on the

website, there are bound to be side effects. Dr. Rey Junco, a researcher from Lock Haven University in Pennsylvania, has done much research on the effects of social media on higher education. While the study showed excessive use of Facebook did correlate to a drop in GPA, it was a slight decrease. The study found that it was not just using Facebook that produced a worse GPA, but how a student used it. 92% of students reported using Facebook. The most common Facebook activities included status updates, checking up on friends, posting photos, viewing photos, commenting, Facebook chat, and sharing links. There was a positive relationship with grades for students who shared links and checked up on friends and a negative relationship for students who often utilized status updates. The study did not find any significant link between the use of Facebook and time spent studying (Daly). This is one of the forefront studies on the topic, with research undoubtedly likely to come out in coming years.

One of Facebook's largest effects is the amount of time it consumes. One researcher suggests that "users in low self-control presented with leisure options will tend to eschew task that provide delayed benefit in favor of immediate gratification and will experience guilt for doing so" (Eglendi 38). Many students will use the website to procrastinate. A survey showed that students are widely aware of their overuse of media. According to the Kaiser Family Foundation, less time spent using media between the ages of 8-18 did better in school than those with more media. However, this awareness does not seem to be stopping the students from logging on anyways (Eglendi 38).

Facebook and Health. There has been quite a lot of research on some of the negative side effects that Facebook can have on mental and physical health. According to Leon Festinger, a psychologist, Facebook increases the natural inclination for social comparison. Often times, this happens when students see pictures of other people traveling to cool places or doing cool things

and can result in the user feeling unsatisfied with life, thinking other people are happier than them, or thinking life is unfair (Kenrick). A new study from the *Journal of Social and Clinical Psychology* has linked Facebook and depressive symptoms to this phenomenon of social comparison. The first part of the study, done at the University of Houston, found that the more people used Facebook the more they tended to have depressive symptoms. While the study admits it does not mean that Facebook causes depression, it acknowledges that a lot of times spent on the website and comparing oneself to others seem to go hand-in-hand. The second part of the study delved into the types of comparison. Upward social comparison is when one looks at someone more attractive or popular while downward social comparison is when one looks at someone with lower grades or someone that is less attractive. However, the study found that the more time logged onto Facebook, the more depressive symptoms resulted from social comparison in any direction. The researcher suggests assessing feelings after using Facebook. If the feelings are negative, Facebook use should be decreased (Walton). As a college student, the author feels that this is the most discussed and obvious effect of social media. Students are constantly showing their friends pictures of someone else either doing something cool, or looking really good, and wondering why they do not look like that or are not doing that. Hashtags such as “thinspiration” and “fitspiration” propel the media’s image of what a woman should look like and highly affect female users from personal experience. A study conducted of over 1,000 girls indicated that Facebook exposure is, in fact, associated with the thin body ideal that is so popular for adolescents today. Users scored much higher in body image concerns than non-users (Elgendi 38). There is definitely a strong sense of inferiority and comparison that result from Facebook and other forms of social media. Linked to this is the other end of the spectrum with narcissism. Facebook impacts ego and self-concept and narcissism can be

developed by over-using Facebook. People who end up being narcissistic seem to be linked to the more friends a user has on the website. In one study, an attitude toward being open about sharing information about oneself is highly related to the frequency of Facebook usage and is positively correlated with narcissism (Elgendi 38).

Another mental health issue developed from Facebook is addiction. Studies have shown that excessive time spent online can lead to addiction, similar to that of sex, gambling, and drug addiction (Elgendi 37). Students can experience withdrawal, denial or hiding of their usage, and tolerance in the sense of increasing usage when they are addicted to Facebook (Elgendi 38). The addiction has even been added to the DSM-V with a scale called the Facebook addiction scale (Kenrick).

Facebook can also affect physical health. Studies have shown Facebook use can increase the risk of Upper Respiratory Infections due to the increased stress levels that the website causes. More than half of the students in the study who used Facebook reported symptoms of an Upper Respiratory Infection. While this study has some confounding variables, there is no question that Facebook can increase stress levels of students. 31.7% of students reported that unplugging from Facebook would result in less stress and 43.9% of students feel that it has made it harder to feel close to people (Elgendi 37).

Facebook and Relationships. Facebook is not just affecting health; it also has shown large effects on relationships. One of the major issues it has caused is Facebook jealousy. Messaging old flings, analyzing posts on a partner's wall, or looking at a suspicious picture without asking about it have all been known to cause issues for couples. A 2009 study suggested that there are unique contributions from Facebook to the experience of jealousy in relationships. Divorce attorneys often cite Facebook flirtation in their cases. There has even been a book written on the

matter called Facebook and Your Marriage by Jason and Kelly Krafsky (Bindley). Going “Facebook official” can also cause conflict and confusion. Taking this next step can be a stressful conversation or mean different things to the different partners and may lead to some sort of conflict. A study also found that excessive time spent on Facebook was associated with negative relationship outcomes, like cheating or breaking-up. This could be a result of ex-partner contact on Facebook or constant partner monitoring. While these problems can occur without Facebook, they can still add fuel to the fire. Facebook can even cause indirect issues for couples in relationships. A study found that people posting often about details of their relationship are less liked by others (Siedman). While Facebook is not to blame for relationship problems, it can create an avenue to allow threats to develop if they are not communicated about.

Fortunately, Facebook also has some positive effects on relationships. One of the positive aspects that Facebook brings to relationships is making new relationships more easily accessible. Even though Facebook is not often used to meet people, it is definitely the first thing people do after they meet someone they are interested – they add each other on Facebook. This makes it easier to see things about the person and get a feel for them before giving them a second date. Facebook also allows social network integration for partners. Researchers discovered that by analyzing the extent of friend integration on Facebook they could actually predict the people who were couples. It allows the partners to stay in touch with people outside of their immediate social circle and each other’s families and childhood friends. Finally, Facebook can help with relationship maintenance techniques. One study showed that couples who maintained positive and assuring relationship maintenance behaviors on Facebook had higher relationship satisfaction. Displaying statuses as “in a relationship,” posting pictures with the partner, and posting statuses about the partner also reported higher relationship satisfaction (Siedman).

Other Forms of Social Media. Facebook is definitely the most researched form of social media, but there have been many others that are also affecting college students. Among these are Twitter and Instagram. In a news article from USA Today, one student admits that he would not want his family or future employers to see what he posts on Twitter and because of that, has a more selective following (Burns). Students are using Twitter primarily to share about their lives or say funny things, but it can definitely affect their futures. 45% of employers use social media to screen potential employees and 35% of what they find is negative (Burns). This threat is true of other forms of social media. From personal observation, students often change their names on Facebook to make it harder for employers to find them. They think this is easier than just keeping clean social media in the first place. Instagram poses a whole different threat for students, highly related to self-esteem.

Researchers at the University of Wisconsin-Madison, Utah Valley University, and Humboldt University Berlin believe mindless scrolling through Instagram can be more damaging to the psyche than one would think. The studies done on Facebook that are linked to loneliness, depression, low self-esteem, and resentment were linked most negatively to photo sharing. Specifically, stalking other people's accounts and their seemingly better lives and posting one's own photos to emulate an equally enviable life. While the study was done on Facebook, the effects must be even more so on Instagram because it does not have news and games and other updates to dilute it. While people know that Instagram is showing a perfectly cropped and filtered version of someone else's life, it is still hard not to compare. Instagram has tons of half-truths and optimizations of life (Mariella). The author of an article about Instagram in Elite Daily says, "A friend recently invited me to a polo match in Newport, Rhode Island and included a reminder to how wonderful the day would look on Instagram in the invitation. It has become a

tool for self-invention as much as it is a tool for sharing, which is probably why people live in their phones” (Mariella). Unfortunately, this is very true of students as well, with the phrase “Do it for the Insta” becoming all too common. The element of social comparison previously discussed in terms of Facebook is even more active on Instagram. From personal experience, Instagram is definitely a tool to either envy someone or tear them down. Students are constantly showing each other “Instas” of someone who they wish they could be like or look like, which definitely takes a toll on self-esteem. Instagram also affects self-esteem with respect to “likes.” Many students will go as far as to take down a picture that did not receive a certain number of “likes.” While Instagram is a fun and easy way to see what people are doing, in order for it to be healthy, students need to consciously remember that it is a perfectly filtered version of someone else’s life.

CONCLUSION

Technology is going to increasingly become more prevalent in students’ lives. Apple is going to continue to come out with iPhones that can do more and keep people even more connected and new versions of social media and dating apps are bound to develop as well. Research is going to become increasingly accessible for students to plagiarize. It is important for students to be aware of the effects that technology is having on them mentally, physically, and socially. Dating apps like Tinder that are promoting hook-up culture can cause regret and discomfort for students.

While technology has aided communication in the classroom, students need to set boundaries for themselves and understand what is cheating and that Google can easily compromise their academic integrity. Social media keeps students connected with friends, but it can also take up a vast majority of time, create an environment of social comparison, and lead to depression, anxiety, and low self-esteem. Technology is not inherently negative, and there are positive

aspects of it for many people. However, the way that college students are using technology is when these negative side effects can become a problem. The best way to make technology a positive thing for college students is to be aware of its effects and use it in moderation.

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Common Sense Media released the results of a national poll on the use of media for cheating in school. The poll was conducted by The Benenson Strategy Group and revealed that more than 35% of teens admit to cheating with cell phones. More than half of those students admit to using the Internet to cheat. Unfortunately, most students do not consider these actions to be cheating. The results show that there needs to be a discussion on digital ethics.

Kids have always been able to cheat, but the technology they have today is more powerful than ever. Kids will cheat by texting each other answers during tests, using notes and information stored on their cell phones during tests, and downloading papers from the Internet to turn in as their own work. Kids are less likely to see the consequences of their online actions, especially when they feel they won't get caught.

Common Sense Media wants parents and educators to step in to help kids develop a set of guidelines to follow when it comes to technology and to understand that the rules of right and wrong in their offline lives also apply in their online lives. For parents, it's important to have a frank discussion about cheating and its implications. Educators need to be hyper aware of the amount of hi-tech cheating happening in their schools, talk to students about it, and establish rules and consequences for the classroom that reflect the reality of a 24/7 media world.

Bailey, Sam. “‘Anti-Tinder’ dating app (whose founders rejected a \$30 MILLION Shark Tank investment) swaps superficial ‘swipe right’ for delivering just ONE expertly matched suitor to members' phones per day.” *Daily Mail*. Associated Newspapers Ltd., 26 May

2015. Web. 14 Apr. 2016.

This article was written right before the launch of the popular dating app Coffee Meets Bagel in Australia. This app connects users through their Facebook accounts and uses algorithms to match people with potential suitors. A major difference is that Coffee Meets Bagel only offers the user one match per day, while Tinder swiping can go on endlessly. The three sisters who founded the app wanted to create a female friendly dating service and also bring back quality back to online dating. Dawoon, one of the founders told Daily Mail, "I don't want to bash Tinder, but people mostly use it for entertainment or hook ups and it's given online dating a bad reputation and made people hesitant to be associated with online dating." Kang, another founder, revealed that 70 per cent of people using online dating sites are men. They found from research that women tended to feel less safe or get spooked easily by a bad online dating experience. The sisters appeared on the hit show Shark Tank and turned down a \$30 million buyout from Mark Cuban.

Bindley, Katherine. "Facebook Relationship Problems: How Social Networking and Jealousy Affect Your Love Life." *The Huffington Post*. TheHuffingtonPost.com, Inc., 20 Oct.

2011. Web. 13 Apr. 2016.

Facebook jealousy has become problematic in many relationships. Messaging old flings, analyzing posts on a partner's wall, or looking at a suspicious picture without asking about it have all been known to cause issues for couples. A 2009 study suggested that there are unique contributions to the experience of jealousy in relationships. Divorce attorneys often cite Facebook flirtation in their cases. There has even been a book written on the matter called Facebook and Your Marriage by Jason and Kelly Krafsky. While Facebook is not to blame for

relationship problems, it can create an avenue to allow threats to develop if they are not communicated about. A common issue is over (or under) sharing about the relationship. Some partners feel that their relationship is very private while others are more open. Couples who do not talk about these differences and what they are comfortable posting may be in for drama. Another issue is tagged photos with an ex. It is hard for couples to see past relationships every time they log onto Facebook and untagging or deleting those photos is an easy way to avoid issues arising from that. Other causes of fights are friending or receiving a friend request from an ex, a friend on Facebook becomes flirty, seeing something worrisome on a partner's page, and keeping secrets about Facebook activities.

Brenner, Tamara. "The Use of Mobile Devices in the College Classroom." *Derek Bok Center for Teaching and Learning*. Harvard University, 17 Sept. 2015. Web. 28 Mar. 2016.

In a survey conducted at six different universities, college students reported using their cellphones an average of eleven times per day in class. Another study showed 92% of students send text messages during class. After the author conducted research, she found, unsurprisingly, that cell phones are a distraction for students in the classroom. Since humans are not wired to multitask, using cell phones has become very negative in the classroom setting. Students who texted often during class took worse notes, retained less information, and performed worse on tests. However, students seem to be aware of this, with 80% admitting that using their cell phone in class reduces their ability to pay attention. Laptops also distract neighboring students who are disconnected from their technology. Professors should consider explaining why cell phone usage is prohibited if they decide to do so and figure out how to maximally engage their students so they are not tempted to use their devices.

Burns, Hilary. "Students Aware of the All-Too-Common Negative Side Effects of Twitter." *USA Today College*. USA Today, 19 Jan. 2014. Web. 15 Apr. 2016.

This article discusses the negative side effects Twitter can have for college students. According to the Pew Research Center's Internet & American Life Project, 30% of Twitter users are between the ages of 18-29. One student thinks Twitter is so popular because it allows students a place to talk about their lives publicly, a tool for egotism. Another student acknowledges that he posts things on Twitter that he would not want his family or employees to see and therefore has a more selective group of followers. However, 45% of employers use social media to screen potential employees. 35% of what companies find is negative. Students need to be aware of what they post because privacy settings may not always protect them.

Daly, Jimmy. "How Is Facebook Affecting College Students' Grades? [Infographic]." *EdTech*. CDW LLC. 2 Jul. 2012. Web. 4 Apr. 2016.

This article summarizes a study done by Dr. Rey Junco at Lock Haven University in Pennsylvania. He has done much research on the effects of social media on higher education, including correlation of students' GPAs. The study did show that excessive use of Facebook did correlate to a drop in GPA, but it was a slight decrease. A survey was distributed to over 1,800 students at a 4-year university and GPA information was provided by the school. The study found that it was not just using Facebook that produced a worse GPA, but how a student used it. 92% of students reported using Facebook and the average college student spends 106 minutes on Facebook per day. Students' favorite Facebook activities included status updates, checking up on friends, posting photos, viewing photos, commenting, Facebook chat, and sharing links. There

was a positive relationship with grades for students who shared links and checked up on friends and a negative relationship for students who often utilized status updates. The study did not find any significant link between the use of Facebook and time spent studying.

D'Onfro, Jillian. "How Much Time People Spend on Facebook Per Day." *Business Insider*.

Business Insider, Inc. 8 Jul. 2015. Web. 4 Apr. 2016.

This article explains that the average global user on Facebook spends about 20 minutes per day on the website, which is nearly 20% of all time spent online. However, people in the US spend about 40 minutes per day on Facebook according to Q2 earnings from the company. However, analysts at a business company believe this number may change as people are experiencing Facebook fatigue. According to a survey, 30% of people reported spending less time on Facebook compared to last year.

Elgendi, Hager. "The Effect of Facebook on College Students." *International Journal of Networks and Communications* 5.2 (2015): 37-40. 2015. Web. 11 Apr. 2016.

Facebook is evolutionary and has changed the way social relationships work, given outlets for ideas and opinions, and allowed maintenance of relationships like never before. More recently, studies are being done on the physical, mental, and family health that is affected by Facebook. Facebook was founded in 2004 by Mark Zuckerberg. Social Networking Systems (SNS) are showing an effect on physical health. Studies have shown they can increase the risk of Upper Respiratory Infections due to the increased stress levels that Facebook causes. 31.7% of students reported that unplugging from Facebook would result in less stress and 43.9% of students feel that it has made it harder to feel close to people.

Facebook also impacts the mental health of its users. Studies have shown that excessive time spent online to lead to addiction, similar to that of sex and gambling. Symptoms of Facebook and internet addiction are also linked to those similar to drug addiction (37). Students can experience withdrawal, denial or hiding of their usage, and tolerance in the sense of increasing usage. Facebook also impacts ego and self-concept. Narcissism can be developed by over-using Facebook and is linked to the more friends a user has on the website. In one study, an attitude toward being open about sharing information about oneself is highly related to the frequency of Facebook usage and is positively correlated with narcissism. Body image can also be affected by Facebook. A study conducted of over 1,000 girls indicated that Facebook exposure is associated with the thin body ideal that is so popular for adolescents today. Users scored much higher in body image concerns than non-users.

One of Facebook's largest effects is the amount of time consumed. One researcher suggests that "users in low self-control presented with leisure options will tend to eschew task that provide delayed benefit in favor of immediate gratification and will experience guilt for doing so." A survey showed that students are widely aware of their overuse of media. According to the Kaiser Family Foundation, less time spent using media between the ages of 8-18 did better in school than those with more media. However, this awareness does not seem to be stopping the students from logging on anyways (38). Due to a decrease in time, studies have shown decreased communication between families and an increase in distant network size. People who spent more time social networking reported high levels of emotional loneliness (39).

The article goes on to explain some of the confounding variables in the studies discussed, but closes by saying that people need to be more aware of how much Facebook and other SNS

are affecting their life. It concludes by saying it is important not to lose oneself, confidence, family connections, and to maintain a healthy mind and body (39).

Garcia, Justin R., et al. "Sexual Hookup Culture: A Review." *Review Of General Psychology* 16.2 (2012): 161-176. *PsycARTICLES*. Web. 17 Mar. 2016.

Notable psychologists from numerous universities research how popular culture has been a huge contributing factor to the growing “hook-up culture” that is so prevalent today. In a 2005 study, it was found that media was the primary basis of emerging adults’ opinions about sex. This is confirmed by the fact that 77% of prime-time television shows involve some sort of sexual content (161). In one sample of undergraduate students, hook-ups for men and women nearly doubled first dates. They are also willing to talk about it and advertise their acceptance of hook-ups. However, all of this makes sense with the messages received from media. There have been tons of TV shows, movies, and books that glorify hook-ups, are totally based on hook-ups, and that portray these hook-ups as enjoyable over the last number of years. Some of these include *No Strings Attached*, *Friends with Benefits*, *Skins*, *Gossip Girl*, and The Happy Hook-up: A Single Girl’s Guide to Casual Sex. The term hookup describes the uncommitted nature of the sexual encounters, not so much as what occurs during them (162). The review further analyzes the many aspects of hookup culture and dedicates a whole section to how the prevalence of drugs and alcohol has been a huge component. In one study, 80% of college students said that alcohol was involved with their most recent hookup, and 64% said that it contributed to the extent of the hookup (169). Another study done on feelings of regret after a hookup, 78% of women and 72% of men said they had experienced regret following uncommitted sex. Two major predictors of this regret was experiencing sexual intercourse with someone known less than 24 hours and

experiencing sexual intercourse with someone only once (170). The review concludes with confounding factors considered in these studies, but overall concludes that this point of research will definitely keep being expanded upon and wondered about with social factors, biological factors, and psychological factors (172).

Gemmill, Erin, and Michael Peterson. "Technology Use Among College Students: Implications for Student Affair Professionals." *NASPA Journal* 43.2 (2006): 280-300. *NC State University*. NC State University. Web. 8 Feb. 2016.

Erin Gemmill, a Professor at the University of Pittsburgh, and Michael Peterson, a Professor at the University of Delaware, conducted a study to learn how much technology interrupts and occupies a college student's time and how that contributes to their perceived stress levels. College students already experience a level of stress known as "excessive stress." In general, relationships with family and friends is usually used to cope with this, but being isolated at college causes college students to turn towards technology to fill that social void. One of the highest reasons for internet usage among college students is for communicating with friends. Other studies have shown excessive internet usage being linked to a decline in study habits and grades, loss of sleep, feeling lonelier than peers who do not use the internet excessively, and missed classes. Gemmill and Peterson's study consisted of 71-survey questions that participants answered frequently about technology usage and their perceived stress levels. They found that about 25% of participants had problems with disruptions from technology which are related to higher levels of perceived stress. They found that college students spend between 7.5 and over 10 hours a day on technology, depending on the classification of the student.

Haynie, Devon. "Think Twice Before Cheating in Online Courses." *U.S. News & World Report*.

U.S. News & World Report LP, 17 June 2014. Web. 28 Mar. 2016.

There are many reasons students should not online cheat: they learn less, they may get caught, and they become less credible. However, a lot of people still cheat. Online students are more likely to cheat than students in traditional classrooms. In a survey, 40% of students who admitted to cheating did so on an online quiz, 13% reported to cheating on online papers, and another 13% cheating in online discussion boards. While students may find it easy to cheat now, tools are being developed to prevent this cheating in the future. Proctoring is beginning, where students taking online exams must have their webcam on and be watched as they take the exam. There is also plagiarism detection software, such as Turnitin that scans large amounts of web content to see if a student's work matches existing sources. While some of the students caught cheating unintentionally did so, it also sheds a light on the lack of ability to cite sources correctly (1). There are also keystroke devices that allow institutions to confirm the identity of the online students (2).

James, Jessica L. "Mobile Dating in the Digital Age: Computer-Mediated Communication and Relationship Building on Tinder." Thesis. Texas State University, 2015. Print.

This thesis uses the uses & gratification theory to understand why and how people use media to satisfy individual needs and the consequences of acting on these needs (3). While some users do use the app for looking at potential relationships, it is known to be used for short-term relationships, casual sex, or just as a game for people who want to use it as an amped up "Hot-or-Not" (15). About 50% of Tinder users are between the age of 18-24 and another 32% are 25-32 and 96% of Tinder users have never used another dating application (15). Using the uses & gratification theory, five needs of mass media have been identified: cognitive needs, emotional

needs, personal integrative needs, social integrative needs, and tension release needs. Also identified were four main reasons for the use of mass media: information, personal identity, integration and social interaction, and entertainment (17). Uses & gratification studies have been done on many forms of media in the past, but have just recently started expanding to things such as social media. A study in 2013 showed that 76% of social media users use it to pass time, 64% use it as a form of entertainment, 60% use it for relaxation purposes, and 16% mentioned using it to escape from the real world. These findings show similarities between traditional media sources and the newer ones. However, as media adjusts from being a means of leisure and becomes more social and collaborative, the possible new gratifications need to be considered (19). The writer of the thesis conducted surveys to gather information on why people use Tinder and look at possible gender differences. She found that the use of Tinder is mainly personal but had some notable differences between genders.

Jones, Steve. *Internet Goes to College: How Students Are Living in the Future with Today's Technology*. DIANE Publishing Co., 2008. *Google*. Web. 8 Feb. 2016.

This book explores the many ways that technology has impacted college life, academically and socially through a study led by Steve Jones. Questionnaires and ethnography were used across a wide-spread of college students to determine the academic and social effects that technology has on their daily lives.

Technology has introduced a whole new dimension into the academic world. Students use online study groups to share information and email to access professors and turn in assignments. 79% of college students feel positively about the impact of the Internet on their academics. Students also feel that the Internet has positively affected relationships with their

professors, even though email contact was not very frequent or even seldom. 46% of students said they felt they could address more serious issues with professors over email more freely than face-to-face. Professors are also taking advantage of technology in the classroom, with 87% of students saying that email is how professors communicate announcements and assignments. Only 4% of students say they never communicate with their professors via Internet. There is, however, a slight generation gap between professors and college students when it comes to the Internet, and new programs (such as Blackboard and WebCT) have been created to ease communication for both students and professors. When it comes to research, students primarily rely on the Internet rather than the library to find primary sources. During observations, students in the library were mostly there to study or use the Internet, not to truly use the resources available to them there. Due to students using the Internet so much, plagiarism has become a huge issue on many college campuses. Students also agree that the Internet has positively impacted their relationships with other students in their classes. 75% say that they have used the Internet to communicate and collaborate about group projects and 69% say that email helps keep in touch with classmates. Overall, only 4% believe the Internet had a negative impact on their relationships with other students.

College students use technology more as a medium for socialization than for educational or professional communication.

Kenrick, Douglas T. "7 Ways Facebook is Bad for Your Mental Health." *Psychology Today*.

Sussex Publishers, LLC. 11 Apr. 2014. Web. 11 Apr. 2016.

The article explains many of the negative, and often invisible, effects that Facebook has on mental health. A prior study showed that heavy Facebook users experience a decrease in subjective well-being over time. One reason it is bad for mental health is because it can make the user feel like his or her life is not as cool as everyone else's. People are naturally inclined to engage in social comparison, according to psychologist Leon Festinger. Facebook makes this idea of social comparison readily available, and people who use Facebook heavily feel like other people are happier and their life is less fair. Facebook can also lead to friend envy. Instead of being happy for that one friend's promotion or the other friend's travels to Europe, a type of negative psychological envy develops. False consensus is another negative side effect of Facebook. With search optimization, there is a reason the things similar to one's interest are at the top of the Newsfeed. It can distort the view of the world. Facebook also makes it harder to let go of past relationships and friendships that are no longer necessary. The effects of seeing an ex's activities online were much more detrimental to emotional recovery. Facebook can also affect current relationships and make one jealous of his or her current partner. Checking up on a significant other on Facebook can often lead to jealousy and even unwarranted suspicion. Another negative effect is it can look bad to employers. 40% of people report having alcohol on Facebook and 20% report mentioning sexual activities which can both look very bad to potential employers. Finally, the site can become addictive. A new scale called the Facebook addiction scale has been added to the DSM-V.

The article does say Facebook is not all bad, with some users reporting less loneliness when using the site to stay in touch and keep up to date with friends.

Lang, James M. "How College Classes Encourage Cheating." *Boston Globe*. Boston Globe

Media Partners, LLC. 4 Aug. 2013. Web. 28 Mar. 2016.

A cheating scandal occurred at Harvard in 2012 that opened up many conversations about the prominence of cheating on college campuses. The rate of students who admit to cheating at least once in their college careers hold steady at about 75% since the first survey conducted in 1963. Institutions seem to have taken on a mentality of they cannot do much to stop it and it is the result of morally bankrupt students. However, a new perspective that college curriculum may be almost designed to cheat has come to the surface. While human nature likes to justify that dishonest acts show a dishonest human, this has not proven true in research. Many people will commit dishonest acts under the right circumstances. This may be explained by the students' motivations to learn. There are two types of motivation: intrinsic and extrinsic. Students purely driven by extrinsic motivation are more likely to cheat. Courses that rely on infrequent, high-stake assessments increase the incentive to cheat because students have nothing else to fall back on if they do not do well on those exams. Warning about difficulty exams can also induce cheating, and impersonal environments created by large classrooms can induce cheating as well. It comes as no surprise that students are less likely to cheat in upper levels classes than introductory courses. To address this cheating problem, classes need to be redesigned to help students develop motivation of their own.

Mariella, Adriana. "How Instagram is Affecting the Way We See Ourselves and the World Around Us." *Elite Daily*. DMG Media, 24 Jun. 2014. Web. 15 Apr. 2016.

Researchers at the University of Wisconsin-Madison, Utah Valley University, and Humboldt University Berlin believe mindless scrolling through Instagram can be more damaging to the psyche than one would think. The studies done on Facebook that are linked to loneliness,

depression, low self-esteem, and resentment were linked most negatively to photo sharing. Specifically, stalking other people's accounts and their seemingly better lives and posting one's own photos to emulate an equally enviable life. While the study was done on Facebook, the effects must be even more so on Instagram because it does not have news and games and other updates to dilute it. While people know that Instagram is showing a perfectly cropped and filtered version of someone else's life, it is still hard not to compare. Instagram has tons of half-truths and optimizations of life. Through this, a culture of people who are fascinated with looking is being formed, and even worse, are permanently aware of being looked at. The author says, "A friend recently invited me to a polo match in Newport, Rhode Island and included a reminder to how wonderful the day would look on Instagram in the invitation. It has become a tool for self-invention as much as it is a tool for sharing, which is probably why people live in their phones." The author believes that social media has distorted reality and makes the real world seem a bit more boring, which is why people are so attached to their phones.

Mastroianni, Brian. "12 Fun Facts About Facebook on its 12th Birthday." *CBS News*. CBS Interactive, Inc. 4 Feb. 2016. Web. 4 Apr. 2016.

In honor of its 12th Birthday, Facebook names "Friends Day" to be February 4th, 2016. It highlights how Facebook has connected people all over the world and puts together a photo montage of a user's Facebook activity over the years. Facebook has grown by acquiring Instagram and Whatsapp and will continue to grow with its massive reach. At the end of 2015, 1.59 billion users were on the site and there were 1.44 billion mobile active monthly users. About 1.04 billion active users are on the site per day along with 934 million mobile users. About 83.6% of users are outside of the US and Canada. Cristiano Ronaldo has the most likes of

anyone on Facebook. The most liked photo on Facebook was a picture of Barack Obama embracing Michelle after he won the election in 2012. The photo has over 4 million likes. According to statistics from Facebook, two average users are now only separated by 3.5 degrees versus the previously researched six degrees. A 2013 study showed that using the website may make users more depressed.

Morgan, Kori. "The Pros & Cons of Cell Phone Usage in College." *Seattle Pi*. Demand Media, n.d. Web. 28 Mar. 2016.

This article, as the title suggests, explores the pros & cons of cell phone usage for college students. The cons discussed in the article are classroom distractions, reduced cognitive abilities, and destructive behavior while the pros are an easy link to home, easy information access, and a teaching tool. A University of New Hampshire study revealed that students check their phones as often as five times per class and 88% have texted during class time. Cell phones have shown to produce lower class performance. Also, cell phone usage has reduced cognitive abilities of students. Their attention spans have all but deteriorated and being able to look everything up has reduced the ability to critically think. Four out of five college students report feeling anxious, stressed, or isolated when they unplug from their cell phone for even a day. The pros to cell phones are they allow students to easily keep in touch with family members. A study from Cornell University cites that students talk to their families, on average, 13 times per week. They also allow quick access to research when students do school projects, and teachers have even started using them to get in touch with students.

Poppick, Susie. "10 Ways Google Has Changed the World." *TIME*. Time Inc., 18 Aug. 2014.

Web. 28 Mar. 2016.

This article explains gives 10 ways that Google has directly influenced people's lives. The first way is that it has changed out language, citing that Google is concerned about losing its trademark rights since the term "Google it" has become so generic. It has changed peoples' brains by making their memories worse, even if they are aware of this change. Now, peoples' brains are primed to think of the internet when trying to recall information and use it as a mental crutch. Google has set the standard for Facebook and Twitter's high valuations. It has also taken over cell phones and transformed email with bottomless inboxes. Google has changed the way people collaborate. GoogleMaps has allowed people to see the world from every possible vantage point. It has also influenced the news readers get with search optimization. Finally, Google has changed users into commodities, taking all the search info and using it to propel advertisements and other information on the users.

Ravasco, Gerard. "Technology-Aided Cheating In Open And Distance E-Learning." *Asian Journal Of Distance Education* 10.2 (2012): 71-77. *Education Source*. Web. 23 Mar. 2016.

This journal discusses academic integrity among students and how technology has made it easy for learners to cheat. The author primarily used surveys to collect his data (71). In one survey, without using the word "cheat," students were asked what activities were acceptable while taking an online exam. The unlimited access to information for students who take online courses lends it to be a less academically honest environment. The survey resulted in about $\frac{3}{4}$ of students thinking it was easier to cheat on an online exam than in a regular classroom setting (72). While it is easier to cheat in an online setting, research actually shows students are less

likely to cheat online, probably due to the fact that online students are older and more mature (74). As for ways to cheat online, 73% of students mentioned impersonation or proxy substitution which has someone else do the work for the student on their account. 69% mentioned search engines and plagiarism, often through Google. 69% also said collaboration, or sharing answers or files with other students (74). The journal goes on to discuss how to prevent cheating in an online course through policies and requirements, interaction and communication, and design of assessment (75).

Roeffen, Caro. "Mobile Dating: Romance Is Just a Swipe Away." Thesis. Universteit Utrecht, 2014. Print.

This thesis delves into how elements of nearness shape social and romantic interactions based on Tinder's platform (1). Tinder is an online dating application that allows a user to be connected with people who are in proximity with them. They have the option to swipe right (meaning like) or left (meaning dislike) based on a picture of a person. If that same person swipes right for them, they will be matched and are able to contact each other through the app where they could then swap further information if they so desire (12). The app has allowed users to experience social nearness as well as physical nearness, which has been proven to improve the chances of people ending up together (8). However, it has also created a virtual nearness that has been able to quasi-replace the physical nearness that fosters a relationship until one is ready to meet (12). Since Tinder only facilitates communication between mutually interested users, rejection is non-existent and people can be more flirty or forward because they know the person is already interested (13). Tinder has managed to make online dating fun in a number of ways for

people (14). Whether users are on it to create spontaneity, get outside of their comfort zone, allow exploration in sexuality, or just enjoy mindlessly passing time by swiping right or left, the Tinder interface has definitely created a way to appeal to many people (15). The thesis acknowledges the hook-up stereotype that has commonly been associated with Tinder since it is based on attractiveness and proximity to one another (17). It also acknowledges that choosing someone based on their physical attractiveness and proximity appears shallow, but actually closely reflects how people choose dates in the real world. Tinder's greatest advantages are that it allows online dating to be cool and sociable, something that people are comfortable doing around their friends, with an added element of immediate gratification (19). While the app was created to foster relationships, many believe that it does not lead to these romantic relationships and the motivation behind using it is to "get laid." Interviews with some users agreed that it does give access to a quick physical partner without the emotional attachment or responsibility (20). Even though Tinder does not want to be seen as a hook-up app, it is a huge contributor to its success (21).

Siedman, Gwendolyn. "How Facebook Affects Our Relationships." *Psychology Today*. Sussex Publishers, LLC, 28 May 2015. Web. 13 Apr. 2016.

Facebook has had many effects on social life, but now it is even affecting relationships. One of the positive aspects that Facebook brings to relationships is making new relationships more easily accessible. Even though Facebook is not often used to meet people, it is definitely the first thing people do after they meet someone they are interested – they add each other on Facebook. This makes it easier to see things about the person and get a feel for them before giving them a second date. Facebook also allows social network integration for partners.

Researchers discovered that by analyzing the extent of friend integration on Facebook they could actually predict the people who were couples. It allows the partners to stay in touch with people outside of their immediate social circle and each other's families and childhood friends. Finally, Facebook can help with relationship maintenance techniques. One study showed that couples who maintained positive and assuring relationship maintenance behaviors on Facebook had higher relationship satisfaction. Displaying statuses as "in a relationship," posting pictures with the partner, and posting statuses about the partner also reported higher relationship satisfaction.

However, there are still many downsides to the website for relationships. Going "Facebook official" can cause conflict and confusion. Taking this next step can be a stressful conversation or mean different things to the different partners and usually causes some sort of conflict. Facebook can also be a source of anxiety and jealousy. Seeing what a partner is doing or posting and not knowing who he or she is posting to or about may cause unnecessary suspicion and create a negative cycle, even if the partner is being loyal. A study also found that excessive time spent on Facebook was associated with negative relationship outcomes, like cheating or breaking-up. This could be a result of ex-partner contact on Facebook or constant partner monitoring. While these problems can occur without Facebook, they can still add fuel to the fire. Finally, other people may not like seeing people's relationships on Facebook. A study found that people posting often about details of their relationship are less liked by others.

Spitting Game: The College Hookup Culture. Dir. Denice Ann Evans. Media Education Foundation, 2014. *Kanopy*. Web. 14 Mar. 2016.

This video was created for incoming college students to be aware of hook-up culture and what kind of things, such as alcohol, plays a role in a hook-up. At the beginning of the video, college students are seen describing what they consider a “hook-up” which the majority mentions could include anything from kissing to sexual intercourse. The same students then go on to describe a “pregame” and how alcohol definitely is involved and in fact, often a driving factor, of a “hook-up.” A hook-up is described as sexual in nature and is not meant to start a relationship with someone, but rather is for the sexual encounter. Elaine Pasqua, a nationally recognized speaker on alcohol, sex, and sexual assault, goes on to say that with texting and lack of face-to-face contact, hook-up culture has actually increased because students don’t feel as comfortable walking up to someone and starting a conversation so all parties involved are more likely to skip that part and just hook-up instead. This also leads to more alcohol consumption to create a false feeling of comfort.

Walton, Alice G. “New Study Links Facebook to Depression: But Now We Actually Understand Why.” *Forbes*. 8 Apr. 2015. Web. 12 Apr. 2016.

Facebook has increasingly been linked to more negative mental health impacts including depression, low self-esteem, and jealousy. A new study from the *Journal of Social and Clinical Psychology* has linked Facebook and depressive symptoms due to a phenomenon called social comparison. The first part of the study done at the University of Houston found that the more people used Facebook the more they tended to have depressive symptoms. While the study admits it does not mean that Facebook causes depression, it acknowledges that a lot of times spent on the website and comparing oneself to others seem to go hand-in-hand. The second part of the study delved into the types of comparison. Upward social comparison is when one looks at

someone more attractive or popular while downward social comparison is when one looks at someone with lower grades or less attractive. However, the study found that the more time logged onto Facebook, the more depressive symptoms resulted from social comparison in any direction. The researcher suggests assessing feelings after using Facebook. If the feelings are negative, Facebook use should be decreased.