

Surveillance in social networks.
How can sharing your personal data online change your offline life?

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Department of Sociology

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I dedicate my work to one person. This person stays anonymous. Thanks to him, I made this job from the scratch:

“I would like to thank you. I know that these kinds of results are the best gifts for you as a teacher, as a sensei and as one of the closest people in my life”.

Ilia Beltiukov

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I would like to thank the only teacher, Professor Pedro Miguel Pereira Neto, who believed in me since we met the first time. On our first class I was fascinated by the way he taught the subject, delivered messages to the students. Especially, I was inspired by his unique and spectacular way of thinking.

All the teachers, almost all classmates turned away from me, when I really needed help and support. The only person who never rejected but instead accepted me, gave me support and sincere warmth, was Professor Pedro Miguel Pereira Neto.

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My advice to all the students: this person is not just a teacher; He truly loves what he does, knows what he does and why he does it. What is more, Prof. Pedro is one of the most honest people I met, who always says the truth straightforward without any falsity. Believe me, a 13/20 score from Prof. Pedro is worth much more than an 18/20 from other teachers!

Resumo

As pessoas usam o Facebook para diferentes fins. Esse uso e utilidade também permite que outras coisas aconteçam: vigilância por pares, que pode afetar diretamente a vida dos usuários do Facebook online, bem como offline. Membros da família, amigos, ex-namorados, colegas e até pessoas que você nunca conheceu têm muitas possibilidades de recolher os seus dados pessoais usando recursos de media sociais. Mas como vêm e se comportam as pessoas no Facebook em relação à vigilância por pares? Como podem os usuários vigiar-se uns aos outros no Facebook? Quais podem as consequências disso ser? Como sentir-se seguro e evitar ser rastreado por outra pessoa?

O principal objetivo da dissertação é reunir e articular o conhecimento teórico e empírico através da análise das respostas fornecidas durante entrevistas selecionadas de usuários do Facebook para contribuir para a conscientização da população sobre como usar um meio social ‘com cuidado’.

Keywords: vigilância, rede social, dados pessoais, online, offline, relacionamentos

Abstract

People use Facebook for different purposes. This use and usefulness also allows for something else to happen: peer surveillance, which might directly affect Facebook users' lives online, as well as offline. Family members, friends, exes, colleagues, and even people you have never met before, have many possibilities to collect your personal data using social media features. But how do people perceive and behave in Facebook regarding peer surveillance? How can users surveil one another in Facebook? What might be consequences of it? How to feel safe and avoid being tracked by anyone else?

The main goal of the dissertation is to gather and articulate theoretical and empirical knowledge through the analysis of answers provided during selected interviews of Facebook users to contribute to population's awareness about how to use a social medium 'with care'.

Keywords: surveillance, social network, personal data, online, offline, relationships

Contents

Acknowledgment	iv
Resumo	v
Abstract	vi
CHAPTER 1. Introduction	1
CHAPTER 2. Theoretical framework	3
2.1. Lateral surveillance and work “On Being Stalked”	3
2.2. Symbolic interaction paradigm and Concept of perception	6
2.3. Perception, Affordance theory and Third-person effect	9
CHAPTER 3. Methodological strategy	11
3.1. Research approach	11
3.2. Interviewing	13
3.3. Sampling	15
CHAPTER 4. Data analysis and discussion	17
4.1. Data segmentation	17
4.2. Data presentation	22
4.2.1. Changes, differences, and similarities in main and linked affordances	23
4.2.2. The core interview questions (sub research questions)	30
4.3. Discussion	33
CHAPTER 5. Conclusions	39
5.1. Future research	40
Bibliographical references	43
Appendices	45

CHAPTER 1. Introduction

According to Alan Bryman (2012, p. 88), an interest in the research originates from different events and perceptions, the first of which is personal interest and experience. From my childhood, I have been facing peer surveillance in daily life: from family members, ex-friends, ex-colleagues, ex-girlfriends, and even strangers. Similarly, I tracked other people, some of which were known to me, others not. Over time, my interest in the matter of peer surveillance increased. I asked myself once: “Why do I want to track my girlfriend or a friend of mine? How can I stop to do so, since it takes some time of my personal life, and I can invest that time in something different?” Specifically, I don’t appreciate when someone track on me and on my personal life. How can I protect myself? Is it possible to prevent peer surveillance and avoid being tracked? Why do people do that to me?

The second source of interest in research comes from the literature on the topic ‘social networks and surveillance’. Since I have a passion for surveillance, a class “The Future of Freedom: Surveillance, Censorship and Identification” at Iscte-IUL, opened new insights, desire, and inspiration for me to study this subject. With a focus on the concept of lateral surveillance (Andrejevic, 2005), which explains the phenomenon of people spying on one another, and how it connects with political, economic, and social sectors in conjunction with modern Internet technologies, knowledges aquired during the course lead me to investigate further. The Master (MSc) in World Internet Studies¹ with a focus on science communication and Internet technologies, had influenced my decision to study peer surveillance. Hence, I have an interest in studying communication, and how it works in the Internet environment. The subject of inquiry will be social medium platform Facebook. Finally, why Facebook? Most people use Facebook for various purposes, including communication, entertainment, education, commerce. Users can upload identification details, create, and manage profiles, exchange information with others, meet new people and give them access to their profiles by adding to a friend list, and they may be tagged and seen by someone else without notice. The issue of privacy in social media has been essential for a long time: Can one’s data be explicitly seen by another user? Do people feel safe using Facebook regarding other users,

¹ The Master of Science (MCs) in World Internet Studies at Iscte - Instituto Universitário de Lisboa
<https://www.iscte-iul.pt/course/227/master-msc-in-world-internet-studies>

who can follow them, see personal data without approval and then use it for personal reasons? Are people aware of how to prevent being tracked by someone else? Users, who may follow one another, can be former classmates, exes, family members, colleagues, friends, or even strangers.

Referring to the views of Denscombe (2010, as cited in Bryman, 2012, p. 9), a research purpose implies empowerment and the question “how can we enhance the lives of those who research?” In consideration of enhancement of ones’ lives, the purpose of this study (Bell, 2005, p. 31) stems from three reasons: a) To contribute to the knowledge of human interaction in social media space with a focus on peer surveillance. And to the development of Internet digital technologies which allow people to do a lot of things, including creation, adjustment, delivering, and dissemination any kind of messages; b) Help people to become aware of what is happening around them, since humans are always under surveillance, specifically in era of the Internet; c) Assuming investigation of human behavior in social media alongside surveillance studies and technologies will certainly help us to enhance knowledge and skills, increase awareness of such techniques, and feel significantly safer.

The purpose of my research is to investigate “How to prevent surveillance from other users in Facebook for specific social group of people”.

Regarding monitoring by individuals on one another in Facebook, I do believe people are familiar with surveillance, aware that they have been surveilled by mates, exes, family members, or even strangers. But they are not aware of consequences of peer surveillance and how to prevent it. Hence, there are three main problems arising: 1) The absence of media literacy on tracking by users on one another in social media; 2) Nonawareness of consequences of peer surveillance; 3) Lack of protection skills and avoidance against peer surveillance in Facebook.

In a nutshell, the goal of the dissertation is: a) To study peoples’ awareness and behavior in conjunction with the technical possibilities of Facebook, which allow users to behave in a certain way and track one another; b) To draw a map on how users feel and act in social media with a focus on peer surveillance; and c) To provide users with awareness of peer surveillance through a ‘best practice manual’, discussing how to use and manage personal data in social media.

CHAPTER 2. **Theoretical framework**

2.1. Lateral surveillance and work “On Being Stalked”

To immerse myself into the topic of peer surveillance, I reviewed two articles discussing the concept of lateral surveillance by Mark Andrejevic (2005) and the notion of stalking behavior in the work “On Being Stalked” by Emerson et al. (1998). The concept of lateral surveillance explains monitoring practices between users in a broader perspective, involving political, economic and social sectors of society. Andrejevic (2005) explains the phenomenon of peer surveillance at the macro level:

“Lateral surveillance, or peer-to-peer monitoring, understood as the use of surveillance tools by individuals, rather than by agents of institutions public or private, to keep track of one another, covers (but is not limited to) three main categories: romantic interests, family and friends or acquaintances. It also comprises several levels of monitoring, ranging from casually Googling a new acquaintance to purchasing keystroke monitoring software, surveillance cameras, or even portable lie detectors” (Andrejevic, 2005, pp. 488-489).

In contrast to the lateral surveillance concept, Emerson, et al. (1998, p. 289) discuss the phenomenon of stalking at the micro level: Viewing surveillance behavior from two different views allows the problem to be seen from different angles. Hence, the more diverse the knowledge about the subject, the richer the research will be.

In the article “The Work of Watching One Another: Lateral Surveillance, Risk and Governance” Andrejevic claims that market and government trigger suspiciousness and promote the sense of a risk society for their own benefit. The goal is to place responsibility for people’s lives, safety, and security on population itself, promoting mechanisms for people to track one another to protect themselves. At the same time, collected data benefits market and governance:

“The proliferation of uncertainty serves as one marketing strategy for the offloading of verification strategies onto members of the general populace. (...) As David Lyon (1994) has suggested, the obverse of postmodern paranoia about the prospect of being watched all the time, is the paranoia that serves as an alibi for being always on the lookout, always watching” (as cited in Andrejevic, 2005, p. 488).

The author points that government artificially creates “a risk society” where everyone is deemed suspect because of three reasons:

1. To offload responsibilities for people’s safety on the population;
2. To maintain surveillance (control) on population by collecting personal information, employing, instead of top-down surveillance, peer-to-peer surveillance;
3. To benefit market growth and dissemination, thus, to benefit economy.

According to Andrejevic, why do government and market work in conjunction?

1. Government offloads responsibilities of population’s safety on people themselves, intending them to become a spy on one another, and protect themselves for their own benefit;
2. Market creates the “sense of non-security”, and simultaneously, proposes solutions “how to protect yourself from the danger”, promoting surveillance technologies and tools;
3. Surveillance technologies, in turn, mainly benefit the market rather than population, and at the same time, benefit the government by collecting information about people:

“If we are at risk in the privacy of our own homes from those who enter via network, identity thieves, online pedophiles, [...] the network can also provide us with resources for monitoring the behaviors of others, if need be, ourselves. Rather than relying on law enforcement and other expert or governmental institutions, we are invited to consume security products and participate in the investigation process” (Andrejevic, 2005, p. 488).

In the work “On Being Stalked”, stalking is seen as a separate type of surveillance: Emerson et al. (1998, p. 289) formulate stalking as a behavior which “involves efforts to establish (or re-establish) a relationship in the face of the other’s resistance.” In their words “stalking [...] proceeds over time.” Furthermore, there are “the problematics of identifying stalking in the first place, changes over time in the stalker’s attitudes toward [...] the victim, and changes in victim’s responses to the problem over time” (Emerson et al., 1998, p. 291).

What may be differences between peer surveillance and stalking? Emerson et al. differentiate casual relational actions and following, such as “being followed, learning that another had acquired detailed access information about you, and receiving initial relationship proposals” with stalking behavior. As they put it, “Following appears to be relatively common in everyday life, arising for a variety of purposes, usually short term and aimed at no one individual, and generally focused on and exploiting public spaces” (Emerson et al., 1998, p. 300), whereas stalking implies several distinguishing features, namely:

- a) “one-sided” (Emerson et al., 1998, p. 295);
- b) “repeated” (Emerson et al., 1998, p. 300) interaction;
- c) and “when relational claims continue or even escalate in the face of rejection, the pursued not only explicitly depict themselves as victims of stalking, but also increasingly report the feelings of fear, frustration [...]” (Emerson et al., 1998, p. 307).

Based on studies and victims’ interpretations, stalking is “an interpretive outcome” (Emerson et al., 1998, p. 292), which derives from one-sided, repeated casual interactions. These interactions can be normal daily communications like messaging, calling, mailing, meeting, and they are mostly counted as a stalking, after rejections to continue such communications, from a position of being followed.

Besides, there could be other variations of identifying surveillance as a stalking behavior (Emerson et al., 1998, p. 294):

- a) “The pursued can be a stranger initially encountered in some public or semi-public space”;
- b) “The victim can be publicly identified figure”;
- c) “Eventual stalking can develop between those who had some contact in the past (e.g., former classmates), or who had some minimal present contact (e.g., co-workers in a large office or business)”.

To summarize, both works offer useful insights. Lateral surveillance explains the phenomenon of peer surveillance, its influences, and how it works in society from broader perspective. Stalking describes a separate type of peer surveillance with a focus on interactions between individuals differing from daily surveillance practices as it's a one-sided, repeated action, which might occur after rejection from receiver.

2.2. Symbolic interaction paradigm and Concept of perception

Babbie (2013, p. 59) states that paradigms can be viewed “as ways of looking, [...] each can open up new understandings, suggest different kinds of theories, and inspire different kinds of research”. Both, the paradigm and the concept, were developed in different times and by different scholars: Nevertheless, there are many similarities between them. The goal of the comparison is to build basic understanding of peer surveillance behavior and implement knowledge in methodological part of the study.

Carter, M.J. & Fuller, C. (2015, p. 1) discuss symbolic interactionism as “a micro-level theoretical framework and perspective in sociology that addresses how society is created and maintained through repeated interactions among individuals”. In other words, symbolic interaction paradigm explains society through repetitive communication processes between individuals by disclosing roles of meaning and human behavior.

One of the most common explanations of symbolic interactionism was developed by Herbert Blumer (1969, as cited in Carter & Fuller, 2015, p. 2). According to Blumer, there are three general principles of symbolic interaction (Poloma, 1999, pp. 224-225; Tye & Tye, 1992, p. 36, as cited in Aksan et al., 2009, p. 903):

1. The way individuals act toward certain things depends on meanings these things have to them (behavior and response);
2. Interactions between humans create particular meanings for them;
3. Meanings subsequently may evolve, change or develop through repetitive interactions from time to time (evolving process of interaction, meaning and behavior).

In view of the concept of perception, Susan McDonald (2011, p. 3) explains it as a method to measure “the way one sees the world”. The general tenets for perception to occur are (McDonald, 2011, p. 10):

1. “Sensory awareness or cognition of the experience”;
2. “Personal experience”;
3. “Comprehension that can lead to a response”.

Both, symbolic interaction and the concept of perception focus on micro level views to explain human behavior from “bottom up” (Carter & Fuller, 2015, p. 1). In symbolic paradigm, interactions create meanings which may condition people to act in a certain way: if there are no external references from the social context which may impact individuals, there will not be any meanings available in their minds, actions and behavior toward them.

Considering one’s perception, the principle is similar. First, an individual needs to become aware of certain things in the social context through sensory awareness (physical senses like hearing, seeing, touching, smelling, tasting, and mental processes such as thinking and interpretation). Then a “Physical sensation interpreted in the light of experience” (McDonald, 2011, p. 10) is the second factor for perception to occur. Interestingly, that symbolic interaction paradigm explains that meanings derive from interpretations of how individuals perceive the world, which appear after experience, specifically, after some action and communication occurred between individuals: “The principal condition for the formation of a meaning is the existence of an event. The following condition is the experience of these events” (Aksan et al., 2009, p. 904). Third is one’s comprehension of a situation or interaction, which may lead to an action (McDonald, 2011, p. 10).

Blumer argues that “behavior takes place on the basis of an actor’s own particular meaning” (Carter & Fuller, 2015, p. 3); What’s more, he emphasizes that “meaning of things directs action” (Aksan et al., 2009, p. 904). So, while ‘comprehension’ implies ‘meaning’ in symbolic paradigm, ‘behavior’ can be viewed as ‘response’, used in the concept of perception. Blumer characterizes behavior as “an actor’s idiosyncratic way of reacting to an interpretation of a situation. It is therefore not to be [...] predicted from antecedent knowledge about how actors generally respond to given situations. This is impossible since each encounter is different from others (and therefore unique)” (Carter & Fuller, 2015, p. 2), whereas Walker and Avant state that perception is “a unique way of understanding phenomena by interpreting sensory information based on experience, processing information, and forming mental models” (McDonald, 2011, p. 10).

Despite similarities between these ideas, there is one clear difference. Blumer does see society separately, where each individual acts independently and contributes autonomously; The paradigm focuses exclusively on interactions and exclude social factors which might influence one’s behavior (Carter & Fuller, 2015, pp. 2-3). The meaning making process does not consider “the basic social context in which interaction is positioned” (Aksan et al., 2009, p. 904). In contrast, McDonald (2011, p. 8) claims that perception can be influenced by social influences (including socioeconomic status and gender):

- a. Place of birth (city or country of origin);
- b. Place to live;
- c. Income;
- d. Education;
- e. Gender differences in cognition;
- f. Culture.

Where one originates from, lives, wears, eats, what gender is, and how is educated, all these factors influence one’s perception about the world: “All of these are the basis for the formation of memories and life experiences” (McDonald, 2011, p. 8).

The following will be structured with an emphasis on the concept of perception, because:

1. In contrast to the concept of perception, symbolic interaction paradigm has limitations regarding what might influence one's behavior;
2. In my point of view, the concept of perception is organized in more sequential way, where you clearly can see the start and end point;
3. The concept of perception involves awareness, whereas symbolic interaction paradigm does not clearly focus on it.

2.3. Perception, Affordance theory and Third-person effect

There are three basic concepts employed into development of the research: perception (McDonald, 2011), third-person effect (Johansson, 2005), and technical affordances (Jensen & Dyrby, 2013). Perception consists of (McDonald, 2011, pp. 10-11):

1. Awareness of (or observing the things around), that is a sensory process including the "Mechanics of vision and hearing, touch, taste, and smell" (McDonald, 2011, p. 6), and cognitive processes (to appreciate the world), involving the interpretation of the external world by individual "in a specific and personal way" (McDonald, 2011, p. 6), implying that "The person must have the capability to interact with the environment through at least one of the five senses" (McDonald, 2011, p. 12). The difficulties in one's perception might occur when some of the sensory or cognitive processes of awareness are limited. For example, if a person has problems with hearing, he will not be able to interpret things out of him as clear, as he would interpret them without these problems (McDonald, 2011, p. 11);
2. Something regarding which McDonald claims (2011, pp. 5-6) that perception of everyone originates from unique personal experience, specifically "one can only draw what is known to oneself. [...] Each man is confident in his own perception";
3. That is to say, assessment of the situation and the response (any action) on it. Process of understanding. "The consequence of perception is formulation of mental image which contributes to the decision to act or not" (McDonald, 2011, p. 12).

Why use the concept of perception? It will support investigating people's perceptions of peer surveillance in Facebook, i.e., current awareness, memories and experiences from the past, feelings and comprehension, and possible actions toward certain phenomenon. All retrieved data will be used to build a set of measures regarding how to deal with peer surveillance on Facebook for a specific social group of users.

Now, what are affordances? Affordances answer questions such as How? Why? And What possibilities does any social media platform allow users to behave in a certain way? Why use the affordance concept? It can disclose an information regarding: How people perceive and use Facebook as a technological tool (network) to conduct lateral surveillance? As well as what opportunities does Facebook provide to conduct lateral surveillance within the social network domain, and also why people follow other users through Facebook, and how it helps facilitate peer surveillance.

The concept of perception embraces more areas (including one's memories and experiences, feelings), whereas the concept of affordances focuses more on people's intentions and actual performance on Facebook: "The strategic relation between the identification of perceived affordances with the actual action [...] can provide valuable findings when strategizing about social media" (Jensen & Dyrby, 2013, p. 4). Furthermore, an understanding of perceptions will amplify the affordances approach: the notion of perceptions is 'an airbag' to pursue research on affordances, since we already know how people perceive things and processes involved.

Concerning the third-person effect described by Bengt Johansson (2005, pp. 81-87), people tend to believe that non-mediated sources, such as personal experience and interpersonal communications, may influence both, their own views and others', while mass media messages, including those on Facebook, may have more impact on others' than on peoples' attitudes and behaviors themselves. In Davison's (1983; as cited in Johansson, 2005, p. 81) third-person effect, "people tend to believe that other people are more influenced by mass media messages than they themselves are". Hence, the third person effect can be applied to the concept of self-perception and affordances.

To put it more simply, instead of focusing on self-perception and conditioned use of the platform (How does one perceive and act under certain circumstances), the focus will be placed on third-person perception, and conditioned use by others (What is one's perception regarding how another person sees and acts under certain circumstances).

CHAPTER 3. **Methodological strategy**

According to Alan Bryman (2012, p. 89), it's important to "keep a clear focus, so that our research questions must relate to each other and form a coherent set of issues". Given that my main interest is understanding how users perceive and act in social medium in terms of peer surveillance, my main research questions are:

1. How informed are individuals about the way any user can be followed/tracked in Facebook by someone else, and how to avoid it?
2. How does monitoring from other users affect individuals' sense of security in a social medium?

Apart from the research questions, I suggest initial hypotheses:

1. Individuals are familiar with peer surveillance in Facebook, but they are not aware about consequences and how to prevent it;
2. Individuals feel unsafe in social medium due to monitoring from other users.

3.1. Research approach

To build up a strategy to assess awareness regarding peer surveillance, I primarily construct the research using the inductive model of reasoning, which according to Babbie "begins with observations and proceeds with a search for patterns in what we have observed" (Babbie, 2013, p. 76).

Still following the views of Babbie (2013, p. 17), "sometimes social research is a vehicle for mapping out a topic that may warrant further study later; [...] learning something about use of [...]". The ultimate goal of my research is to explore how to use Facebook 'with care' and avoid being tracked by someone else. Hence, the research purpose of the inquiry is

exploration (Babbie, 2013, pp. 90-91). According to Babbie (2013, p. 105), “exploratory [...] studies are often cross sectional”. That is, concerning “time-related” issues, findings of the research will be based on participants’ memories, experiences, and perceptions at “a single point in time” (Babbie, 2013, p. 105).

Earl Babbie (2013, p. 97) states: “if the researcher is interested in exploring, [...] how different groups of individuals behave as individuals, the unit of analysis is individual, not the group”. Therefore, referring to the main research questions (Babbie, 2013, p. 102), there are two major units of analysis. First there is ‘Individuals’ (Babbie, 2013, p. 99), i.e., people who conduct such practices in social medium, which according to the author, “Individuals may be characterized in terms of their membership in social groupings” (Babbie, 2013, p. 99). In this regard, I intend to involve participants under a certain age group. Besides, to bring to the project an international character, those individuals will be sampled by different places of birth and living. “Social researchers tend to choose individual people as their units of analysis. [...] characteristics of individual people – sex, age, region of birth, attitudes, and so forth. [...] then combine these descriptions to provide a composite picture of the group the individuals represent” (Babbie, 2013, p. 97). In other words, participants, as units of analysis, with a certain characteristic (age, occupation, education, place of origin, place to live) will represent a composite picture of that specific social group around the world. For example, if a female student is 25 years old, taking a master’s degree. The second unit of analysis is ‘Social artifacts’ (Babbie, 2013, p. 99), i.e., social medium which allows people to track one another.

For this study, qualitative analysis and in-depth interviews were adopted to reveal users’ awareness and behavior in Facebook: in the words of Bryman, “Qualitative research is a research strategy that usually emphasizes words rather than quantification in the collection and data analysis” (Bryman, 2012, p. 380). As Munhall (2007, as cited in McDonald, 2011, p. 16) states, qualitative research methods use “different ways of seeing to uncover and discover understanding”.

As opposed to many qualitative techniques, such as field research, “ethnography or participant observation” (Bryman, 2012, p. 383), where researchers go to the field, see, and prescribe what they have observed, I’m focusing on participants’ perceptions, unique views, feelings, and actual behavior regarding mutual monitoring in Facebook.

To gather qualitative data, I decided to go for semi-structured interviews, where “the researcher has a list of questions or fairly specific topics to be covered, often referred to an

interview guide” (Bryman, 2012, p. 471). As Alan Bryman (2012, p. 472) claims, if a researcher starts investigation with a “fairly clear focus” instead of broad sense of an interest, he tends to conduct semi-structured interviews, because the “more specific issues can be addressed”.

3.2. Interviewing

After addressing bibliographical references on Symbolic Interaction paradigm, explaining meaning and behavior (Carter & Fuller, 2015), lateral surveillance (Andrejevic, 2005), and the work “On Being Stalked” conducted by Emerson et al. (1998), which explains stalking behavior and its nature, I addressed to Gaver (1991, as cited in Jensen & Dyrby, 2013, p. 4) and his notion of affordances: There is “the link between perception and action”, specifically, what user *CAN DO theoretically* employing social medium (network), and what he or she *DOES practically* by using a particular social medium. Ultimately, the reflection on how both affordances match each other, i.e., the comparison between intended and actual use of Facebook, will bring new insights regarding users’ awareness of peer surveillance.

Referring to the previously mentioned concepts, bibliographic references, and identified units of analysis, I intend to study both, technologies, i.e., social medium, and peoples’ awareness and behavior, i.e., individuals who perceive and conduct monitoring on one another in Facebook.

To prepare an interview guide I followed Bryman (2012, p. 473), when he stated one of the crucial advices to “formulate interview questions or topics in a way that will help you to answer your research questions (but try not make them too specific)”.

Referring to the views of Elizabeth Campbell and Luke Eric Lassiter (2015, p. 92), “when scheduling the interview, be very clear about your intentions and the goals and purposes of the interview.” Hence, an invitation letter (see in Appendices), including the interview script, was sent to participants using Facebook messenger, LinkedIn, and WhatsApp platforms.

The interviews were conducted online via zoom. In the beginning, the interviewees were warned that the interview has a form of conversation instead of a strictly categorized set of questions: “Framing interviews as conversations rather than data gatherings or other kinds of investigations opens up a project’s creative and collaborative possibilities” (Campbell &

Lassiter, 2015, p. 98). Campbell & Lassiter (2015, p. 93) suggest that the interview should start with “ice-breaker” questions like: “How are you? What are you up to nowadays?”, and so on. To warm up participants, a brief introduction, problem, purpose, and the main research questions further were announced. As soon as ‘warm-up’ was finished, I turned to the main exploratory interview questions, slightly switching between groups of questions. For instance, when I moved from a group “2. *What do you use Facebook for?*” to the third one “3. *What do you think other users can do with Facebook?*”, I noticed: “I see, you are being in a stress. You can breathe out because now we are going to discuss another thing”.

I initially formulated and pre-categorized interview questions, referring to the concepts of affordances (Jensen & Dyrby, 2013), the concept of self-perception (McDonald, 2011) and third-person effect (Johansson, 2005).

Referring to the main research questions, I construct the core questions of the interview, which are based on the following sub-research questions:

1. What does fb² allow participants to do? (‘sensitive awareness’ category) (intended affordances for participants);
 - 1.1. How does Facebook facilitate surveillance? (‘influences’ category) (all kinds of affordances);
2. What do participants do in fb? (‘response’ category) (actual affordances for participants);
 - 2.1. How do participants maintain safety and privacy in fb? (‘response’ category);
 - 2.2. How do participants surveil? (‘response’ category) (actual affordances for participants);
 - 2.3. Why do they surveil? (‘comprehension’ + ‘experience’ categories);
 - 2.4. What is participants’ attitude toward peer surveillance? (‘response’ category) (actual affordances for participants);
3. What do participants think other people are doing in fb? (‘sensitive awareness’ category) (intended affordances for others);
 - 3.1. How do may others surveil? (‘sensitive awareness’ category) (intended affordances for others);

2 ‘fb’ - abbreviation of Facebook

- 3.2. Why do may others surveil? ('comprehension' + 'experience' categories);
- 3.3. How do others surveil in real? ('response' category) (actual affordances for others);
- 3.4. What do other users do to prevent surveillance? ('response' category) (actual affordances for others);
- 4. How safe do participants feel using fb? ('comprehension' category) (intended affordances for participants);
 - 4.1. What do participants feel being surveilled? ('comprehension' category).

As soon as all interviews were completed, video records were transcribed in a way “exactly what the interviewee said, word for word” (Bryman, 2012, p. 485), including description of feelings and emotions. Alan Bryman (2012, p. 482) states that “qualitative researchers are frequently interested not just in *what* people say but also in the *way* that they say it.” Eventually, the transcriptions were divided in four separated files with a total number of 5949 words.

To proceed data analysis, the thematic analysis is applied as “a method for identifying, analyzing, organizing, describing, and reporting themes found within a data set” (Braun & Clarke, 2006, as cited in Nowell et al., 2017, p. 2). What is more, “thematic analysis is a useful method for [...] highlighting similarities and differences, and generating unanticipated results” (Braun & Clarke, 2006; King, 2004, as cited in Nowell et al., 2017, p. 2).

All interview transcriptions were carefully read to understand its general meaning. To discover appropriate patterns of behavior, organize themes in sequential manner, and visualize it, was used software MAXQDA. According to King, “Researchers may choose to use one of the software programs to aid in sorting and organizing the data. Software can enable the researcher to work efficiently with complex coding schemes and large amounts of text, facilitating depth and sophistication of analysis” (King, 2004, s cited in Nowell et al., 2017, p. 7).

3.3. Sampling

I focus on purposive sampling, which is “a non-probability form of sampling” (Bryman, 2012, p. 418). In other words, instead of randomly choosing participants, the participants are selected by certain categories. In purposive sampling, first, it is necessary to identify what or who are units of analysis and its “relevance to the research questions”.

According to McDonald (2011, p. 8), perception can be influenced by Social influences (including socioeconomic status and gender), for instance, place of birth (city or country of origin), place to live, income, education, gender differences in cognition, culture.

Subsequently, the purposive theoretical sample implies four participants and has been structured by following criteria: (1) gender, (2) age group ‘25 to 29 years old’, (3) occupation ‘student’, (4) education ‘bachelor’s or master’s degree’, (5) country of origin, and (6) place to live.

Eventually, the qualitative findings will represent only that group of people, specifically, aged between 25 and 29, students with bachelor’s, or master’s degree. Where one originates from, lives, wears, eats, and how is educated, all these factors influence one’s perception. McDonald (2011, p. 8) claims that “all of these are the basis for the formation of memories and life experiences”. Descriptive information about number of interviewees is presented in table 1 (see in Appendices).

CHAPTER 4. Data analysis and discussion

4.1. Data segmentation

The coding process of analysis involves sequentially dividing the material “into chunks and assigning meaning into those chunks” (Jensen & Dyrby, 2013, p. 5). According to Braun and Clarke (2006, as cited in Nowell et al., 2017, p. 4), thematic analysis consists of six phases:

1. Familiarizing yourself with your data;
2. Generating initial codes;
3. Searching for themes;
4. Reviewing themes;
5. Defining and naming themes;
6. Producing the report.

1 Phase. Familiarizing yourself with your data.

Immersion into transcriptions leads researchers to discover initial ideas, thoughts, and meanings of the material. To do that, I reorganize the retrieved data on pre-categories based on the concept of perception (McDonald, 2011) and the third-person effect (Johansson, 2005) to reveal new insights and prepare it for further analysis.

Referring to the views of Walker and Avant (2005, as cited in McDonald, 2011, p. 10), there can be four defining attributes to categorize one's perception:

1. Sensory awareness or cognition of the experience – includes physical and mental possibilities to accumulate the external information, for example, capabilities to hear, touch, see and think;
2. Personal experience – previous knowledge that can be used;

3. Comprehension – involves mental process of understanding the external information that has just been observed;
4. Response - particular action toward a certain situation.

To study peoples' awareness and behavior, and technological affordances of Facebook to conduct peer surveillance, original transcriptions were reformulated, divided and merged with five pre-categories visualized in Codebook 1 (see in Appendices). The Codebook 1 in conjunction with summary table do not present the full extent of data but excerpts of it. Besides, those transcriptions are displayed as an example of how the first phase of analysis has been performed.

The next step was to merge the four components of the research into one composite picture. The following scheme will support further steps in thematic analysis and keep a tighter focus between the meanings of transcriptions and the general goal of the research. Four components of the research are:

1. The main research questions;
2. The core questions of the interview;
3. Pre-categories of perception + reformulated transcripts;
4. The concept of technical affordances (Jensen & Dyrby, 2013).

The idea to create composite picture of the research is that the interconnection between the core interview questions and use of concepts of perception (McDonald, 2011), third-person effect (Johansson, 2005), and technical affordances (Jensen & Dyrby, 2013) will lead to the answers on two main research questions:

- A. How informed 25 to 29 aged international students are about the way any user can be followed/tracked in Facebook by someone else, and how to avoid it?
 1. What does fb allow participants to do? ('sensitive awareness' category) (intended affordances for participants);

- 1.1. How does Facebook facilitate surveillance? ('influences' category) (all kinds of affordances);
2. What do participants do in fb? ('response' category) (actual affordances for participants);
 - 2.1. How do participants maintain safety and privacy in fb? ('response' category);
 - 2.2. How do participants surveil? ('response' category) (actual affordances for participants);
 - 2.3. Why do they surveil? ('comprehension' + 'experience' categories);
 - 2.4. What is participants' attitude toward peer surveillance? ('response' category) (actual affordances for participants);
- B. How does monitoring from other users affect 25 to 29 aged international students' sense of security in social medium?
3. What do participants think other people are doing in fb? ('sensitive awareness' category) (intended affordances for others);
 - 3.1. How do may others surveil? ('sensitive awareness' category) (intended affordances for others);
 - 3.2. Why do may others surveil? ('comprehension' + 'experience' categories);
 - 3.3. How do others surveil in real? ('response' category) (actual affordances for others);
 - 3.4. What do other users do to prevent surveillance? ('response' category) (actual affordances for others);
4. How safe do participants feel using fb? ('comprehension' category) (intended affordances for participants);
 - 4.1. What do participants feel being surveilled? ('comprehension' category);

2 Phase. Generating initial codes.

According to Braun & Clarke, “The second phase begins once researchers have read and familiarized themselves with the data, having ideas about what is in the data and what is interesting about them” (Braun & Clarke, 2006, as cited in Nowell et al., 2017, p. 5). Analysis will now proceed with the concept of technical affordances (Jensen & Dyrby, 2013) and the third-person effect (Johansson, 2005). The idea is to design a map and divide the data on main and linked affordances of Facebook. Simultaneously, the data will be based on participants’ perceptions and subsequently, structured into four categories:

1. Intended affordances of Facebook for participants;
2. Actual use of Facebook by participants;
3. Intended affordances of Facebook for other users, based participants’ perceptions;
4. Actual use of Facebook by other users, based on participants’ perceptions.

The code system of categorization on main and linked affordances in conjunction with four categories is presented in table 3 (see in Appendices). To explain and present the idea of four categories and its meanings, Codebook 2 (see in Appendices) was generated in the software MAXQDA. In generating initial codes, the purpose is to “move from unstructured data to the development of ideas about what is going on in the data” (Morse & Richards, 2002, as cited in Nowell et al., 2017, p. 6).

According to the composite picture of the research, structured in the first phase of analysis, a question arises: “How are four categories connected to pre-categories?” My assumptions, at this regard, are:

1. The pre-category ‘Sensitive awareness’, in majority of cases, might contain fruitful data for categories ‘Participant + Per Afford’ and ‘Others + Per Afford’;
2. The pre-category ‘Experience’, in majority of cases, might contain fruitful data for categories ‘Participant + Act Afford’ and ‘Others + Act Afford’;
3. The pre-categories ‘Influence’ and ‘Comprehension’, in majority of cases, might be embedded in all four categories;
4. The pre-category ‘Response’, in majority of cases, might contain a fruitful data for categories ‘Participant + Act Afford’ and ‘Others + Act Afford’.

The goal of coding was to stress each detail of each separate category and think about its meaning and relation. The process of initial coding is displayed in Figure 1 (see in Appendices), the canvas for working with a data in MAXQDA.

3 Phase. Searching for Themes.

The third phase of analysis involves searching for patterns and connections between initial codes: “Themes are identified by bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone” (Aronson, 1994; Nowell et al., 2017:8). What is more important is that “a theme [...] captures something important in relation to the overall research question” (Braun & Clarke, 2006, as cited in Nowell et al., 2017, p. 8).

Thus, discovering common patterns and themes is more related to the explored data and its meaning (developing new insights and ideas), rather than to previous studies. Nevertheless, the sequential search for themes involves a general understanding of concepts and experiences.

To display the differences and similarities in addressing themes and subthemes, the tables with pairs of categories were visualized in MAXQDA. The main and linked affordances are presented in table 4 and table 5. To display the relations between main affordances and four categories, Figure 2 (see in Appendices) illustrates the diagram which was generated in the software MAXQDA. The representation of relations between the main affordances of Facebook and all four categories positively influences on creative thinking and discovering differences and similarities.

In further analysis, a special focus will be on actual changes between linked and main affordances between categories. For instance, how had *intentions to use Facebook* been changed on *its actual use* by participants and other users, from the participants’ view of thinking? The following changes will reveal useful insights regarding how participants act and how they think other users act in Facebook.

4 Phase. Reviewing Themes.

Since the themes and subthemes have been created and sorted, it is necessary to review all the data and control: how does it all fit together? “At the end of this phase, researchers have a good idea of the different themes, how they fit together, and the overall story they tell about the data” (Braun & Clarke, 2006, as cited in Nowell et al., 2017, p. 10). During the process of reviewing themes and subthemes, some adjustments had been applied.

5 Phase. Defining and Naming Themes.

Given that, according to Braun & Clarke, “For each individual theme researchers need to conduct and write a detailed analysis, identifying the story that each theme tells” (Braun & Clarke, 2006, as cited in Nowell et al., 2017, p. 10). Meanings of each theme were formulated and organized, allowing for insights to emerge and answers to my research questions to be provided.

6 Phase. Producing the Report.

Finally, in order to illustrate the entire investigation, a report should be written describing the whole story, and presenting its “validity and merit” to a reader (Braun & Clarke, 2006, as cited in Nowell et al., 2017, pp. 10-11).

4.2. Data presentation

For the sake of extracting the most out of the data retrieved, the narrative is divided on two phases: first, changes, differences, and similarities in main and linked affordances; then, in phase two, the core interview questions (sub research questions).

4.2.1. Changes, differences, and similarities in main and linked affordances

1.1. Participants' perceptions of Facebook VS Actual use.

To highlight any changes in participants' unique viewing of Facebook, opposed to its actual use, each main and linked affordance will be analyzed separately and subsequently, as mentioned in table 6 (see in Appendices).

(Intention) Personal life vs (Actual use) Personal life

In both affordances, participants see and *use Facebook as space for managing personal life*. The differences are in linked affordances. Besides *keeping contact, mentioning relatives* (family, friends) and *romantic relationships* as a part of personal life, participants *use Facebook as an event calendar* to remind birthdays and coming events, and *share personal surroundings* in their accounts, i.e., locations, travelling, home, school, workplace, and so on.

(Actual use) Connections

Participants *expand connections* and *add other users in friend list*.

(Intention) Belonging to society vs (Actual use) Sharing

Participants aim *to be a part of society*, involving various ways of communication. Whereas in actual use, they *share and exchange information* between one another.

To become a part of society, participants perceive this opportunity as an *expanding friend list, be noticeable* for others ("I want others see me going to this event"), *accessibility* ("I want people I met be able to search my name"), *visibility* ("everyone from your friend list can see it"), *likes, direct communication* (talking, writing, calling, messaging), and *indirect communication* ("representation of yourself", "self-acting", posting photos and pictures, publications).

In actual use, participants *share information*, using *direct communication* (sending screenshots and pictures to private groups, messaging, talking) and *indirect communication* (profile pictures, posting photos, showing Facebook profile to others).

(Intention) Accessibility

Participants are aware that *other people can get access to their personal data*. Participants perceive that *it's possible to find them by typing names in a search bar or send a message, without being in friend list*. The message “goes to a different inbox”.

Besides, *participants are aware that everything they post, anybody can see*. Others “*can still see my profile picture, how old I'm, maybe some pictures of mine*”, *without being in friend list*. One's account can be visible for others in a list of event members.

(Intention) Use with purpose

Two participants perceive Facebook as a *platform without a “clear focus”*, which is “*not sorted enough*”. One participant said that before *Facebook was “unique”*.

(Intention) Safety vs (Actual use) Safety

Participants *perceive safety* as one of fundamental aspects of using Facebook. One participant pays attention to privacy and states: “*Until I accept their friend request, they cannot see my pictures, my posts*”. Participants *feel safe* because they care about/surveil what they post and *don't share “anything controversial”*, but they *don't consider Facebook a safe platform*. All participants are aware that *they can be monitored* by someone. Two of them (males) *don't recognize they have ever been surveilled*. One participant is aware that *other person might keep sending her messages, because Facebook allows to do that*.

Similarly, participants actively *keep their own safety in actual use* of Facebook:

- a. *Protection*. Participants *protected themselves against peer surveillance as they ignored and blocked other users*;

- b. *Privacy.* Participants close access to their personal account for people out of friend list;
- c. *Make a choice.* Participants make choices in terms of privacy, they can “delete, open or not”, and decide, whether add someone in friend list or not;
- d. *Caution and awareness.* Participants are aware about the importance of self-security in a social medium. They don't share private information, such as phone number and address, they know everything they post and don't put “too much” information.
One participant keeps looking at the number of followers in her account, “you can see that someone is missing”;
- e. *Insecurity.* One of the negative consequences of peer surveillance is the sense of insecurity. One of the participants felt “scary and unsecured” being surveilled.
Moreover, she wanted to avoid going to one event because a person who surveilled her also visited that place.

(Intention) Monitoring vs (Actual use) Monitoring

In both, participants intend to and practically conduct monitoring on Facebook. The differences are in linked affordances:

- a. *Greater awareness* - Participants are interested in *what's happening in other accounts*, in most cases unknown ones. *They go and see*;
- b. *Stay up to date* - Participants want to know *what's new with a person* they already know. *They go and see*;
- c. *Investigating* - Participants have intention to see other's profile. They go, scroll profile, read, watch posts, look through pictures, type a name in a search bar, look back at past content, gather information, look for anything catchy, friends, comments, romantic relationships;
 - One participant surveilled another person because her friend “had a crush on” this person and asked her to do that;
 - Another participant stated: “I have ‘fb stalked’ one of my ex-friends”;
 - A third participant said he monitored his ex-girlfriend's profile because he thought he “had a second chance to be with her”;

- d. *Secrecy* - In both affordances, participants intend to and do surveillance *without disclosing it*.
- One of the participants *wanted to see a person online, and not in real life, just to “creep” on his pictures*.
- Another participant *monitored another person without interacting with him*.

One participant felt ashamed discussing peer surveillance, another said that “*you can become obsessed of always searching for people*”. Participants monitored other users over different time periods: One surveilled for 6-7 months, another 4-5 times per year; the third one, still, sometimes goes and searches for another person in Facebook. There is *no clear pattern in this*.

(Intention) Entertainment vs (Actual use) Entertainment

One participant perceives Facebook as a platform for entertainment and as a place for a sort of an “FBI game”. Consequently, she *was surveilling* another person *imagining to be “an FBI agent”*. Another participant is used to *follow news channels, watch videos with cars and animals in a news feed*.

1.2. Participants’ perceptions regarding How other users might use Facebook VS Actual use based on participants’ experience.

(Others’ Intention) Personal life vs (Others’ Actual use) Personal life

Participants perceive that other users intend to and do Facebook to manage their personal lives. In *perceived affordances*, there are *parts of others’ personal lives*, what *they might post* on Facebook. In *actual use*, there are *parts of others’ personal lives*, what *participants gathered and collected*.

Participants expect others use Facebook *to stay in contact with people and keep some intimacy in comments of own pictures*. Starting from perceptions regarding *staying in contact with people and intimacy in comments*, *participants gather and collect information* from others’ accounts regarding *relatives* (friends, family members, romantic partners, and so on),

and romantic relationships. They look on others' comments under pictures, personal surroundings (where one was traveling to, or his location), and plans.

(Others' Intention) Communication vs (Others' Actual use) Communication

In communication, participants pay attention to *how others communicate* and *how they communicate with one another in real life*. Often the affordances of Facebook were perceived by participants as a subject for surveillance.

As participants stated, *objects for surveillance* can and were indirect ways of communication, used by other users, such as *sharing posts, pictures with travelling*.

Other users tried to reach participants using direct ways of communication, such as asking and talking through messaging. In some cases, *one person, tried to reach and surveil* on a participant, *by asking information about her through her friends on Facebook*, while she blocked him.

Another way of communication is using *the affordance of Facebook to leave feedback* regarding a seen content. *Participants expect and experienced* other users may and do leave comments regarding the material they saw in participants' accounts. For example, one participant sees this affordance from a positive perspective: She expects that someone can leave positive feedback like *"beautiful pictures, where are you now?"*. This makes her feel confident.

Participants and other users might and do *create communities* within a social medium. There, they can share information about other users in private chat rooms or use *"the power of communities"* for surveillance. For example, one guy *surveilled on a participant from their common friends' accounts, while she blocked him*. Or when a friend of a participant asked her to surveil on one person, because he wasn't in her friend list, whereas the participant was.

Other users might and do *add each other to a friend list*. People who are *members of one's friend list commonly were surveilled* by participants.

(Others' Actual use) Visibility

Based on participants' experience, information published by other users was visible and appeared on participants' news feed. *Facebook allows published information to be visible on news feed for members of a friend list, even without going to one's account.* One participant stated: *"it was not possible to ignore this"*.

(Others' Intention) Monitoring vs (Others' Actual use) Monitoring

One of the most significant perceptions regard what participants think *others may do to monitor* and *what they do monitor*?

Participants expect other users might do monitoring to achieve *greater awareness* (curiosity, intention to know something new about a person you don't know), *stay up to date* (intention to know about other peoples' lives, usually people you already know or being a friend with them).

Furthermore, participants perceive *others may investigate their profiles*, i.e., they can *read posts, pictures, comments, try to see their location, search their names in a search bar, gather and collect all the available information about them.*

Participants think others *may pursue* them in Facebook and then *continue to stalk in real life*. One participant assumed: "They use this information against you or start following you in real life. [...] They go to your work and wait for you. Then, follow you home, staying outside your bedroom window, trying to look inside of your house."

Participants believe that other users *may do monitoring secretly*, out of *fear to be detected*. One participant expects *others can monitor their relatives to look back* at what happened in the past.

In actual monitoring, *other users stayed up to date with participants*, asking questions: "Where are you now? Oh, you are in Portugal."

Participants complained that *other users pursued them in Facebook and then in real life*. One person *liked all pictures* of one interlocutor, then he *kept texting* her, saying "I will also go to this event", and was *pursuing her on parties*. This person lived near her but never came to her and spoke face to face. Another participant stated that a friend of him, *after breaking up with ex-boyfriend, continued to go to his account and see whether he had new relationships or not.*

In addition to pursuing, other users tried to *get access to participants' personal information*, which *they didn't even share* in Facebook. One participant complained that *after she deleted the person*, who surveilled her on the social medium, and then, pursued in real, *he tried to get her number through common friends in Facebook*. He also *followed her through other platforms*.

Another participant confirmed that one person *tried to talk and kept sending her messages, not being in her friend list*, which went to a different inbox. He was saying: *"Hi, I saw you at this place."* The person, who surveilled on participant, *was secretly looking at her pictures on Facebook through her friends' profiles*. A similar situation happened when a *friend of one participant "had a crush on" one person* and asked the participant to send a friend request and collect information about him.

(Others' Intention) Safety

Participants perceive and believe that other users pay attention to their own safety in Facebook.

From the participants' point of view, *other users might put high privacy settings and make their accounts private* for people outside their friend list. Regarding *protection*, one participant felt that his ex-girlfriend *quit relationships* because of *feeling surveilled* by him. He stated that he messaged her a lot. In terms of caution and *awareness*, there is a division: One participant felt that his *ex-girlfriend recognized surveillance*, since he messaged her, and eventually disturbed her privacy. In other cases, participants guessed that *other users did not recognize that they had been surveilled* by participants, because the former did it *secretly and without interacting*.

Besides, one participant believes and assumes that *"it can be dangerous if a person posts his address on profile picture"*.

(Others' Intention) Harm

Participants assume *other users might use Facebook for harm*. For example, *do "something not nice" with one's information*, they can spread hate and leave hate comments. Another participant worried that *other users might leave hate comments* on her wall and start *bullying her publicly*.

One participant worried that *other users may harm* him if his post with a friend's name is published on Facebook, or that his friend might have "*a little bit of jealousy*" because of *the content he posts*.

Besides, participants think that Facebook can be used as a platform to *spread propaganda* and *fake news*.

One of the significant negative consequences, as participants perceive it, is sexual motives of others: One participant complained that *one guy surveilled her on Facebook and in real life* because he *wanted to have sex* with her. Another participant assumes that Facebook is used to *spread pornography and abuse*.

The last assumption is that Facebook is used to *support terrorist attacks*.

4.2.2. The core interview questions (sub research questions)

The aim of this phase is to answer on sub research questions, using the data retrieved from interviews, and prepare answers for further discussion. According to the interviewees:

1. What does Facebook allow participants to do? *Facebook allows participants* to a) Manage personal life; b) Achieve greater awareness; c) Stay up to date; d) Surveil and monitor secretly; e) Belong to society; f) Communicate and interact; g) Protect yourself and keep own privacy; h) Make personal life accessible and visible for others; i) Entertain; j) Use with purpose (diversity of choices for use).
- 1.1. How does Facebook facilitate surveillance? Based on the concepts, scientific literature, and empirical data. *Facebook may facilitate surveillance due to* a) Friend list; b) News feed and one's pop-up publications; c) Message requests; d) Friend requests; f) Likes; g) Event guest list (only for members of a friend list); h) Intimacy of one's personal life in comments; i) Available content from the past (has no expiry date); j) To see a person, not in real life, avoiding physical contact.
2. What do participants do on Facebook? *Participants use Facebook* to a) Manage personal life; b) Achieve greater awareness; c) Stay up to date; d) Surveil and monitor

secretly; e) Share information; f) Communicate and interact; g) Protect yourself and keep own privacy; h) Make a choice; i) Entertain.

- 2.1. How do participants maintain safety and privacy on Facebook? *To stay saved and secured in Facebook, participants:* a) Close access to personal account for people out of friend list; b) Make choices. They can “accept or refuse” a request to add someone to their friend list; c) Don’t share private information, such as phone number and address; d) Think before posting something; e) Don’t post “too much” information; f) Keep looking at the number of followers.
 - 2.2. How do participants surveil? *To surveil and monitor other people, participants:* a) Scroll profiles; b) Read and watch posts; c) Look through pictures; d) Type names in a search bar; e) Look back to the past content; f) Look for anything catchy: friends, comments, romantic relationships, random things; g) “Creep” on pictures without being disclosed; h) Don’t interact to them; i) Share collected information about someone to private chat group.
 - 2.3. Why do they surveil? *Participants surveil and monitor other people* a) To restart romantic relationships; b) To go through others pop-up content in news feed; c) To satisfy their curiosity; d) To reminisce about the past related to a person; e) For the possibility for seeing a person, not in real life, avoiding physical contact; f) To keep contact and romantic relationships; g) For entertainment and playing the ‘FBI agent’ game; h) To benefit a friend, who asked to surveil on a third person.
 - 2.4. What is participants’ attitude toward peer surveillance? *Participants react on peer surveillance differently:* a) They accept it, in case other users leave positive feedback/comments; b) They accept it, in case family members or friends leave feedback/comments; c) They ignore and block another user, in case of surveillance from a person, if they don’t like it; d) They avoid going to events (for example, parties) for fear of being surveilled by a person (member of a friend list) they don’t like, in real life.
3. What do participants think other people are doing on Facebook? *Other users might use Facebook to* a) Manage personal life; b) Keep intimacy in comments; c) Achieve greater awareness; d) Stay up to date; e) Pursue; f) Monitor and surveil secretly; g) Communicate and interact; h) Protect themselves and keep own privacy; i) Bully others; j) Harm others; k) Satisfy sexual motives; l) Spread fake news; m) Support terrorist attacks; n) Entertain; o) Educate; p) Develop; q) Support.

- 3.1. How may others surveil? *Others may surveil in a way, such as:* a) Reading posts, pictures, comments; b) Trying to see one's location; c) Searching names in a search bar; d) Gathering and collecting all the available information; e) Monitoring secretly; f) Pursuing on Facebook and then stalk in real life.
- 3.2. Why may others surveil? Based on the concepts, scientific literature, empirical data, and participants' perceptions, *other users may surveil* a) To know something new about a person they don't know; b) To know something new about a person they already know or being a friend with him; c) To know something new about romantic relationships of ex-partner; d) To belong to society through Facebook. Eventually, they make personal accounts accessible, publicly visible, and searchable for others; e) To feel more confident when they receive positive feedback/comments on Facebook; f) To give them an access to personal data, hence increasing chances to be surveilled; g) To be part of an event guest list (works only for members of a friend list); h) To see that person again, not in real life, avoiding physical contact; i) To satisfy sexual motives, for example, intention to have a sex or "become a crash" into someone; j) To send message requests without being in a friend list.
- 3.3. How do others surveil? *To surveil and monitor, other users* a) Ask questions about another's personal life (friends and family members); b) Go to an ex-partner's account after breaking up and see a relationship status; c) Pursue on Facebook and then in real life; d) Like all pictures; e) Keep messaging; f) Being in a friend list, check event guest list; g) Being removed from a friend list, attempt to get personal number and secretly look at pictures through participant's friends' accounts; h) Follow on other platforms; i) Not being in a friend list, keep messaging and saying: "Hi, I saw you at that place."; j) Not being in a friend list, ask another friend to surveil on a third person.
- 3.4. What do other users do to prevent surveillance? Three *participants* stated that *other users were not aware about surveillance*, because they *monitored them secretly, without interaction*. Another participant had a feeling that his *ex-girlfriend recognized being surveilled* because *he was messaging her*.
4. How safe do participants feel using Facebook? *Participants assume and feel* a) Other users might do "something not nice" with one's information; b) Other users may harm through status and publications; c) Other users might bully publicly in comments; d)

Facebook can be used to spread propaganda and fake news; e) Facebook can be used to support terrorist attacks; f) “Until I accept their friend request, they cannot see my pictures, my posts.”; g) Safe because they care about what they post and don’t share “anything controversial”; h) Facebook is not as a safe platform; i) They are monitored by someone; j) Unable to recognize if they have ever been surveilled; k) Other users might keep sending messages.

- 4.1. What do participants feel while being surveilled? *One participant* a) Felt insecure and scared; b) Avoided going to an event and meeting a person who surveilled on her.

4.3. Discussion

The object of the research was to describe the awareness and behavior of social media users with specific characteristics. Reverting back to the problem and the goal of the research, I was aiming to 1) Study users’ awareness in Facebook; 2) Study users’ behavior in Facebook. Concerning the main research questions and the initial hypotheses, it makes sense to provide a comprehensive answer on both:

- A. How informed are 25 to 29 aged international students about the way any user can be followed/tracked in Facebook by someone else, and how to avoid it?

International students are aware about peer surveillance in social medium. From time to time, they surveil their friends or ex-partners. They look back at the past content, scroll their profiles, see pictures, relationship status of partners or ex-partners, look for intimacy or anything “catchy” in comments, future plans and any accessible for them. Based on participants’ perceptions, other users might perform similar actions of surveillance using Facebook.

Three of four participants stated they collected others’ information secretly without being noticed. Hence, people, who were surveilled by them did not recognized that. One male participant was afraid to be disclosed by other users when he was searching for one person on Facebook, whereas other male participant was messaging his ex-girlfriend and had a feeling that she ended the relationship because of that.

One female participant perceived surveillance as an entertainment and an ‘FBI game’. She noticed: “You can become obsessed with always searching for people.”

These students are also aware of possible consequences of peer surveillance. For instance, they may share collected information from other friends in private chat groups. Or they can use their Facebook friends to surveil on other people. So, the friend list plays an essential role in supporting surveillance practices.

Interestingly, female participants complained that they have been surveilled, bothered and even pursued in real life by other people. They met those people somewhere in bars, then stayed in contact on Facebook. After that, those people started to keep track of them, by putting likes, messaging and notifying that they will go to the same place. What is more, female students stated that even after those people were removed from their friend list they still kept pursuing them, sending requests from other accounts, following on other platforms or seeing pictures using common friends’ accounts on Facebook.

Male participants stated that they have never recognized if someone has ever surveilled them on a social medium. Exceptionally, one male student confirmed that sometimes his friends and family members give him feedback regarding the content he posts. Another key point is that the male participant was afraid of being disclosed when he was typing a name in a search bar. He worried that if that name can be published online other users might see it.

According to the interview findings, *participants perceive other users might use Facebook for bullying, spreading prejudice and fake news. In my opinion, those assumptions might affect participants’ sense of self-security and influence participants’ intentions to surveil secretly and raise fears of being prejudiced by others.* Another female participant worried anyone can leave offensive comment on her profile. By extension, those perceptions may have an impact on participants’ general feelings and sense of security.

In terms of measures of privacy and safety regarding how to avoid being tracked on Facebook, all participants stated they always think before they post something: they don’t put “too much information”. From time to time, they might look at the number of followers (who is following them at this moment) and make choices: either add someone to the friend list or not, either accept a message request, read and respond, or not. Moreover, they close access to their profile to users outside of the friend list and don’t publish personal information, such as phone number and address.

Curiously, regarding how participants react on peer surveillance, they accept it if someone leaves positive comments on the wall, or if friends or family members also leave positive feedback. Conversely, participants stated if there is a person they don't like, they would block him/her and restrict access to the personal account. Besides that, to prevent being pursued, one female participant avoided going to some events.

B. How does monitoring from other users affect 25 to 29 aged international students' sense of security on a social medium?

In terms of privacy and security, participants stated they don't feel safe in Facebook, particularly because of peer surveillance: as previously mentioned, they always think before they post something.

How exactly do participants feel using Facebook? Students complained it's mostly used to spread propaganda, fake news, negative comments under your pictures, and bullying.

Why do participants feel unsafe using Facebook? What might influence that? Or, put it in another way, why do others surveil? Based on bibliographic references, studied concepts, theories and empirical findings, I assume, first, that people themselves allow other users to do that because of several reasons:

1. Participants desire to belong to society. In doing so, they make personal accounts accessible, publicly visible, and searchable for others;
2. A desire to receive positive feedback brings participants feelings of self-confidence. Hence, they may post something in expectation to receive something positive;
3. Participants add other people to their friend list, thereby giving them access to personal data, hence increasing chances to be surveilled.

Second, Facebook allows people to track one another. In other words, Facebook opens opportunities for people to surveil. What are those opportunities?

1. It's possible to achieve greater awareness or staying up to date about other person's life using Facebook. Either knowing that person or intending to;
2. Facebook allows to monitor the personal life of ex-partners or friends noticeably or without disclosure;
3. Facebook gives a sense of "seeing a person" avoiding physical contact, allowing to see that person again and keep a connection either in real or online environment;
4. Facebook allows to satisfy own sexual motives toward another person, through reading your profile from other accounts, following on other platforms, or instant messaging;
5. Facebook allows to leave comments on pictures, where people may discuss their personal life publicly;
6. Facebook allows to keep personal content as long as you wish, which might affect other people's intention to scroll your profile and see content from the past;
7. Facebook allows to send friend and message requests which might contain various information;
8. Facebook allows to see other's content without intention: Someone's post may accidentally pop up on other's news feed;
9. Facebook provides contacts of other users with the statement: "People you may know";
10. Facebook allows to see whether your friend goes to the same event or not, by checking guest list.

To summarize, it makes sense to compare empirical findings with initial hypotheses:

1. 25 to 29 aged international students are familiar with peer surveillance in Facebook, but they are not aware about consequences and how to prevent it.

International students, who were chosen to participate in exploration research, are somewhat but not totally familiar with peer surveillance in Facebook. They practice surveillance on their peers, and Facebook itself influences people to pursue further steps for surveillance. Many Facebook features described above which allow users to conduct peer surveillance. Sometimes users do it unconsciously, sometimes deliberately.

With regard to the prevention of monitoring, interviewees are aware. But those knowledges are limited. They may block and close access to people they don't know or don't like, remove someone from the friend list, ignore friends and message requests. What they are not aware of are the practices and experiences of other users, tricks and affordances of Facebook which may enhance intentions to follow the person.

2. 25 to 29 aged international students do not feel safe in this social medium due to monitoring from other users.

With regards to the second initial hypothesis, interviewees do not feel safe in Facebook. As previously mentioned, they perceive and know that someone always can follow and read their profiles. One participant stated that she feels safe only because she always thinks before posting. Another participant sees the number of followers and knows who has just subscribed and who has unfollowed her. The more people are in the friend list, the more chances personal data will be leaked, tracked, and used by other users.

CHAPTER 5. **Conclusions**

Surveillance in social networks: How can sharing your personal data change your offline life? There are many aspects to be discussed, especially now, in the twenty first century and in era of the Internet. The matter of protection, safety, possibilities, dangers, behavior, awareness and digital technologies – all these issues made me to start doing this investigation.

The idea of the dissertation first came to my mind in a form of philosophic question: “To what consequences may one’s actions and behavior toward another person lead?” Second, based on personal experience and knowledge, the extension of the information we reveal on public (through all forms of communication) may lead to a certain consequence. We, as human beings, differ in the ability to express our intentions not only in physical actions, but also using language.

Third, it’s well known how popular online communication became. There are many Internet platforms which support human interaction. One of the most powerful features of such social media platforms is that they add opportunities to interact and reinforce communication between individuals around the world.

Fourth, the matter of surveillance. As previously mentioned, peer surveillance, i.e., surveillance from mates, friends, exes, family members, and even strangers, comes from personal experience: Family members did and still try to track me using all possible technologies of modern society. The fact is that surveillance itself did not begin in the twenty first century. Instead, according to Andrejevic (2005), the Internet devices and technologies reinforce possibilities and intentions but are not an origin of the problem.

Fifth, the way people communicate using social media platforms might directly affect their real lives, since the lines between both online and offline communication are very blurred. So, “How can sharing your personal data online change your offline life?”

Sixth, I wish to help not only myself, but other people who might face similar problems. What exactly may I change? In my point of view, the contribution of the research is knowing how other users perceive and behave in Facebook, what might be happening on Facebook and in reality, as a consequence of peer surveillance. What difficulties and problems do other

users face while using this platform? This set of measures is aimed at raising awareness among Facebook users.

Whom may I help? As a sample I chose a group of people with certain characteristics were chosen as a sampling for the study: international students in the age group 25 to 29 years old. One of the reasons to focus on those is because I'm also a student, who lives abroad and belongs to the same age group (I'm 27 now). Thus, the research and reformulated set of measures may be useful for other people who belong to that social category.

The findings of the research show there are certain things about peer surveillance which participants are aware of. There are many things which one participant knows, whereas another participant doesn't, and vice versa. Hence, the multiplicity of the research is useful for all people who fit in the sampling group, since it includes different experiences, views and actions.

Based on the analysis I can conclude that the research unleashed a lot of qualified and applicable information, which would be difficult to gather without professional approach. The findings also brought many unexpected results.

The research has an exploratory character and involves qualitative investigation. What could I find out more about? With more resources, such as time, experience, practical skills, knowledge and financial support, the research would have a broader scale, use a mixed research method and combine quantitative survey with qualitative semi-structured interviews. What is more, I would broaden the sample and invite more participants to contribute.

Undoubtedly, it was the first social scientific research in my life which I have accomplished from scratch. I'm very proud of my work and plan to share the knowledge obtained during this inquiry.

5.1. Future research

As a side product after the conclusions, I propose a set of measures to be taken to address the problems I found people have without being aware of them, a list of practices. This list may be suggested to people who belong to the same social group of participants and other

Facebook users, as well as to third parties, in order to enhance their communication habits, problems and clientele.

How to prevent peer surveillance and avoid being tracked in social medium?

List of measures on how to use Facebook with care.

1. View your friend list as your private territory.
Accept only people you trust. Be aware that the majority of the content you post is visible to your friends in Facebook in the first place;
2. Set your privacy setting in the highest way to minimize surveillance effect from other users, including your Facebook friends;
3. Be aware that your friends on Facebook might be collecting information about you to benefit third people, who are not in your friend list! Those people may be registered on Facebook or not, they may be anybody, and you will never be able to predict who might surveil on you;
4. Be aware that some people might send you friend or message requests to gather your personal information, which you wouldn't share with random people;
5. Remember, you always have a choice! You and only you are responsible for your personal data. You always can decide how to manage your information, where you want to accept a request, and when not to. What comment to put, what comment to delete, what photo, story, information to share;
6. Other users (including your Facebook friends) might share gathered data with other people in private chat groups, or they may keep surveilling, stalking and pursuing you in real life! People may know where you work, where you travel, where you live, what is your relationship status;
7. Be aware that Facebook allows people to satisfy various intentions. Sometimes it may be two-sided communication, sometimes one-sided. One of the intentions may be only curiosity to see other person, or to silently creep on one's pictures or satisfy sexual motives;
8. Be aware of the fact that Facebook itself resets privacy settings every time it updates the platform.

All things considered, the final question: why do people surveil one another on Facebook? Do they feel unsafe and intend to raise the level of self-security? Or do they do it out of curiosity, entertainment, and satisfaction of own motives? All those questions must be investigated from other points and perspectives in future research.

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SOCIAL MEDIA RESEARCH SYSTEMATIC REVIEW AND SYNTHESIS O
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Appendices

Appendix 1 - Template of the invitation letter

Surveillance in social networks.

How can sharing your personal data online change your offline life?

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September 2021

Participant's identifications

Name [anonymous]

Interview number [1] [2] [3] [4]

Place and time of the interview [00:00] [zoom platform online]

Gender [Male] [Female]

Age [25-29]

Occupation [student]

Education level [bachelor's] [master's degree]

Place of origin [Capo Verde Africa], [Austria], [the USA], [Germany]

Place to live [Portugal], [Austria], [Germany]

I. Research topic

Dear participant,

I would like to invite you to be a part of my research and participate in its evolvement. The focus of my dissertation is surveillance among users on one another in Facebook.

Most of us use Facebook for various purposes, including communication, entertainment, education, commerce, and so on. We can upload our identification details, can create, and manage our profiles, can exchange information with others, can meet new people and give them an access to our profiles by adding to the friend list, we may be tagged and seen by someone else without our notice, and so forth.

The issue of privacy in social medium has been essential for a long time. Have you ever thought that your data can be explicitly seen by another user? Have you ever witnessed that someone monitored you? What about safety? Do you feel safe using Facebook in terms of other users, who can follow you, see your personal data without approval and then, use it for personal reasons? Are you aware how to prevent when others track you in social medium?

People, who may follow you, can be former classmates, exes, family members, colleagues, friends, or even strangers.

In my research, I'm focusing on two major research questions:

1. How informed 25 to 29 aged international students are about the way any user can be followed/tracked in Facebook by someone else, and how to avoid it?
2. How does monitoring from other users affect 25 to 29 aged international students' sense of security in social medium?

Subsequently, the general goal of the dissertation is:

1. To understand how users perceive and act in social medium, specifically in terms of peer surveillance;
2. To provide users with awareness of peer surveillance in Facebook by writing the 'best practice manual', discussing how to use and manage personal data in social medium 'with care'.

II. Why did I choose you?

1. My research has a multinational character. The usefulness of my work enhances geographically, since there are participants, who raised in different places, living, and studying in various locations around the world;
2. As regards of other characteristics of social grouping, specifically age, occupation, and educational status, I focus on the 25 to 29 aged students, who study bachelor's or master's degree. Since, I'm 27 years old, and my age, occupation and education level belong to that social grouping, I do see the value of my work for that specific group of people. I, as majority of young people at that age, regularly use social networks, including Facebook, for many purposes, and witnessed peer surveillance many times.

III. Anonymity is guaranteed

Anonymity and confidentiality are guaranteed for all the information that has been interviewed, discussed, and recorded. If necessary, I can require an official confirmation from my institution for you.

IV. Who am I?

My name is Ilia. I'm Russian. In 2019, I enrolled to the Master in World Internet Studies <https://www.iscte-iul.pt/course/227/master-msc-in-world-internet-studies> at ISCTE - Instituto Universitário de Lisboa, and this choice completely changed my life. Currently, I have been studying science communication field. The more I study, the more I fall in love what I do. I plan to become a highly qualified specialist in scientific research and communication field. I'm passionate about entertainment, transmedia storytelling, surveillance studies, social and mass media, content writing, advertising, and data analysis.

V. Authorization to record

I would kindly ask you to give me authorization to record our interview. Video or audio records enrich quality and value of the work.

VI. Interview script

1. What is Facebook, in your opinion? (perceived affordances of participant);
2. What do you use Facebook for? (actual use of fb by participant);
 - a. Have you ever monitored other users?
 - b. Can you identify one person whom you monitored the most?
 - c. Did you know that person?
 - d. If yes, what was the place you meet each other at the first time?
 - e. How did you monitor him? (for instance, tagging on photos, see your photos posted on his news feed without your approval, scrolling your profile, checking your online status, messaging you, sending requests to friend list, sending 'gifts' with messages inside, or anything else)
 - f. Was this person aware that you monitored him?
 - g. If yes, how did he recognize that?
 - h. What kind of information did you gain on him?
 - i. Why did you start following him? What were your motives/intentions?
 - j. Did you keep following him after the first time? If yes, why?
 - k. How frequently?
 - l. What did you do with collected information on him?
3. What do you think other users can do with Facebook? (perceived affordances of other users);
 - a. Do you think, can others monitor each other online without approval, or not?
 - b. If yes, how, do you think, they can do it? (for example, tagging on photos, see your photos posted on his news feed without your approval, scrolling your profile, checking your online status, messaging you, sending requests to friend list, sending 'gifts' with messages inside, or anything else)
 - c. What may be consequences of tracking users one another online?
 - d. What platform, in your opinion, is used the most for monitoring others?
4. How safe do you feel using Facebook? (actual use of fb by participants + other users);

- a. Have you ever been tracked/followed by any person?
- b. If yes, how did you realize that you have been monitored?
- c. What feelings did you experience being followed?
- d. Did you know that person?
- e. If yes, what was the place you meet each other at the first time?
- f. Do you know the motives of that person?
- g. Did that person use your personal data anywhere, for any purposes?
- h. Did you try to prevent monitoring and avoid being tracked?
- i. If yes, what was your action/response on it?

VII. In addition

1. Before, during, and after the interview, you can interrupt me at any time you feel appropriate. Don't hesitate to ask me whatever you are interested in;
2. The interview duration is around 60 minutes.

VIII. Conclusion and greetings

Dear interviewee,

Thank you very much for participation in the interview. I'm fascinated about your contribution to the project.

If you wish, I can send you all the records, notes, transcriptions, and findings of our interview to you by email. We just need to arrange the time and date.

Yours sincerely,

Ilia Beltiukov

Note. The template was composed in MS Word.

Appendix 2- Codebook 1

Code System

1 Pre-Categories Perception	0
1.1 Sensory awareness	67
1.2 Influence	22
1.3 Experience	21
1.4 Comprehension	48
1.5 Response	82

1 Pre-Categories Perception

1.1 Pre-Categories Perception >> Sensory awareness

The pre-category 'Sensory awareness' implies individual's view and awareness of a certain phenomenon (general use of Facebook and peer surveillance), at the moment, when the interview questions have been asked.

In terms of the interview structure, this pre-category gathers the information about:

1. What does fb allow participants to do?
2. How informed participants are regarding peer surveillance in fb? (including consequences);
3. What do participants think other users are or might be doing with fb?
4. What do participants think how other users are informed regarding peer surveillance in fb?

	1 Male	2 Male	3 Female	4 Female
<i>Sensory awareness</i>	1. Facebook is a place for communication, for example, to stay in contact, interact and talk to people you already know, meet new people, and learn.	1. Facebook is a way to keep contact with friends and family, to see what people post. 2. Interlocutor [2] is not aware if strangers ever monitored him.	1. Facebook brings a sense to be a part of society. 2. She witnessed surveillance, because of likes on all her pictures and text	1. Facebook is a platform for interaction, talking to one another, family, and strangers. 2. Interlocutor [4]

2. It's not possible to recognize when someone monitors you.	But he's sure that people look at his pictures.	messages from this person, while she was on the party.	witnessed surveillance by looking on the number of followers.
3. Other users may do both things in Facebook, communication (staying in contact) and stalking (reading others' profiles).	3. Strangers in Facebook can use his personal information for negative purposes.	3. Facebook can cause bullying among young people, generate, and promote fake news.	3. Facebook is a platform to spread hate and fake news.
4. Interlocutor [1] feels that his ex-girlfriend was aware about monitoring.	4. The person, whom he surveilled upon, was not aware about it.	4. A person, whom interlocutor [3] surveilled upon, wasn't aware about it.	4. A person, whom she monitored, was not aware of it.

1.2 Pre-Categories Perception >> Influence

The pre-category 'Influence' implies Facebook features which might influence or facilitate peoples' behavior in virtual and real life.

In the Codebook 1, I address to the concept of lateral surveillance (Andrejevic, 2005), which explains that government and marketing sectors reinforce the sense of uncertainty and non-security on population through technological devices, which leads people to become more suspicious and spy on one another. Therefore, the pre-category 'Influence' is focused on technological features and affordances of Facebook that facilitate peer surveillance among population.

In terms of the interview structure, this pre-category gathers the information about:

1. How does Facebook facilitate peer surveillance?

	1 Male	2 Male	3 Female	4 Female
<i>Influence</i>	1. Facebook is not sorted enough. There's not clear focus. It has restrictions. It's more	1. The person who has been surveilled by interlocutor [2] was in his friend list.	1. Facebook may facilitate surveillance by allowing others to put likes and messaging.	1. Facebook may facilitate surveillance by possibilities to invite users to a party.

general network.	2. Facebook allows to see pictures, location, job, school updates, age, birthday updates in news feed, in case both users are in friend lists of one another.	2. Facebook may facilitate surveillance by presenting one's profile in the guest list of some event and making it visible for members of a friend list of this person.	2. Facebook may facilitate surveillance by allowing people to see comments with one's intimacy on other users' posts being in friend list of each other.
2. The person, who has been surveilled by interlocutor [1] was in his friend list.			
3. The person, who has been surveilled by interlocutor [1] was posting a lot of photos with her family, with school. It was not possible to ignore this for him.			

1.3 Pre-Categories Perception >> Experience

The pre-category 'Experience' implies individual's memories of a certain phenomenon or a situation from the past.

According to the concept of perception, personal experience is being one of the most necessary elements involved in the process of construction of one's perception. "Processing sensory information and relating to the past experiences enables one to create a lens in which to view the world though a filter of sociocultural influences" (McDonald, 2011, p. 15). There is a direct connection between one's experience and perception, since the first may influence the second. "Perception is a uniquely individualized experience. One can only draw from what is known to oneself" (McDonald, 2011, p. 5).

In terms of the interview structure, this pre-category gathers the information about:

1. Why do participants surveil on others?
2. What do participants think why other users are or might be surveilling in fb?

	1 Male	2 Male	3 Female	4 Female
<i>Experience</i>	1. Interlocutor [1] surveilled on a person and was in	1. Interlocutor [2] and a person, he surveilled upon,	1. Interlocutor [3] connected with ex-boyfriend, whom she	1. Interlocutor [4] knew the person, she surveilled upon. They

relationships with her.	were friends and had romantic relationships.	monitored, by sharing her Facebook profile, and not phone number.	met each other in bar. They had a conversation and changed numbers.
2. They met each other in a night club.	2. They met each other in school.	2. A person, who monitored interlocutor [3] lived in the village near to her home. They didn't speak to each other. Sometimes, they saw each other on parties, streets, in malls.	2. Interlocutor [4] began to monitor one person because her friend girl liked him.

1.4 Pre-Categories Perception >> Comprehension

The pre-category 'Comprehension' implies individual's feelings and thoughts regarding a certain phenomenon or a situation.

The comprehension of a situation is a process of creation of a notion, based on the observations and personal experience, which can lead to the specific action. The process of comprehension has an influence on the further consequences of a certain phenomenon or a situation. "It can result in increasing one's knowledge, understanding [...]" (McDonald, 2011, p. 12).

In terms of the interview structure, this pre-category gathers the information about:

1. Why do participants surveil on others?
2. What do participants think why other users are or might be surveilling in fb?
3. How safe do participants feel using fb?
4. What do participants feel being surveilled?

	1 Male	2 Male	3 Female	4 Female
<i>Comprehension</i>	1. Interlocutor [1] surveilled on his ex-girlfriend because he was interested in what was she doing	1. Interlocutor [2] checks his ex-boyfriend profile because of curiosity and romantic feelings.	1. Interlocutor [3] expresses emotions of happiness and shame while talking about surveillance on ex-boyfriend.	1. Interlocutor [4] feels happy to congratulate people with birthdays in Facebook.

after they met each other. They had relationships on distance.	2. Interlocutor [2] had a positive feeling while had a conversation with ex-boyfriend in messenger.	2. Interlocutor [3] feels confident, if someone gives her positive feedback regarding the information she posts online, for example, on comments. She sees it as a positive consequence of monitoring.	2. She feels that the motives of a person, who surveilled on her, was flirting.
2. Interlocutor [1] began to follow her because he thought he had a second chance to start relationships again.	3. Interlocutor [2] feels unsafe in terms of peer surveillance. He worries that strangers in Facebook can use his personal information for negative purposes.	3. Interlocutor [3] feels safe in Facebook because she thinks before to post something.	3. Interlocutor [4] confirms that she would feel 100% safe in Facebook regarding peer surveillance, if she wouldn't have any person in the friend list.
3. Interlocutor [1] feels safe in Facebook.		4. Interlocutor [3] felt unsecured and scary, when one guy was surveilling on her. Sometimes, she didn't want to go to events because he also was there.	4. Before, she experienced feelings of happiness and excitement being followed. Since she got older, she wants to reduce friend list and keep things more private. Because she has a feeling of self-protection.
4. Interlocutor [1] has no feeling regarding being followed by someone.			

1.5 Pre-Categories Perception >> Response

The pre-category 'Response' implies individual's action toward a certain phenomenon or a situation.

Response on situation is the last element involved into a process of perception by individual. After realizing the things that have been observed, individual acts toward that situation in a certain manner. "The consequence of perception is formulation of a mental image which contributes to the decision to act or not" (McDonald, 2011, p. 12).

In terms of the interview structure, this pre-category gathers the information about:

1. What do participants actually do in fb?

2. How do participants maintain safety and privacy in fb?
3. What do participants actually do to surveil in fb?
4. How do others surveil on participants in fb?
5. How do participants act toward peer surveillance?

	1 Male	2 Male	3 Female	4 Female
<i>Response</i>	1. Interlocutor [1] uses Facebook to stay in contact with some people. 2. Interlocutor [1] doesn't share his address and phone number in Facebook. 3. Interlocutor [1] was scrolling his ex-girlfriend's profile, checking online status, watching photos, and reading updates on new posts. On the beginning, he was messaging her. 5. If he doesn't like someone in Facebook, he puts his privacy setting in a way no one outside his friend list can get access to his profile.	1. Interlocutor [2] uses Facebook for following different news channels, messaging, and entertainment. 2. Interlocutor [2] never posts his phone number, address, or any controversial information, for example, being fired from the job. Because everyone in Facebook can get it. 3. Someday, Interlocutor [2] tried to surveil on his ex-boyfriend by typing his name in the search bar in Facebook, and accidentally made a public post with his name. After, he immediately deleted that post. 4. He realized that surveillance by feedback in real life or comments in Facebook. His grandmother can call him and discuss pictures she saw. 5. Strangers can send him a	1. Interlocutor [3] uses Facebook as a private calendar and reminder, to see some events and others' birthdays. 2. Interlocutor [3] carefully puts personal information online. 3. Interlocutor [3] was going to his profile, watching pictures he posted, education, friend list members. 4. A person, who monitored interlocutor [3] kept following her after she blocked him. He kept looking at her pictures without being in friend list. He also tried to get connected to her through other platforms, such as Instagram. He tried to get her number from her friends in Facebook. 5. Interlocutor [3] tried to prevent monitoring from this person by	1. Interlocutor [4] uses Facebook to communicate with her family. 3. Interlocutor [4] sent the collected information on her ex-friend to the 'girls' group'. Then other girls commented it. 4. A person, who surveilled on interlocutor [4], messaged her in private inbox and was saying that he saw her in some place. 5. Interlocutor [4] blocked the person, who tried to surveil on her. Because, otherwise, he would keep texting her further on.

	message, but it goes to the different inbox. He has a choice either open those messages, or not.	blocking his profile.	
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Note. The Codebook and table were generated in MAXQDA.

Appendix 3 - Codebook 2

Code System

1 Main Affordances	0
1.1 Participant + Per Afford	43
1.2 Participant + Act Afford	66
1.3 Others + Per Afford	52
1.4 Others + Act Afford	24

1 Main Affordances

1.1 Main Affordances >> Participant + Per Afford

Under the category 'Participant + Perceived Affordances' (self-perception of fb + perceived affordances of fb for participants), I'm discovering:

- How do participants perceive fb?
- What they may do in fb?
- What does fb allow them to do?
- Is it place for surveillance? For communication? For anything else?
- How safe do they feel using fb?

1.2 Main Affordances >> Participant + Act Afford

Under the category 'Participant + Actual Affordances' (self-perception of fb + actual affordances of fb for participants), I'm discovering:

- How do participants use fb in daily life?
- Have they ever monitored other users in fb?
- What affordances does fb allow participants to monitor one another?
- How do participants might avoid being tracked or prevent peer surveillance?

1.3 Main Affordances >> Others + Per Afford

Under the category 'Others + Perceived Affordances' (third-person perception of fb + perceived affordances of fb for other users), I'm discovering:

- How do participants perceive what others might be doing in fb?
- How aware participants are about peer surveillance from other users in fb?
- How safe do participants feel using fb regarding peer surveillance?

1.4 Main Affordances >> Others + Act Afford

Under the category 'Others + Actual Affordances' (third-person perception of fb + actual affordances of fb for other users), I'm discovering:

- Based on participants' experience, what do they think about how other users use fb?
- How do other users conduct peer surveillance in fb?
- What might be consequences of peer surveillance from other users?

Note. The Codebook was sorted and generated in MAXQDA.

Appendix 4 – Tables

Table 1

Descriptive information about participants

Nº	Name	Time	Date	Place	Gender	Age	Occupation	School degree	Place of origin	Place to live
1.	-	4:30 PM	04.09.2021	zoom	Male	25	Student	Bachelor	Germany	Germany
2.	-	8:00 PM	04.09.2021	zoom	Male	28	Student	Master	The USA	Portugal
3.	-	11:00 AM	05.09.2021	zoom	Female	26	Student	Master	Austria	Austria
4.	-	9:00 AM	06.09.2021	zoom	Female	25	Student	Master	Cape Verde	Portugal

Note. The table was organized and generated in MS Excel.

Table 2

Pre-categories of the interview transcriptions

Code System	1 Male	2 Male	3 Female	4 Female
Pre-Categories Perception				
Sensory awareness	■	■	■	■
Influence	■	■	■	■
Experience	■	■	■	■
Comprehension	■	■	■	■
Response	■	■	■	■

Note. The table was organized and generated in MAXQDA.

Table 3

The code system of Main and Linked Affordances applied into four groups

Code System	1 Male	2 Male	3 Female	4 Female
Main Affordances				
Participant+Per Afford	■	■	■	■
Participant+Act Afford	■	■	■	■
Others+Per Afford	■	■	■	■
Others+Act Afford	■	■	■	■

Note. The table was organized and generated in MAXQDA.

Table 4

Main and Linked Affordances of Facebook for participants

Code System	1 Male	2 Male	3 Female	4 Female	SUM
▼ Main Affordances					0
▼ Participant+Per Afford	7	16	11	9	43
▼ personal life					0
relatives	1	1		5	7
keep contact		2	2	1	5
romantic relationships	1	1			2
▼ monitoring	1				1
greater awareness		1	1	3	5
stay up-to-date		5	2	1	8
investigating	1	4	1	1	7
secrecy		2			2
worldwide			1	1	2
▼ belonging to society			2		2
adding to friend list		1		3	4
be noticeable			1		1
indirect communication	4	1	2	1	8
direct communication	4		2	1	7
accessibility		2			2
visibility			1		1
likes				1	1
▼ safety					0
privacy		2			2
caution and awareness	1	6	6	1	14
▼ accessibility		3		1	4
visibility		4	1		5
▼ entertainment					0
'FBI agent' game				1	1
positive emotions	1		1	1	3
use with purpose	8			1	9
▼ Participant+Act Afford	9	27	14	16	66
▼ personal life					0
keep contact	1				1
relatives	3	5	2	3	13
event calendar			3	1	4
personal surroundings		7	1		8
▼ connections					0
adding to friend list		1	3	2	6
▼ monitoring	2	9	5	1	17
greater awareness		2			2
stay up-to-date		1	1		2
investigating	4	11	7	3	25
secrecy				2	2
timeline	3	3		1	7
self-harm			1	1	2
▼ sharing					0
indirect communication	2	8	3	1	14
direct communication	2	4	1	2	9
▼ safety					0
protection			2	2	4
privacy	1	1			2
make a choice		2	1		3
caution and awareness	1	2	1	3	7
insecurity			2		2
▼ entertainment		1			1
entertainment content		2			2
'FBI agent' game				1	1
positive emotions				2	2
Σ SUM	57	137	81	73	348

Note. The table was organized and generated in MAXQDA.

Table 5

Main and Linked Affordances of Facebook for other users

Code System	1 Male	2 Male	3 Female	4 Female	SUM
▼ Main Affordances					0
▼ Others+Per Afford	6	22	8	16	52
▼ personal life					0
keep contact	1				1
intimacy				1	1
▼ monitoring	2	9	2	4	17
greater awareness		2		1	3
stay up-to-date		5			5
investigating	2	4		2	8
pursuing	1	4		1	6
secrecy				2	2
timeline		1			1
▼ communication					0
communities	1				1
adding to friend list		1		2	3
indirect communication	2	1		1	4
direct communication		1		1	2
feedback		2	1		3
▼ safety					0
protection	1				1
privacy				2	2
caution and awareness	2	4	1	1	8
▼ harm		1	2	2	5
prejudice		2			2
bullying		1	2		3
propaganda			1	2	3
sexual motives			1	3	4
terrorist attacks				1	1
▼ entertainment					0
streaming				1	1
▼ development					0
education				1	1
▼ support					0
health issues				1	1
▼ Others+Act Afford	3	13	4	4	24
▼ personal life					0
relatives	1	6	1	3	11
relationship status		1	1	1	3
plans			1		1
comments				2	2
personal surroundings	3	3			6
▼ monitoring		6		2	8
stay up-to-date		1			1
▼ pursuing		1	3		4
likes		1	1		2
getting access			3	4	7
secrecy			1		1
▼ communication					0
communities			1	1	2
adding to friend list		1	1	1	3
indirect communication	4	8	2	3	17
direct communication		4	3		7
feedback		2		1	3
▼ visibility	2	3			5
Σ SUM	31	110	40	67	248

Note. The table was organized and generated in MAXQDA.

Table 6

Perceived affordances and actual use of Facebook for participants

Participants			
Perceived affordances	Actual use		
Main and Linked Affordances	Intended / acted out	Intended / not acted out	Not intended / acted out
PERSONAL LIFE; <i>keep contact, relatives, romantic relationships</i>	PERSONAL LIFE; <i>keep contact, relatives, romantic relationships</i>		PERSONAL LIFE; <i>event calendar, personal surroundings</i>
MONITORING; <i>greater awareness, stay up to date, secrecy, worldwide</i>	MONITORING; <i>greater awareness, stay up to date, secrecy</i>	MONITORING; <i>worldwide</i>	MONITORING; <i>timeline, self-harm</i>
BELONGING TO SOCIETY; <i>adding to friend list, be noticeable, indirect communication, direct communication, accessibility, visibility, likes</i>		BELONGING TO SOCIETY; <i>adding to friend list, be noticeable, accessibility, visibility, likes</i>	SHARING; <i>indirect communication, direct communication</i>
SAFETY; <i>privacy, caution and awareness</i>	SAFETY; <i>privacy, caution and awareness</i>		SAFETY; <i>protection, make a choice, insecurity</i>
ACCESSIBILITY; <i>visibility</i>		ACCESSIBILITY; <i>visibility</i>	
ENTERTAINMENT; <i>'FBI agent' game, positive emotions</i>	ENTERTAINMENT; <i>'FBI agent' game, positive emotions</i>		ENTERTAINMENT; <i>entertainment content</i>
USE WITH PURPOSE;		USE WITH PURPOSE;	
			CONNECTIONS; <i>adding to friend list</i>

Table 7

Perceived affordances and actual use of Facebook for other users

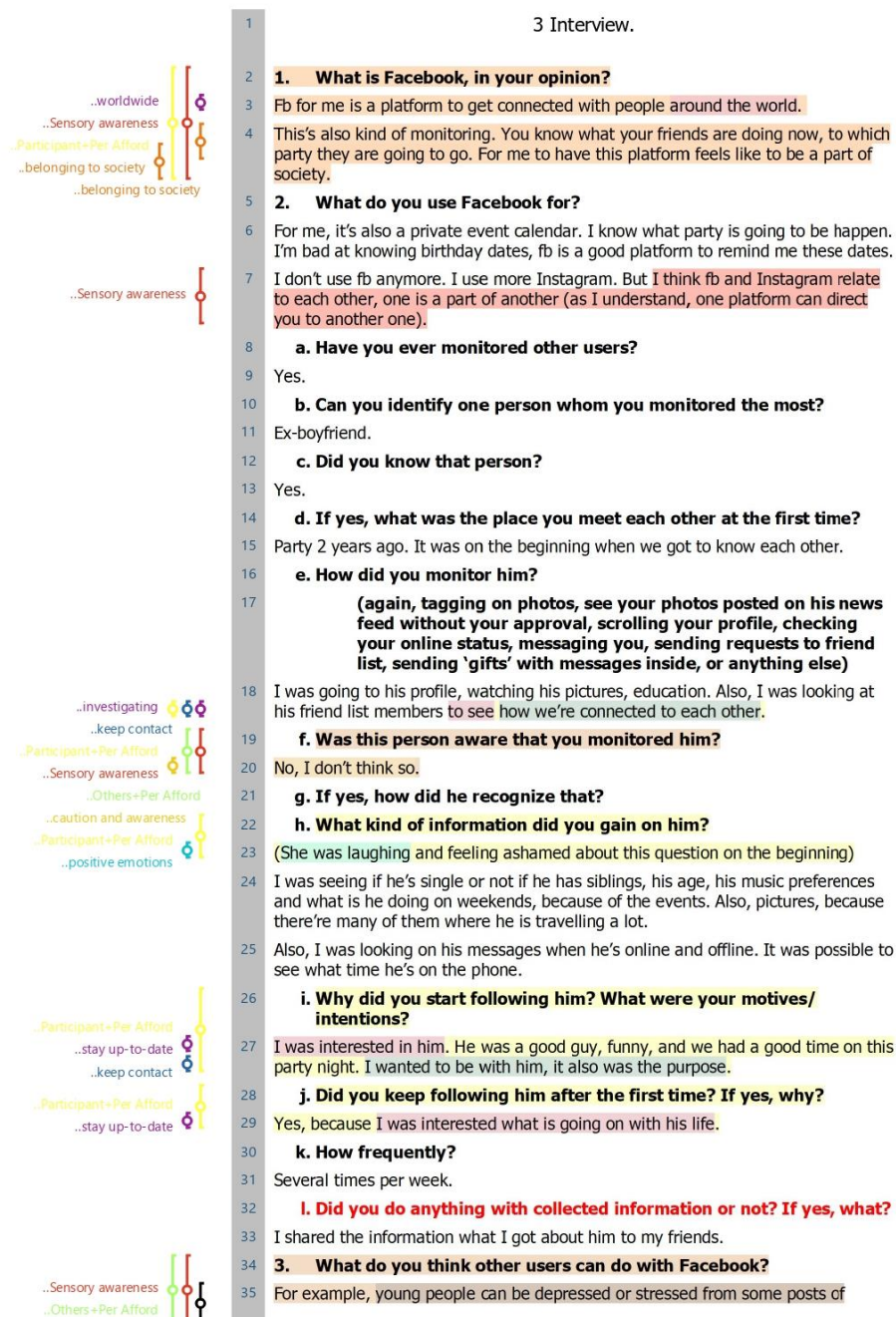
Other users			
Perceived affordances	Actual use		
Main and Linked Affordances	Intended / acted out	Intended / not acted out	Not intended / acted out
PERSONAL LIFE; <i>keep contact, intimacy</i>		PERSONAL LIFE; <i>keep contact, intimacy</i>	PERSONAL LIFE; <i>relatives, relationship status, personal surroundings, plans, comments</i>
MONITORING; <i>greater awareness, stay up to date, pursuing, secrecy, timeline</i>	MONITORING; <i>stay up to date, pursuing, secrecy</i>	MONITORING; <i>greater awareness, timeline</i>	MONITORING; <i>getting access</i>
COMMUNICATION; <i>communities, adding to friend list, indirect communication, direct communication, feedback</i>	COMMUNICATION; <i>communities, adding to friend list, indirect communication, direct communication, feedback</i>		
SAFETY; <i>protection, privacy, caution and awareness</i>		SAFETY; <i>protection, privacy, caution and awareness</i>	
ENTERTAINMENT; <i>streaming</i>			
DEVELOPMENT; <i>education</i>			
SUPPORT; <i>health issues</i>			
HARM; <i>prejudice, bullying, propaganda, sexual motives, terrorist attacks</i>			
			VISIBILITY;

Note. The tables 6 and 7 were organized and generated in MS Excel.

Appendix 5 - Figures

Figure 1

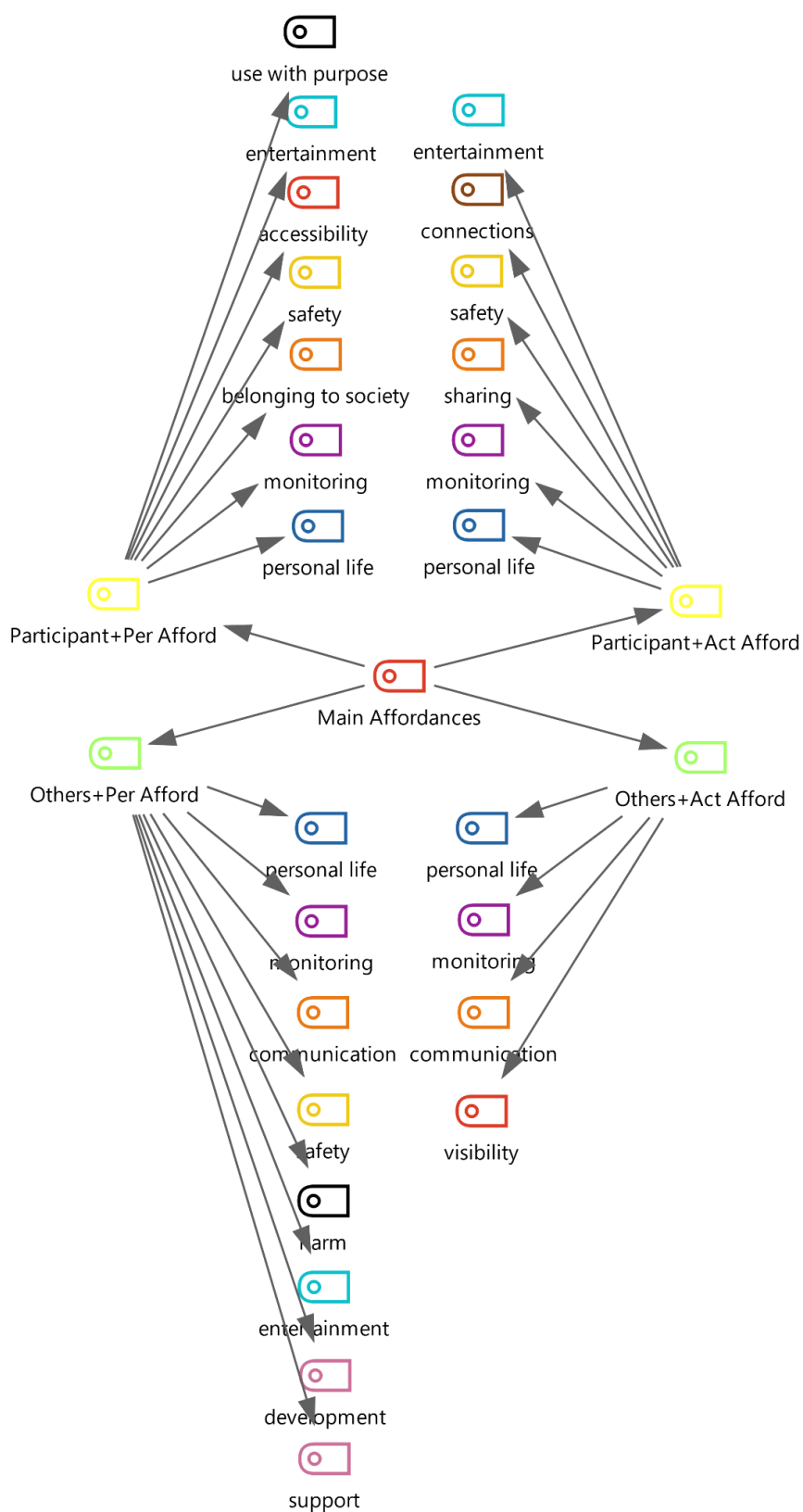
Example of initial coding process of the interview



Note. The document was exported from MAXQDA.

Figure 2

Connections between Main affordances and four categories



Note. The diagram was organized and visualized in MAXQDA.