

Survey Gizmo

The following is a sample of the online link that we used in our survey replication experiment through www.SurveyGizmo.com. Potential participants were asked some questions to determine which group he or she would be in. We analyzed our data also by gender as well as by group. Age was asked to ensure all participants were over the age of 18. Participants were divided into three groups. The Facebook group and the online group were timed for 20 minutes and the control went straight to the (Positive and Negative Affect Schedule) PANAS test.

Online Computer Use

Page 1:

This is an experiment regarding the use of online computer use and online social networks. Participation in this experiment requires a Facebook account and access to online computer use. The experiment may take up to 25 minutes. You will be asked questions regarding your online computer use. You may also be asked to spend 20 minutes on your Facebook account or browsing the internet. You should not participate in any online computer use for three hours prior to participation in this experiment. Participation in this experiment may result in boredom, frustration, and/or mild mood alteration. Your identity will remain confidential. No monetary compensation will be provided. EOU students may receive extra credit. You may discontinue your participation at any time prior to experiment analysis by emailing the investigators at jkcurtis@eou.edu or ccarson@eou.edu. Clicking the "Yes" button below indicates that you agree to volunteer as a research subject, that you understand your rights for withdrawal, and that you will notify the investigators in advance if you are unable to participate for any reason.

1.

I have read the foregoing information and agree to volunteer as a research subject for this experiment.

***This question is required.**

- ☐ Yes
 - ☐ No
-

Page 2:

In order for the results of this experiment to be accurate, it is important that you have not participated in any online computer use or social network sites for the previous three hours. If you have participated in online computer use within the past three hours please return at a later time to participate in this experiment. If you have not participated in online computer use or social networking in the past three hours please continue.

2.

I have not participated in any online computer use in the past three hours.

***This question is required.**

- ☐ True
- ☐ False

Page 3:

What is your age?

***This question is required.**

- ☐ 18-24

- ☐ 25-35
- ☐ 36-50
- ☐ 51-65
- ☐ 66 or above

Page 4:

What is your gender?

***This question is required.**

- ☐ Male
- ☐ Female

Page 5:

What month were you born?

***This question is required.**

- ☐ January, April, July or October
- ☐ February, May, August or November
- ☐ March, June, September or December
-

Page 6: [Online Computer Activity Instructions](#)

This experiment requires you to actively participate in online activities for a period of 20 minutes and then answer questions. Online computer activity can include visiting various web sites and interacting with web content but SHOULD NOT include any participation on online social networks such as Facebook, My Space or Twitter. When you have opened a new window and are ready to begin,

please select the "Next" button and a timer will begin to count down for 20 minutes. Afterwards, you will be redirected to a questionnaire.

Page 7: [Online Computer Activity Timer](#)

Times this page only

00:20:00

Please actively participate in online computer activities for 20 minutes but DO NOT participate in online social networking sites. This page will be redirected to a questionnaire when the timer is up.

Page 8: [Facebook Activity Instructions](#)

This experiment requires you to actively participate on Facebook for a period of 20 minutes and then answer questions. Please open a new window (you will need to keep this window open in the background) and go to your Facebook account. Active use of Facebook includes reading posts made by your friends, making posts to your own page or your friends' pages, or viewing photographs or videos that are posted by your friends. When you have opened a new window and are ready to begin, please select the "Next" button and a timer will begin to count down for 20 minutes. Afterwards, you will be redirected to a questionnaire.

Page 9: [Facebook Activity Timer](#)

Times this page only

00:20:00

Please actively use Facebook for a period of 20 minutes. When the time is up you will be redirected to the questionnaire.

Page 10: [Questionnaire](#)

This scale consists of a number of words that describe different feelings and emotions. Read each item and then list the number from the scale below next to each word. **Indicate to what extent you feel this way right now, that is, at the present moment.**

Online Computer Use

Page 11:

Thinking back to when you began the 20 minute Facebook activity, how did you anticipate that your mood would be impacted? ***This question is required.**

- ☐ I anticipated that my mood would improve as a result of participation in the Facebook activity.
- ☐ I anticipated that my mood would decrease as a result of participation in the Facebook activity.
- ☐ I did not anticipate a change in mood as a result of participation in the Facebook activity.

Page 12:

How do you generally feel about the time that you spend on Facebook?

- ☐ Time spent on Facebook is a good use of time
- ☐ Time spent on Facebook is wasted time
- ☐ Don't know

Page 13:

Approximately how much time do you generally spend on Facebook each week? ***This question is required.**

- ☐ Less than 1 hour per week
- ☐ Between 1 and 5 hours per week
- ☐ Between 5 and 10 hours per week
- ☐ Between 10 and 20 hours per week
- ☐ More than 20 hours per week

Add New:

Page 14:

What is the main purpose for your use of Facebook?

- ☐ Make new friends
- ☐ Keep in contact with friends
- ☐ Keep in contact with family
- ☐ Keep in contact with family and friends
- ☐ Entertainment value

Value: Populates with the **length of time** since the survey taker started the survey

Thank You Page: [Thank You!](#)

Thank you for participating in this experimental study regarding Facebook use and mood which is based on previous research on this topic. A correlational study by Sigioglou and Grietemeyer (2014) found that participants had decreased mood post-Facebook use and that the

greater amount of time that participants spent on Facebook, the greater decrease they had in mood. This was despite the fact that participants had expected that their mood would increase after their use of Facebook. This research also found that participants felt that their time on the social network was wasted time post-Facebook use, which could have been an explanation of the diminished mood. Steers, Wickham and Acitellia (2014) also examined negative emotions post-Facebook use. They hypothesized that decreased mood was a result of social comparisons. Results showed that participants had decreased mood which directly correlated to the amount of time they spent on Facebook. Interestingly, results showed that for men, and not women, there was a relationship between depressive symptoms and general Facebook social comparisons. Based on this research, we hypothesized that males are more likely to show decreased mood after the use of Facebook.

The methods we used will help to determine whether males are more subjected to decreased mood post-Facebook use by selecting the gender before participation as well as the post-test to determine if mood was lowered. Moreover, participants in our study were assigned to one of the following three groups: 1) Facebook Activity Group; 2) Online Computer Browsing; or 3) No Computer Use Control Group. The Facebook Group actively used Facebook for a period of twenty minutes and then took a test to evaluate mood. The Online Computer Browsing Group actively browsed the internet for twenty minutes (but did not visit social media networking sites) and then took the mood test. The No Computer Group was a control group which was used to determine a baseline for mood. That group took the mood test without participation in an online activity. At the conclusion of the mood test, all groups were asked questions regarding their use of Facebook.

If you have any questions or concerns about your rights as human subjects you should contact Dr. Charles Lyons, head of the Institutional Review Board at clyons@eou.edu.

If you would like more information please refer to the following articles:

Sagioglou, C., & Greitemeyer, T. (2014). Facebook's emotional consequences: Why Facebook causes a decrease in mood and why people still use it. *Computers in Human Behavior* 35, 359-363. <http://dx.doi.org/10.1016/j.chb.2014.03.003>

Steers, M.N., Wickham, R.E., & Acitelli, L.K. 2014). Seeing everyone else's highlight reels: How Facebook usage is linked to depressive symptoms. *Journal of Social & Clinical Psychology*, 33, 701-731.

Worksheet 3.1 The Positive and Negative Affect Schedule (PANAS; Watson et al., 1988)

PANAS Questionnaire

This scale consists of a number of words that describe different feelings and emotions. Read each item and then list the number from the scale below next to each word. Indicate to what extent you feel this way right now, that is at this present moment OR indicate to the extent you have felt this way during the past week (circle the instructions you followed when taking this measure).

	(1 pt) Very Slightly or Not at All	(2 pts) A Little	(3 pts) Moderately	(4 pts) Quite a Bit	(5 pts) Extremely
1. Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Distressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Enthusiastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Inspired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Determined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PANAS Test. From Watson, D., Clark, L.A., & Tellegan, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063-1070.

