# Everyday Online Sharing

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# Abstract

People make a range of everyday decisions about how and whether to share content with different people, across different platforms and services, during a variety of tasks. These sharing decisions can encompass complex preferences and a variety of access-control dimensions. In this thesis I examine potential methods for improving sharing mechanisms by better understanding the everyday online sharing environment and evaluating a potential sharing tool.

I first present two studies that explore how current sharing mechanisms may fall short on social networking sites, leading to suboptimal outcomes such as regret or self censorship. I discuss the implications of these suboptimal outcomes for the design of behavioral nudging tools and the potential for improving the design of selective-sharing mechanisms. I then draw on a third study to explore the broader "ecosystem" of available channels created by the services and platforms people move between and combine to share content in everyday contexts. I examine the role of selective-sharing features in the broader audience-driven and task-driven dynamics that drive sharing decisions in this environment. I discuss the implications of channel choice and dynamics for the design of selective-sharing mechanisms.

Using insights from current shortfalls and ecosystem-level dynamics I then present a fourth study examining the potential for adding topic-driven sharing mechanisms to Facebook. I use design mockups and a lab-based interview to explore participants' hypothetical use cases for such mechanisms. I find that these mechanisms could potentially be useful in a variety of situations, but successful implementation would require accounting for privacy requirements and users' sharing strategies.

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# 1 | Introduction

People make decisions about how and whether to share content online. Outside of organizational or work environments, in everyday contexts, people may share with different individuals or groups, across varied devices, and drawing on different services. These sharing decisions can range from a choice of whether to post a potentially controversial status update on Facebook while waiting for the bus, to deciding which settings and services to use to best share photos with family members, to a group decision around how to share documents with collaborators for editing.

Each of these sharing decisions may encompass a range of dimensions, including available access-control channels or settings, the affordances of different mediums, people or relationships involved in the process, context, type or subject of content, need for verification or security, and underlying preferences. Preferences are rarely based on only a desire to let others view a piece of content, or prevent others from viewing content, at a single point in time. Instead preferences can range from wanting to allow mixed access, to wanting to provide push/pull-based access, to considering access amongst other tasks-at-hand or access based on attributes or features of one's audiences [47, 54, 60, 61, 83, 98].

In some situations, people are able to share content in a manner that matches their sharing preferences. They may do so using a single service. Or, they may draw on features or audiences available on multiple platforms, in combination, to meet sharing needs [83]. In other situations, however, on-the-ground decisions may fall short of actual preferences at the time of sharing or at a later date [8, 98]. This gap between user preferences and actual sharing decisions can occur for a variety of reasons. Sometimes technology may fall short. Access-control settings or other mechanisms may not be available to meet users' desired preferences, or these tools may not be usable enough for regular use.

In other cases users may have underlying goals that come into conflict with, or negatively impact, their sharing preferences. For example, a user may wish to garner attention but may also wish to manage their self-presentation or identity [81, 96]. In still other cases users may feel that they are acting in a way that meets their sharing preferences at the time of sharing but, due to changes in life state, knowledge, or attitude they may later regret their sharing [6, 82, 101].

When sharing behaviors fail to meet users' conscious or unconscious preferences, a range of suboptimal outcomes can occur, including coping behaviors to address technological shortfalls [50, 96], regret at the time of posting or in the future [82, 101], threats to identity or presentation of self, undersharing or self censorship [24, 31, 81, 96], and inefficient use of services [98]. Sharing mechanisms should be designed to consider the full use context, as well as these potential suboptimal outcomes.

**In this thesis I explore current everyday online sharing decisions, with a focus on attributes that drive these decisions, as well as current shortfalls; I apply knowledge of these behaviors to explore a method for interest-based sharing on Facebook**

I focus on three general contributions:

**Understanding shortfalls of current access-control mechanisms** I draw on two user studies (performed with co-authors) to understand when current access-control mechanisms may fall short for different platforms and types of content. I explore the types of content, people, and sharing decisions for which current access-control mechanisms may not meet user needs. I focus on exploring self censorship and regret as potential suboptimal outcomes.

**Understanding users' everyday online sharing decisions** Through an interview- and diary-based user study I explore the range of peoples' everyday online sharing decisions across platforms, audiences, and types of content. I establish a baseline understanding of the range of sharing decisions people face throughout the day, as well as the task, audience, and channel-based-feature-driven factors that drive channel choices. I discuss the implications of these dynamics for the design of sharing mechanisms.

**Explore the potential of interest-based sharing for Facebook** Based on the user studies I find that people tend to base some desired content-sharing decisions around their audiences' interests in topics, a need that is currently unmet by some SNS mechanisms. I draw on a lab-based study to explore potential benefits of a mechanism for interest-based sharing on Facebook.

**Thesis outline** I begin by outlining high-level background and related work for the thesis in Chapter 2. I then describe two user studies that focus on understanding shortfalls in current access-control mechanisms. Chapter 3 describes a study that focused on understanding regretted messages on Twitter by comparing regretted Twitter posts to regrets in conversation. Chapter 4 describes a study that focused on the types of content participants chose to self censor rather than post to Facebook as well as the portion, and type, of currently self-censored content, participants might have posted given ideal access-control

mechanisms. In Chapter 5 I then describe an interview- and diary-based user study that explores the factors driving everyday online sharing decisions. This study focused on the audience, task, and channel-feature-related dynamics that drive personal-content-sharing channel choices as well as the participants' uses of multi-channel strategies. In Chapter 6 I then describe a study that explored the potential impact of adding topic-based sharing mechanisms to Facebook. Finally, I discuss overarching conclusions in Chapter 7.

# 2 | Background and Related Work

In everyday situations people share different types of content with others using varied platforms and services. Prior research has addressed the importance and challenges of online access control, the impact of the shortfalls of current online access-control mechanisms, as well as potential improvements to access-control mechanisms both for general use and specific to social networking sites (SNSs).

## 2.1 Online access control is necessary but difficult

Everyday content management, including file management, general communication and sharing, and distributing media like photos and videos, is increasingly moving online. Thus, users with a range of expertise levels increasingly rely on online platforms to manage and share content with others. Prior research has found that people, even in everyday scenarios, can have complex privacy preferences. Providing usable access-control options for these preferences is challenging; however, when access-control needs are unmet, suboptimal access-control decisions can have negative results.

### 2.1.1 Online sharing presents a challenging environment

During everyday online interactions users often want to share content (e.g., publish photos, organize events, edit documents, etc.) online, sometimes with one or more people. They often want to share to varying degrees, for example notifying others when content is available, allowing others to view content if desired, or providing the ability to edit content. People draw on a range of services to share content in different ways, including email, SNSs, cloud services, or photo-sharing sites [30, 60, 70]. However, in this context, desired access-control policies can be complex, can include exceptions, and can be difficult or impossible to implement using existing tools and settings [9, 10]. Thus, everyday sharing presents a challenging environment for designing sharing tools that include usable access-control mechanisms.

The desire to selectively share also typically occurs as one component of an end goal

or task. For example, a user might want to control access to a set of their photos, but their end goal might be to publish the photos to a desired audience. This may necessitate that tools designed for broader use include access-control or selective-sharing components.

Sharing may take place during a wide variety of tasks on social networking sites or other services, including maintaining contact with friends or family, sharing resources or information, providing or getting social support, having discussions, promotional activities, planning, having a conversation, sharing photos or documenting an event, or collaborating [41, 78, 83, 95]. We further discuss these dynamics in Chapter 5.

The desire for access control may also, therefore, be further complicated by users who have benefit-oriented goals, for example publicizing or getting attention for a photo, that may be contradictory to access-control or privacy-focused preferences [42, 96].

Online platforms, such as SNSs, also present an environment that can complicate communication dynamics and lead to social or self-presentation-related risks that may not be present offline. These platforms may provide mechanisms that requires users to communicate with different types of audiences in a single environment, causing “context collapse" [59]. Platforms can create “group co-presence" by combining different social groups on one application when those groups might not otherwise typically be combined in users’ offline or professional lives [50, 51, 105].

Context collapse and the co-presence of different social groups can create challenges. People may share content intended for an “imagined audience" but may not understand the actual audience who can access the shared content. Users may also struggle to create access-control policies to distinguish between the varied groups who have access to content on a platform [2, 12, 53, 59].

Social media platforms may also develop platform-specific communications norms in accordance with which users may seek to share. For example, McLaughlin and Vitak found that Facebook users observed site norms from other users. Users tended to try to stay within site norms by not sharing too much, not sharing highly emotional posts, not having fights or private discussions in public, or by not posting pictures that might reflect badly on others [63]. Similarly, research found that social media users might unfollow or unfriend others in response to these types of norm violations including others sharing too much, sharing inappropriately, or sharing uninteresting content [49, 79].

These sharing and access-control preferences can be further complicated, because online privacy may also depend on others’ actions [56]. For example, on platforms with photo sharing and tagging functionalities users may depend on others not to post potentially compromising photos, and rely on social norms and offline strategies to address unwanted photos that are posted or tagged [13, 51].

Sharing in everyday environments may also be complicated because users’ expertise

levels, available devices and platforms, demographics, and technical backgrounds may vary more than they might in professional environments. Prior research has found that people use various platforms, including Facebook and email, for different purposes [30], and users with different demographic or childhood technical backgrounds, tech savviness levels, knowledge or experience with systems, general personal network features, and access to systems, may vary in their use of both access-control settings as well as general communication channels [16, 21, 38, 39, 54, 91].

Features of the content being shared, such as data size, as well as system affordances including perceived convenience, reliability, privacy/security, use for archival and search, and features such as alerts and the ability to comment may also impact choice of communication channel for content sharing [11, 21, 37, 74, 104]. These differences may be more controlled in work environments in which devices, applications, and formal access-control policies and hierarchies, are provided. However, in more informal, everyday settings, people often use a wide range of devices or tools, resulting in a variety of strategies and ad hoc policies [60]. I discuss the role of content and audience dynamics in channel choice in Chapter 5.

Thus, users cope with a challenging environment for everyday online sharing. In this context, users also have complex preferences, complicating the need for usable, transparent access-control and sharing options.

## 2.2 Current access-control decisions can be suboptimal

In this challenging environment, faced with complex preferences for sharing and access control, sharing decisions can result in suboptimal outcomes. In the absence of usable sharing or access-control options, people can fall back on coping strategies to try to achieve access control, which can result in suboptimal or inefficient use of services. Alternatively, users sometimes share content that they come to regret at the time of sharing or in the future [101].

### 2.2.1 Strategies for audience targeting

Users may sometimes limit the audience to whom content is available. They may use formal access-control mechanisms provided by platforms. However, available online access-control tools can be unwieldly, time-consuming, difficult to understand, untrustworthy, or may not provide options that meet all users' needs.

When tools lack usable access-control options people may fall back on informal or ad hoc methods to try to limit audiences for content. For example, SNS users rely on

a variety of informal strategies to limit access to the content they post, including using multiple profiles to post content for different groups of people, trusting their friend group to maintain the groups' privacy norms, creating stated group rules around sharing, or mentally targeting particular audiences when sharing [50, 51, 59, 88, 106].

Users may sometimes use different services for different purposes [30]. They may use different accounts and services to separate and manage different aspects of their online identifies. For example, users may draw on the different features and levels of control provided by different services to "facet" their identities for privacy and access-control purposes, identity management reasons, or to separate different types of tasks [30, 33, 45, 88, 97]. Similarly, users may limit their friends on a given service to control access to content they post [94].

On SNSs, users may also cope with a lack of usable access-control options by deciding not to post, to self censor, some subset of content they might consider sharing. Users choose not to post some types of content because the content might not be appropriate for all audiences who might view it, rather than relying on access-control tools to target specific audiences [24, 42, 50, 51, 59, 94].

Coping strategies may sometimes be successful for preventing undesired access, but may simultaneously create varied inefficiencies. Self censorship can, for example, result in suboptimal use of a service. In a study of Facebook users' self-censored posts, we found that participants would have posted about half of self-censored posts if they had access-control tools that let them do so optimally [81]. I discuss this study in Chapter 4.

Coping strategies may also be unsuccessful at preventing undesired audiences from viewing content. This can occur when users' mental models of access control do not match actual access control [44]. For example, access-control transference when users comment on or re-share SNS posts can be misperceived, which can result in inadvertent or unclear sharing [103].

On SNSs users may also wish to ensure that particular audiences see their content, rather than only focusing on limiting audiences. Litt and Hargittai describe several "audience-reaching" strategies Facebook users may employ to target desired audiences when broadcasting content, including adapting the wording of the post, using features of the site to call attention to the post (e.g., tagging), and timing the post to target particular audiences. Using these strategies may allow users to, for example, reach broader "peripheral audiences," avoid the need to explicitly limit audiences, or rely on the audience to self select if the content applies to them [55].

### 2.2.2 Regret

Suboptimal sharing can result in regret, either at the time of sharing or at a later time. Beyond online sharing, research has focused on regretted messages during offline conversation, as a subset of failure events, with an emphasis on types, causes, and efforts to ameliorate conversational regrets [48, 64, 65, 66].

Prior research found that people tended to regret a variety of types of messages during conversation including blunders, attacks or criticism, making stereotypical references, expressive or cathartic messages or otherwise revealing too much, lies, or telling someone to behave in a specific way [48]. People also tended to associate highly emotional negative states as well as "having a lot on their mind" with spoken regrets [66]. To try to repair these types of conversational regrets, participants often apologized [65].

On Facebook, users were found to regret posting content related to potentially sensitive topics like alcohol or drugs, sex, profanity, religion, and poltics, as well as negative or argumentative content [101]. Similarly, in Chapter 3 I discuss a study of regrets on Twitter. Participants in our study tended to regret critical statements, blunders, and tweets that revealed too much. About half of these participants were able to successfully repair their regrets, often deleting the tweet, and/or apologizing. However, compared to offline regrets, participants with regrets on Twitter took longer to realize they should regret statements and to repair the regret [82].

Thus, suboptimal online sharing can result in a range of types of regret. Compared to offline contexts, online scenarios present a challenging environment for preventing and addressing such regrets.

## 2.3 Varied modalities and attributes could improve online access control

Prior research has also focused on increasing the usability of online access control, both generally, and with a focus on selective sharing for SNSs. Research has focused on modalities around which access-control decisions can be based, for example changing the timing of access-control decisions or making access-control decisions attribute-based. Previous research has also focused on the attributes around which access control could be based, for example, different types of relationships or measures of relationship closeness. In line with these types of modalities and attributes, research has also focused on exploring, improving, and automating grouping tools for selectively sharing content.

### 2.3.1 Tag or attribute-based access control

Researchers have focused on improving the usability of online access control by allowing users to control access to content by defining access-control rules using user-created tags or other attributes.

Klemperer et al. found that tags created naturally by users for photos were viable for access control, and that users found hypothetical tag-based policies usable [47]. In online content-sharing systems, there are a range of potential attributes that can be drawn on for such systems, ranging from user-defined tags to system-defined metadata that users commonly draw on for search and recall such as file location, type or format, time of last usage, keywords, or events associated with the content [15].

Several systems have been proposed that offer access-control decisions using tag or attribute-based policies. For example, Au Yeung et al. created a prototype system for creating access-control policies for Flickr using descriptive tags and linked data for photos [107]. Hart et al. created a tag-based system to provide access control for Wordpress, an online blogging system. They found that users were able to create policies more quickly, and with equal accuracy, using the tag-based tool as compared to traditional tools [35]. More broadly, Mazurek et al. proposed a distributed, attribute-based file access-control system that was able to express policies for personas drawn from user studies with low overhead [62].

### 2.3.2 Grouping tools

Previous research has also focused on exploring the groups of people with whom users may share content and creating improved tools and interfaces for providing users with automatically created groups of people with whom to share.

Several SNSs, including Facebook and Google+, provide manual or partially-automated grouping mechanisms, such as Facebook's friend lists or circles on Google+. Researchers have examined the types of groups that emerge on these sites, how well these mechanisms capture the types of groups that emerge from friends present on these sites, and how these mechanisms are typically used.

In a field study of the circles created by early Google+ users, Kairam et al. found that participants tended to create circles that reflected either "life facets" such as work or school or strong or weak tie strength, for example "best" friends versus "extended" family [42]. Researchers also found that users drew on these Google+ circles for a range of purposes beyond privacy-based selective sharing, such as directing content to audiences who might be interested or who might find content relevant, as well as using circles to try to maximize audience [42, 103].

Prior research has also examined both how people use Facebook's friend lists feature, as well as how well the feature matches types of groups people naturally create from their friends in different scenarios. For example, Facebook users with larger and more diverse networks were found to more frequently use friend lists, often to target specific audiences to "recreate some of their offline contexts" or to target relevant people in their networks [93, 96].

Several studies have also found that, when asked to group their Facebook friends, people tend to create groups that correspond to life-stage or contextual relationships. Kelley et al. found that, when asked to group their Facebook friends using various lab-based methods, participants created groups that tended to correspond to school, family, specific locations, and people the participants couldn't identify [46]. De Wolf et al. had similar results for a study of young adults in Belgium, finding that participants tended to categorize their friends according to interest-based categories, geographic-community-based categories, people who knew each other, mutual friends, types of contacts, and personality traits [25]. In a study of categories of SNS-friends in Singapore, Zhang et al. also found that participants tended to describe school, work, interest, and family-based groups, but found some variation by gender, ethnicity, and age [108].

While people were able to describe a number of groups into which they could sort their existing friends, static groups were not found to perform well in supporting real-time sharing decisions, which suggests that grouping tools might need to be dynamic to be effective [46]. As an alternative to specific static groups, Wiese et al. found that self-reported closeness was the strongest predictor of willingness to share various types of information [105].

Researchers have also examined creating machine-learning-driven automated grouping tools that use various attributes to algorithmically predict groups for sharing or privacy settings. Although prior research has found that permanent access-control list membership can be difficult to predict using traditional algorithms [27, 67], several systems have used automated or partially-automated interfaces to provide more usable options than traditional interfaces.

For example, Amershi et al. created an interactive automated grouping tool called ReGroup for sharing content on Facebook using seventeen demographic, life stage, interest, and social features. The tool iteratively learned and presented groups to users and suggested additional members and characteristics for filtering the groups. Participants found the tool more effective for creating large and varied groups than traditional grouping models [4]. Similarly, Fang and LeFevre designed a "privacy wizard" that created privacy policies for Facebook friends based on user input for a subset of their friends, gathered over iterative rounds [29].

### 2.3.3 Timing of access control

Another method for improving the effectiveness of access-control tools is by changing when users can set or adjust access-control policies.

Mazurek et al. looked at the usability and utility of allowing users to make reactive, rather than a priori access-control decisions through an experience-sampling study. They found that reactive decisions can facilitate policies that are contextually-dependent but difficult to define using traditional models. Many participants also preferred reactive, or partially-reactive, systems to traditional systems [61]. Similarly, Bauer et al. looked at a smartphone-based door-unlocking system and found that the ability to reactively provide permission rather than distribute keys a priori helped create policies that better matched user preferences [9].

Researchers have also looked at the possibility of sharing impermanent content. Ayalon and Toch found that sharing preferences for Facebook content faded over time and changed based on life events, suggesting the potential for impermanent sharing mechanisms on Facebook [6]. However, Bauer et al. found that participants tended not to be able to accurately predict which posts they would prefer to become more private over time, indicating potential difficulties in creating effective a priori fading mechanisms [8].

### 2.3.4 Identifiability when sharing

Access-control tools can also be used in combination with systems that allow the people sharing to be more or less identifiable. For example, some services, like Facebook, require that users' shared content be tied to a real name; other services, like Twitter, allow content to be tied to a pseudonym, while other services, like YikYak, allow content to be shared anonymously [87].

Increased anonymity can have both benefits and downsides. Anonymity can lead to increased disinhibition, which can allow users to express or access potentially sensitive or controversial content, such as critiques or feedback. Users may also be more comfortable accessing support groups or asking questions about taboo topics in anonymous forums. For example, on Facebook, people use anonymous "confession boards" to ask questions about topics like sex or drugs [14, 43, 87]. Anonymity can also allow users to control how they manage online-self-presentation boundaries [43, 87].

The increased disinhibition that comes with anonymity can also lead users, however, to become less civil or to use anonymity for illegal or other "socially undesirable activities" [43]. For example, anonymous, or partially anonymous users on Twitter were found to tend to tweet more, and to tweet on sensitive topics such as porn, sexual topics, or drugs [71]. Similarly, anonymity can make content appear untrustworthy if anonymous

sharing is not typical for a platform [87].

# 3 | Understanding shortfalls: Regrets on Twitter

To create selective-sharing mechanisms that effectively help users share in everyday environments, it is important to understand how current sharing mechanisms may fall short. One metric for measuring how sharing mechanisms might be improved is to examine instances where people currently share content online and then later regret the decision to share. Improved sharing tools can seek to prevent these types of regrets or help users more rapidly, or successfully, repair regrets when they occur.

In everyday online sharing contexts, people often use social networking sites, like Twitter, to share messages that they might otherwise share during offline conversation. When looking for opportunities to improve sharing mechanisms for these sites, we chose to compare regrets on Twitter to regrets in conversation. The dynamics of regrets for messages during conversation offline have been studied extensively. Thus, comparing regretted messages on Twitter to regretted messages in conversation allowed us to determine where online regretted messages might differ from offline regrets

These differences provide insight into where it might be possible to add or adjust online sharing mechanisms to help prevent regretted messages, or ameliorate their effects, in relation to the regret dynamics one might experience in everyday offline life.

In this chapter I describe a survey-based study (performed with colleagues) that explored, and compared, causes of regret and actions to repair regret on Twitter and in conversation. I highlight potential uses of the insights for online mechanisms to reduce and ameliorate the types of regret that may occur when sharing on Twitter. Most of this chapter previously appeared in the proceedings of CHI 2013 [82].

## 3.1 Introduction

It is easy to say something you regret, angrily insulting a loved one or inadvertently letting a secret slip. However, Twitter, a social networking service, enables these types of regrettable messages to spread rapidly and broadly, and to remain available for extended periods of time. Twitter's ability to broadcast messages widely and retain them indefinitely potentially alters the dynamics of regretted communications. In extreme cases, Twitter

has enabled highly-publicized instances of regret, like Rep. Anthony Weiner's infamous tweet that led to his resignation [17]. However, everyday Twitter use can lead to more mundane regrets. As in conversation, Twitter users insult others, accidentally reveal private information, and express emotion in heated moments.

Thus it is worthwhile to investigate regret both on Twitter and for in-person conversations. Past studies of in-person regret have identified factors that lead to regret, methods for becoming aware of regret, and strategies for repairing harm [48, 65, 66]. However, Twitter presents different features and limitations than offline conversation. Beyond offering wider audiences and increased message persistence, Twitter lacks face-to-face channels, such as body language, for transmitting apologies or indicating offense.

We explore regretted messages Twitter users posted on Twitter or said during in-person conversations. We aim to improve understanding of regrets on Twitter by comparing them with in-person regrets. By examining these regrets, as well as how people became aware of regrets in person and on Twitter, we also identify preliminary design directions for preventing and ameliorating regrets on Twitter.

Specifically, we examine four research questions:

- Q1: What states of being lead to regret on Twitter and in person?
- Q2: What types of regret occur on Twitter and in person?
- Q3: How do people become aware of regretted messages on Twitter versus in person?
- Q4: What repair strategies do people use to cope with regretted messages on Twitter and in person?

To address these questions, we ran a 1,221-participant online Mechanical Turk survey with two conditions. In one condition, we asked Twitter users to report on one message they regretted saying during an in-person conversation. In the other, we asked parallel questions about a message they regretted posting on Twitter. We collected information on the incident, the participant's emotional state preceding the incident, how the participant became aware of the regret, and any mitigation strategies employed. We used these answers to understand and compare drivers and consequences of regretted messages during in-person conversation and on Twitter.

## 3.2 Twitter background

Twitter is an online social networking site where users post tweets, which are text-based messages of 140 characters or less. These messages are broadcast to a user's followers in relationships that are often asymmetric.

Twitter has several conventions that aid in sharing. Users can direct a message to a

handful of specific users by crafting an @-reply. Users indicated by the @-reply will be alerted to the message through email or the Twitter client, but the message itself is public. A direct message (DM) allows a user to send a private message to a single person. A user can also add #hashtags to a tweet to categorize it, better enable searches as part of a trend, or provide contextual information. Tweets are publicly accessible unless an account is protected. Only a user's approved followers can view a protected user's tweets.

## 3.3 Methodology

Our goal was to analyze regrets that Twitter users had experienced on Twitter and during in-person conversations. We conducted a large-scale online survey from August to September 2012 using Amazon's Mechanical Turk (MTurk). We asked each of 1,221 MTurk Twitter users to describe one thing they had said and then later regretted (the regretted message) either during in-person conversation or on Twitter, depending on the condition to which the participant was assigned. We collected a description of the message, the context, how they became aware of the regret, and how they sought to repair the regret. It took participants 14.5 minutes on average to complete the survey, for which they were paid $0.75 (within the typical pay range for MTurk [20]).

### 3.3.1 Participant selection and conditions

We screened for US MTurk workers over 18 years old who self-reported English proficiency and relatively frequent Twitter use (having had a Twitter account for at least a month and posting at least monthly). Of the 3,175 MTurk workers who started the survey, 946 did not meet these requirements. The majority (609) were disqualified for posting less than once a month on average.

### 3.3.2 Survey

**Conditions** After the initial screening questions, participants were split into two conditions in a round-robin fashion. The first condition was conversational regret, which mirrored questions from prior research on in-person regret. The second condition asked parallel questions, slightly reworded to focus on Twitter regret. In both conditions, participants were asked to recall a time when they said or tweeted something and then regretted it, with the wording and format of the prompt based on Meyer's work on in-person messaging regrets [65, 66].

Our prompt for **conversational-regret** participants was:

> "Please recall an occasion when you **said** something during an **in-person**

conversation and then regretted saying it. This may be something that you regretted saying immediately or that you regretted saying later."

Our **Twitter-regret** prompt was similar:

> "Please recall an occasion when you **tweeted** something and then regretted tweeting it. This may be something that you regretted tweeting immediately or that you regretted tweeting later."

**Survey structure** Participants in both conditions who could not recall a regret were directed to an alternate survey that asked them about why they did not have regrets. We do not report the results of this survey, as the goal was only to ensure an equal workload for either positive or negative responses. Of the 1,879 participants who qualified for the study, 601 (456 for Twitter and 145 for conversational regret) could not recall regrets.

Participants who were able to recall regrets completed a survey about the regretted messages they reported in response to the initial prompt. The survey drew heavily on questions and structure from in-person messaging regrets research [48, 65, 66] and included several groups of related questions. We asked participants about the following:

**Regretted message description:** a series of essay questions that asked the participant to describe the message in detail, including the context, the reason why they said/tweeted it, the intended audience, the audience's reaction, why they regretted the message and any consequences

**Circumstances:** follow-up questions about their state when they delivered the message

**Awareness:** free response about how they became aware that they should not have said the message, followed by a multiple choice selection of how quickly after the message they realized they should regret the message

**Repair strategies:** a description of whether, how, and how successfully they tried to repair any harm caused by the message; participants were also asked to rate the seriousness of the regret before and after repair

**Twitter specifics:** questions on Twitter usage (e.g., client and device tweeted from, is/was the account protected)

**Demographics:** basic demographic questions

We based the general survey structure on the format used in previous research on in-person regrettable messaging [65, 66]. Specifically, we used Meyer's format of asking participants to provide one regret and then probing for details. Although this format has several weaknesses, as outlined in Limitations, it has been used repeatedly to examine in-person messaging regrets.

The survey is included as Appendix A.1.

**Quality control on Mechanical Turk** While MTurk has been shown to produce quality samples and results [20], surveys on MTurk should be designed to encourage quality responses. We took several quality control measures. First, we only used MTurk workers who had over a 95% approval rating on the site. Second, we front-loaded longer essay questions. By putting these questions earlier in the study, we encouraged lazy or unmotivated participants to drop out early or to enter nonsensical data where it was visible. It also made it easy for honest survey participants to return to the task, without feeling like they still needed to invest large amounts of time. We removed a small number of participants (25) from the dataset who provided nonsensical or non-English answers to the free response fields.

We also removed responses from 32 conversational-regret participants who responded about a regret on Twitter. We believe they did so because they were primed to think about Twitter when recruited as Twitter users. An additional 350 participants were removed for not completing the survey.

**Data analysis** We surveyed MTurk users who posted on Twitter about a regretted message either said in-person or posted on Twitter. Although the surveys for each condition were designed to be parallel, the fundamentally different contexts preclude statistical comparisons between conditions. To explore characteristics of how regret on Twitter compares with in-person regret, we present the results of the Twitter- and conversational-regret conditions side-by-side. The proportions of participants reporting different answers are only meant to illuminate general themes and trends, not to be compared statistically.

Within a single condition, we perform statistical analyses. We use logistic regression to evaluate the relationship between types of regret and whether the audience was a group or individual, the relationship between awareness mechanisms and whether or not regret was experienced immediately, and the impact of repair strategy on the success level. Demographics were compared between conditions using a Wilcoxon test for numerical data and $\chi^2$ tests for categorical data. All tests use a significance level of $\alpha = .05$.

### 3.3.3 Participant demographics

After quality-control removals, 1,221 people reported regrets: 747 for conversational regret (72% of those who started) and 474 for Twitter (41%). The mean age was 30.3 (28.2 for Twitter and 31.7 for conversational regrets). Overall, 53% of participants were female and 46% were male (10 preferred not to answer). The gender breakdown was almost identical for the Twitter- and conversational-regret conditions. Of the participants, 26% were students and 10% were unemployed. The remainder were primarily employed in

science (9%), service (8%), and art (8%) occupations. There were no significant differences between the Twitter- and conversational-regret participants in age, gender or occupation, nor were there significant demographic differences between participants who did and did not report regrets.

## 3.4 Analysis and results

### 3.4.1 States of being leading to regret

People often say things they later regret because of demands on mental capacity that impair thought processes. We found that both Twitter- and conversational-regret participants were often in negative, highly emotional states prior to regret. Meyer outlines several factors that contribute to “cognitive load," “physiological state," and “emotional state," which can potentially lead to regret [66]. We asked participants about these states. Based on Wang et al. [101], we also asked whether they were drunk at the time of the message. We asked participants to rate on a five-point scale how much or how little each factor applied immediately before they tweeted or spoke. A one indicated “Not at all" and a five indicated “Very much so." They rated each of the following: “I was fearful or frightened," “I had a lot on my mind," “I was feeling excited," “I felt ill," “I was worried," “I was nervous or anxious," “I was drunk," “I was angry," “I was stressed," “I was tired/fatigued," “I was happy," “I was hung over," and “I felt frustrated."

Consistent with Wang et al.’s research on Facebook regrets [101], we found that both in person and on Twitter, highly emotional negative states were most common prior to regret. Participants commonly reported a four or a five for stress (46% of Twitter and 50% of conversational participants), anger (51% and 43%), or frustration (58% and 53%) prior to the regrets. Participants also often had something on their minds (54% and 51%). Somewhat less common were positive emotions, including feeling excited (26% and 17%) or happy (22% and 21%).

### 3.4.2 Types of regret

We also looked at types of regrets participants reported for Twitter and for in-person conversations. In both conditions, participants most commonly reported regretting messages that were critical of others. However, on Twitter, participants more commonly regretted content that was expressive/cathartic and that was intended for groups of people.

**Types of regret** We coded each regret described by participants into one of Knapp et al.’s categories for types of regretted in-person conversational messages [48], specifically:

*Participant-Reported Types of Regret*

| | Twitter | | Conversation | |
|---|---|---|---|---|
| Reveal too much | 117 | 25% | 105 | 14% |
| Direct criticism | 96 | 20% | 213 | 29% |
| Expressive | 64 | 14% | 15 | 2% |
| Direct attack | 62 | 13% | 108 | 14% |
| Blunder | 51 | 11% | 120 | 16% |
| Implied criticism | 34 | 7% | 84 | 11% |
| Group reference | 13 | 3% | 21 | 3% |
| Agreement changed | 3 | 1% | 10 | 1% |
| Behavior edict | 2 | 0% | 28 | 4% |
| Lie | 1 | 0% | 25 | 3% |
| Other | 31 | 7% | 18 | 2% |

**Table 3.1:** Types of regret for Twitter and Conversation

- **Blunder:** "not normally perceived by a third-party observer as problematic"; mistakes, factual issues; includes typos or errors during conversation
- **Direct attack:** "critical statements directed at a person, the person's family, or the person's friends [...] general rather than specific"
- **Group reference:** stereotypical references about a group (e.g., ethnic, racial)
- **Direct criticism:** critical statements about "something specific" about a person
- **Reveal/explain too much:** telling "more than the situation calls for"; e.g., undesired personal information or a secret
- **Agreement changed:** agreeing to something, then later changing one's mind
- **Expressive/catharsis:** general "expressions of feeling and emotion"
- **Lie:** "knowingly lying to another person"
- **Implied criticism:** "critical remarks that are implicit" and can be "teasing remarks"
- **Behavioral edict:** telling someone to behave in a certain way

Two coders independently coded all the regrets based on Knapp et al.'s categories. Two coders reached a consensus for any regrets for which there were discrepancies.

Across both conversational and Twitter regrets, participants most commonly regretted critical statements (Table 3.1). Common critical statements included direct attacks and direct criticisms; 29% of conversational and 20% of Twitter regrets were direct criticisms, while 14% of conversational and 13% of Twitter regrets were direct attacks.

Blunders also arose frequently for both conversational and Twitter regrets, although more often for conversational (11% for Twitter, versus 16% for conversational). Although both Twitter- and conversational-regret participants reported some similar blunders, such

as saying/posting messages they later found out were false or that had been said/shown to someone who found them offensive, some blunders were unique to Twitter. On Twitter, time-delayed blunders sometimes caused participants to regret messages because of an event or change in context. For example, one participant regretted tweeting about a drive-by shooting in his friend's hometown when that friend was later killed in a drive-by shooting. Twitter, as an online interface, also allowed blunders caused by typos and broken links, which several participants found embarrassing. For example, one participant reported being "made fun of" for tweeting that he "used a lot of hags on [his] car."

Participants also regretted expressive or cathartic content more frequently on Twitter than in person (14% versus 2%). These expressive statements were typically tweeted when participants were angry or upset. They often served to vent or express frustration on topics such as work, relationships, or politics. Often, the goal was to allow others to sympathize or "know what [the participant] was going through." Participants tended to regret the message later after re-thinking how it would sound, or after someone who viewed it became upset. For example, one participant described tweeting "Last day of my internship, so excited to be done," because she "was unhappy with how the internship treated [her] and what had happened [...and] wanted [her] friends to see it because they knew [she] was having a rough time." However, she regretted the tweet when her internship coordinators saw it and sent her an email telling her she needed to delete the tweet. In contrast, expressive regrets during in-person conversations tended to be part of arguments or opinions.

**Type and audience** Participants also specified whether they intended the messages to be seen or heard by individuals, or by multiple people. Twitter-regret participants were more likely to target multiple people (73% of Twitter regrets, versus 24% of conversational), likely because of Twitter's broadcast capabilities.

Certain types of regretted messages were more frequently intended for multiple people, especially on Twitter. When the intended audience comprised multiple people, rather than an individual, Twitter-regret participants were significantly more likely to report a blunder ($p = 0.008$), content that revealed too much ($p = 0.005$), or expressive/cathartic content ($p = 0.003$). Of Twitter blunders, 82% were intended for multiple people, versus 33% of reported in-person blunders. Twitter-regret participants often said that they wanted to tweet to friends, coworkers, or others interested in a specific topic, but regretted the tweet because they made an error that caused confusion or made them look bad. For example, one participant reported tweeting, "Congratulations to B for being elected ALA Councilor," intending the message for other librarians in South Carolina. She later realized that the individual was actually a candidate for the position, rather than having been elected, and regretted the tweet because "it was embarrassing."

Twitter-regret participants who regretted expressive or cathartic posts also tended to target multiple people rather than an individual (84% of expressive/cathartic regrets). Participants often hoped to share political or negative feelings with the general public or their friends because they "wanted to vent" or express their feelings "to anyone that would listen."

Regretted statements on Twitter that revealed too much also tended to be targeted at multiple people (80%). Many participants tweeted personal information, such as details about their lives or relationships, and then regretted sharing them on Twitter. Several participants also reported having both personal and professional accounts and regretting tweeting personal information on their professional Twitter accounts. For example, one participant said that he regretted tweeting "on my professional twitter account about a night of heavy drinking" because it seemed "unprofessional."

In contrast, conversational-regret participants were significantly more likely to report regrets that were direct attacks ($p = 0.024$) when the intended audiences were individuals (67%) rather than multiple people. Participants were typically angry or arguing with the recipient of the message. For example, one participant "screamed at my father that 'I hate him' in an argument" because his father kept him from attending a party. On Twitter, such attacks were commonly focused at groups (68%), and participants reported wanting their anger to be seen. For example, one participant had a conflict with a friend, and wrote "she's so annoying and whiny," intending "it to be seen by friends."

**Unintended audience** We also coded for when regretted messages had unintended audiences. In conversation, unintended audiences included people overhearing messages (e.g., by walking into a room) or being told about them. On Twitter, most of the tweets reported were public tweets. However, participants still had particular audiences in mind when they tweeted. Unintended audiences occurred because people other than the intended audiences saw or heard about the tweets.

For Twitter regrets, 13% had unintended audiences, compared to 5% of in-person regrets. Unintended audiences occurred most commonly on Twitter for regrets that revealed too much (23% of regrets that revealed too much), often because participants tweeted something private, insulting, or about work, which they later realized they didn't want everyone to know. For example, one participant described how she tweeted "something sexual and my [T]witter at the time was public, so I freaked out when I saw that my brother's screen name popped up on Recommended Twitter."

**Level of regret** To measure level of regret, we asked participants "In your opinion, how serious of a problem was it that you said the messages, at the time you said it" (or tweeted

it), based on a question from [65]. Participants responded from one (“Not at all") to five (“Very much so"). We consider participants who reported a four or a five to have had a high level of seriousness and below a four to have had a low level.

For Twitter, 18% of messages had high levels of seriousness. For conversational regrets, 38% had high levels of seriousness. However, the interpretation of the difference is somewhat ambiguous; the seriousness of regrets across contexts may not be directly comparable. For instance, a serious conversational regret may differ from one on Twitter.

### 3.4.3 Awareness of regret

Individuals must become aware of regrets to address them. Conversational-regret participants tended to become aware of regret more quickly and relied more on audience actions, such as body-language cues. Twitter participants more often reported realizing regrets themselves or had audience members tell them they should regret the message.

**Means of awareness** We asked each participant to describe in a free response how they became “aware [they] shouldn’t have said the message." Two coders created a set of codes for means of awareness based on types of awareness outlined in Meyer’s work on regretted messaging [65] using a set of 100 regrets (Table 3.2). The same two coders then independently coded the regrets based on these codes. A third coder also independently coded the regrets to break ties. In cases where all three coders disagreed, two coders reached a consensus. A regret could be coded for multiple, different means of awareness.

Participants became aware of regret using different means on Twitter and in person (Table 3.3). This is partially explained by the different contexts for Twitter and conversational regret. Audience body language is usually immediately available in person but typically absent on Twitter. Thus, 19% of conversational-regret participants described using audience body language to become aware of regret. Participants often realized the regret immediately when they saw their audiences’ facial expressions. For example, one participant reported calling “his cousin an asshole in-front of our entire family" and realized he should regret it “[w]hen everyone glared at me."

Conversational-regret participants were also more likely to report relying on audience actions to become aware of regret (26% for conversation, versus 7% for Twitter), also likely due to the intended audience’s physical presence. Such actions included storming out of a room, laughter, or sitting silently, which are difficult to convey over Twitter. Offline followups to Twitter messages, such as job termination or laughter, led to awareness for Twitter regrets, as did Twitter-specific online actions, such as being unfollowed or ignored.

Comparatively, Twitter-regret participants more frequently became aware of regret on

*Descriptions of Means of Awareness*

| | |
|---|---|
| **Self realization** | The individual realizes either by thinking about it or by just feeling bad that they should regret the message |
| **Audience says something** | The intended audience says something to imply that the person should regret the message |
| **Audience takes an action** | The intended audience does something to imply that the person should regret the message (e.g., stops speaking to the individual) |
| **Audience body language** | The individual realizes they should regret the message based on the intended audience's body language (e.g., smile, frown) |
| **Third party says something** | A person other than the intended audience says something to imply that the person should regret the message |
| **Third party action** | A person other than the intended audience does something to imply that the person should regret the message |
| **Third party body language** | A person other than the intended audience uses body language to imply that the person should regret the message |

**Table 3.2:** Codes for means of awareness

*Participant-Reported Means of Awareness*

| | **Twitter** | | **Conversation** | |
|---|---|---|---|---|
| Self realization | 58% | 275 | 39% | 294 |
| Audience said | 29% | 138 | 17% | 126 |
| Audience action | 7% | 32 | 26% | 191 |
| Audience body language | 0% | 1 | 19% | 143 |
| 3rd party said | 7% | 33 | 5% | 39 |
| 3rd party action | 1% | 5 | 1% | 8 |
| 3rd party body language | 0% | 1 | 0% | 3 |
| Other | 1% | 6 | 0% | 3 |
| Total | | 474 | | 747 |

**Table 3.3:** Means of awareness for Twitter and Conversation

their own (58%, versus 39% for conversational regrets). Participants in both conditions would often realize that the regretted message was something that they should not have said or tweeted, either after thinking about it or because they felt bad. As one participant put it: “Something inside just told me it was wrong." However, on Twitter, messages also remain available over time. Several Twitter-regret participants reported re-reading the message later and realizing that they should regret it, an option that is rarely available in person. For example, one participant tweeted, “Absolutely pointless," about her relationship and realized she should regret it when she “read over [her] tweets the next morning and thought it was dumb."

Twitter-regret participants were also more likely to report that their intended audience said something to imply that they should regret the message (29% of Twitter, versus 17% of conversational). This may partly reflect the wider audiences targeted by Twitter users but also how, on Twitter, people helped participants realize they should regret a message. Often, a friend or co-worker saw the message and contacted the participant to tell them that they should regret it. For example, one participant tweeted “Having fun on my day off. #callinginsick" and realized he should regret it when “[o]ne of [his] friends told [him] it wasn’t a good idea."

**Time until awareness** Conversational-regret participants also became aware of regrets more quickly than participants on Twitter. Based on wording used by Meyer [65], we asked participants “how much time passed between" when they tweeted or spoke and when they became aware they shouldn’t have tweeted or said the message. We found that the majority of conversational respondents became aware immediately (62%), with many of the remaining participants becoming aware within a few minutes (18%). Of the remaining 20%, the majority became aware the same day or the next day (13%). On Twitter, participants reported taking longer. Only 11% were immediately aware, while 29% realized within a few minutes, 33% at some point the same day, and 16% the next day. The majority of the remaining 11% became aware of the regret within a few days.

For some types of awareness, participants were more or less likely to become aware immediately. On Twitter, participants were significantly less likely ($p = 0.028$) to become aware of the regret immediately (4%), rather than later, when the audience said something to imply that they should regret the tweet. This is consistent with users tweeting and audience members later informing them that they should regret the content, implying a time delay. For conversational regrets, participants were significantly more likely ($p < 0.001$) to learn immediately (84%) from audience body language about a regret. They often reported realizing as soon as they spoke that they should regret the message due to the audience’s physical reactions. As one participant reported, “The moment it slipped

out, I knew I shouldn't have. The awkward looks and silence that followed confirmed that it was as bad as it sounded." In contrast, conversational-regret respondents were significantly less likely ($p < 0.001$) to become aware immediately (13%) when a third party told them something to imply that they should regret the message. The person about whom they were talking, or who was impacted by the message, often contacted them, delaying awareness. For example, one participant "told a coworker that I intended to leave my job in an open area" and regretted it "[w]hen I went to meet with my boss she told me she had heard rumors."

### 3.4.4 Repair strategies

After becoming aware of a regretted message, people often employ strategies to repair the impact, or potential impact, of the message. We asked participants about the repair strategies they used after tweeting or saying the messages, as well as the impact of these repair strategies. We found that conversational-regret participants most often chose to apologize, while Twitter-regret participants most often chose to delete regretted tweets. As occurred in regret awareness, Twitter-regret participants also took longer to repair regrets than conversational-regret participants.

**Frequency of repair strategy** We asked each participant to select repair strategies they used from a list taken directly from the conversational-regrets literature [66]. Participants in both conditions were provided with the options: "I tried to say something to offset the harm done," "I tried to justify or defend what I said to minimize its offensiveness," "I apologized for saying it," "I just acted like nothing had happened," "I denied or tried to take back what I said," "I offered an excuse for why I said it," "I didn't do anything." Conversational-regret participants were also offered the option "I employed a nonverbal behavior to indicate that I regretted it" (from the regrets literature), while Twitter participants were offered "I deleted the tweet."

Overall, we found that a similar proportion of Twitter- and conversational-regret participants took actions (did not report doing nothing) to repair regrets (82% and 84%, respectively). However, the distribution of repair strategies varied (Table 3.4). Conversational-regret participants most frequently chose to apologize (34% of strategies). Twitter-regret participants most often chose to delete regretted tweets (37%), an option unavailable in person. Both conversational and Twitter participants were relatively likely to try to make an excuse (11% of Twitter and 13% of conversational strategies), justify their messages (10% and 13%), and act like nothing had happened (12% and 10%). However, conversational participants were more likely to try to say something to offset the harm (12%, versus 6%

*Participant-Reported Repair Strategies*

| | Unsuccessful | | Successful | |
|---|---|---|---|---|
| | **Twitter** | **Conversation** | **Twitter** | **Conversation** |
| Delete | 111 | – | 134 | – |
| Apology | 53 | 173 | 72 | 218 |
| Act like nothing hppnd. | 44 | 70 | 38 | 42 |
| Excuse | 36 | 92 | 34 | 55 |
| Justify | 38 | 89 | 30 | 64 |
| Say something to offset | 17 | 77 | 22 | 67 |
| Deny | 10 | 50 | 10 | 31 |
| Non-verbal behavior | – | 40 | – | 30 |
| Other | 11 | 21 | 5 | 21 |
| Apology and delete | 30 | – | 38 | – |
| Apology and justify | 15 | 49 | 16 | 43 |
| Apology and offset | 5 | 52 | 12 | 45 |
| Apology non verbal | – | 25 | – | 19 |
| Total (participants) | 191 | 329 | 196 | 302 |

**Table 3.4:** Repair strategies for Twitter and Conversation

for Twitter).

**Success of repair strategies** These different repair strategies also met with varied levels of success (Table 3.4). Participants rated, on a five-point Likert scale, how successful or unsuccessful their repair strategies were. Participants who ranked their strategies as "successful" or "very successful" were categorized as having successfully repaired the regret. Approximately half of each of Twitter- and conversational-regret participants who took repair actions were successful. Controlling for seriousness of regret at the time of the message, several repair strategies emerged as significantly more likely to be successful or unsuccessful.

On both Twitter and in conversation, using an apology significantly increased the probability of success ($p = 0.043$ and $p < 0.001$ respectively). In person, making an excuse significantly decreased the probability of success ($p = 0.002$), while on Twitter, deleting the tweet significantly increased the probability of successful repair ($p = 0.038$).

Participants who apologized on Twitter varied in their use of online and offline apologies. Online, they apologized using a variety of means, including tweets, instant messages, and text messages. Offline, they apologized face-to-face or by calling impacted individuals. This choice of online or offline strategy seemed to depend on level of personalization and context. Several participants chose to apologize offline because they were confronted about a regretted tweet in an offline environment. For example, one participant apologized when

his tennis coach confronted him about an insulting tweet and and told the coach that he "would delete the tweet immediately." Other participants reported apologizing in person to make the apology more personal, writing, "It was personal," so "I called them personally."

Twitter is often a relatively public forum, and, as the regretted tweets often reached wide audiences, apologizing online could also allow participants to reach larger audiences. Participants reported using online apologies to add additional information to their original tweets or add corrections. For example, one participant described accidentally posting misinformation about an animal rescue. After realizing her mistake, she tweeted a correction and an apology. Online apologies were also used to reach large groups of people. One participant described how she "tweeted back so everyone could see my apology and called the person" that she had upset.

Apologies after regretted tweets were also often paired with other online actions. Of the regretted tweets participants apologized for, 54% were also deleted. After posting "something passive-aggressive about someone," one participant described how she tried to repair the situation by telling her "friend that I'd acted immaturely and that I was sorry." She also "deleted the tweet because [I] was embarrassed by my actions."

For in-person regrets, apologies tended to be offline and verbal, often face-to-face to a single person involved with the regret. For instance, one participant jokingly "insulted a friend only to find out his mother had passed away earlier in the week and hadn't told anyone." Once he found out, the participant "immediately apologized stating that [he] didn't know and offered [his] condolences." Such apologies were often paired with justifications (23% of conversational apologies) or explanations that tried to offset the harm (25%). One participant described criticizing how her husband had done the household chores. She explained that she "apologized, and I think maybe explained that I hadn't meant to sound as rude and critical as it sounded. I also thanked my husband for the work he had done and said that I was glad he was so helpful."

**Time to repair** Varied amounts of time passed before participants addressed the regretted messages. Participants responded to "When did you take these actions?" in free text. Two coders coded responses for all participants who used repair strategies other than acting like nothing had happened (1127 participants), based on the indication of the first repair. The coders reached a consensus on any disagreements. The categories were: Immediately/a few minutes after the regret (15 minutes or less), the same day, the next day, more than a day but less than a week, more than a week but less than a month, and one month or more. For 32 participants (29 for Twitter and 3 for conversation), the time period was unclear.

Conversational-regret participants tended to respond more quickly, as might be expected because they also become aware of the regret more quickly. Of conversational-regret

participants who actively tried to repair their regrets, 392 (67%) did so within a few minutes. The majority of the remainder did so the same day (78 participants, 13%) or the next day (49 participants, 8%). Alternatively, only 98 Twitter-regret participants (26%) who actively tried to repair their regrets did so within minutes; 131 (34%) tried to do so the same day, and 74 (19%) did so the next day. The majority of the remaining 10% took less than a week.

## 3.5 Limitations

There are limitations in our study design. We performed this study using Mechanical Turk. Although this potentially biases our sample, MTurk's population biases have been documented [76]. Samples and results from MTurk workers have also proven comparable to other online sources [20, 40]. We also took several measures to ensure quality responses. However, such quality control measures may also have biased our participant pool, potentially electing for more diligent or intelligent workers. It is unclear how this impact might differ from quality-control measures used for other survey methodologies. However, previous conversational-regrets studies drew from undergraduate populations [65, 66]; using MTurk allowed us to expand to a large, cost-effective sample relative to offline pools or alternative online sources.

Our survey design had additional, inherent limitations. We used the basic design from the conversational-regrets literature [65, 66] in which each participant recalled a single, regretted message. Thus, we don't have a true analysis of the frequency of different types of conversational or Twitter regrets. Based on the conversational-regrets design, we asked participants for the regret that first came to mind, rather than the most recent or strongest regrets. However, certain regrets may come to mind more easily or may be more or less embarrassing to detail in a survey. Thus, we may have an overrepresentation of memorable regrets and an underrepresentation of deeply shameful regrets.

The survey format was also a limitation. We asked participants for self-reported, recalled data. Participants may attribute more meaning to events occurring in the past when reporting on them in a survey. There was also potential for reverse causality issues. We tried to limit causality questions, but participants may have attributed factors like states of being to the regret, when they were actually caused by the regret. We could offer more conclusive results if we tracked participant behavior over time and noted actions, like repair strategies, as they occurred. For example, a diary-study approach could be used to supplement this work.

## 3.6 Discussion

We found that Twitter- and conversational-regret participants differed in the types of messaging regrets they reported, how they became aware of the regrets, and how they tried to repair the harm caused by the regrets. Time delays on Twitter, as well as lack of face-to-face communication with audiences, also caused awareness and repair on Twitter to occur more slowly than for conversational regrets. Based on these findings, we offer several early potential design directions for helping users prevent and repair Twitter regret.

**Detecting and preventing regret on Twitter** Although our participants took measures to repair harm caused by the regretted messages, they often would have liked not to have tweeted the messages. One way to potentially prevent regret on Twitter would be to develop tools to detect potentially regrettable messages and provide users with suggestions for when they might want to reconsider tweeting. Behavioral economics offers a potential direction to help prevent users from sending such tweets by using behavioral "nudges" to help people identify tweets they might not want to post [1, 7]. Such nudges are cues that suggest that users should alter a behavior without forcing them to do so.

We found that several negative emotions, including anger, stress, and frustration, tended to lead to regret on Twitter. A recent study of deleted tweets also found a slightly higher frequency of negative-sentiment keywords in tweets that were deleted [3], a common strategy for coping with regretted tweets. Prior to a tweet being sent, such negative states could potentially be detected using tools like sentiment analysis or word frequency. Word analyses could potentially also be combined with environmental cues, such as location, especially when users tweeted from mobile devices; 45% of regrets reported by Twitter-regret participants were made from mobile devices. Once a negative mood was detected, it might be possible to provide feedback to the user about the negative emotion, or, in a manner similar to Google Mail Goggles [72], lock them out until they could think more clearly.

We also found that certain types of regret related to broadcasting thoughts to wide audiences were more common on Twitter. Twitter-regret participants tended to report regretting revealing too much, revealing expressive/cathartic thoughts, and sharing with unintended audiences. Such types of regret might be preventable through better audience awareness or management on Twitter. Participants often regretted tweets that revealed too much or that were expressive/cathartic because they were seen by people the participants didn't want to see the tweets, or because people saw the tweets and were hurt. For these regrets, it might be possible to indicate more clearly who might view a tweet, for example by showing images of a user's followers. Interestingly, several tweets were sent by participants

who had protected accounts at the time of the regretted message (25% overall, and 21% for unintended audience). Participants tended not to accidentally tweet to the general public. Rather, their tweets were viewed by people they didn't initially anticipate would view the posts. This is in line with Acquisti and Gross' concept of "imagined communities" [2] and the concept of tweeting to an "imagined" audience [59]. One way to visualize the actual audience might be to show images of people who could view the tweet, potentially prioritizing by interaction level. For instance, Lieberman and Miller's Facemail prototype uses this approach for email [52].

**Promoting regret awareness** To address a regretted message, users must first realize that they should regret the tweet. We saw several methods for becoming aware of regretted messages that were unique to in-person conversation and could potentially be adapted for Twitter, as well as several techniques that were unique to Twitter and could be further emphasized.

In person, participants often quickly became aware of regretted messages, typically through physical cues. For instance, one conversational-regret participant experienced regret after his girlfriend "instantly became upset and started to cry." Other participants saw audiences storm out of the room or laugh. Twitter users, physically separated from their audiences, usually lack instant audience feedback.

One possibility for improving Twitters users' awareness of regret would be to improve their abilities to gauge potential audience reaction absent physical feedback. Researchers have studied the effectiveness of visualizing the sentiments conveyed in electronic communications. For example, Liu et al. prototyped an "EmpathyBuddy" for email that presents a line-drawn face that reacts to the emotion in the text [57]. Similar visualizations showing the sentiment conveyed by tweets might help Twitter users more quickly become aware of potentially regrettable tweets before tweeting them. A visualization that persisted after a user tweeted might also allow awareness to occur more quickly after a tweet.

We also found that Twitter-regret participants often reported being informed by their communities (e.g., friends, family, and co-workers) that they should regret messages, often over electronic means like text messages, or on Twitter itself. Lampinen et al. discussed how users of social networks collaboratively control disclosure [51]. Their participants used collaborative strategies to protect each others' privacy. Similarly, other individuals helped our participants become aware of regretted content. In some cases, these individuals were impacted by the message. In other cases, they were not. Developing easy mechanisms for people to tell someone about potentially regrettable tweets could mitigate potential regret.

Throughout our results, we saw that Twitter had a time delay compared to conversation, both in terms of time to awareness and time to repair. This was somewhat due to the lack of

immediate audience feedback; in cases where Twitter regret was informed by others, this response often came hours or days later. On Twitter, users cannot typically see immediate feedback, and audiences sometimes cannot immediately access messages, delaying regret awareness and potential repair. However, unique to Twitter, even when there was no negative reaction, participants regretted tweets because of the record provided by Twitter. Participants re-read their tweets and realized the message was regrettable. Creating tools that better help users review past tweets may also help them become aware of, and purge, possibly regrettable content.

## 3.7 Conclusion

In this chapter we used a Mechanical Turk survey to examine Twitter users' regrets during in-person conversations and on Twitter. We found that Twitter users tended to regret similar types of messages both on and offline, included a variety of types of critical messages and blunders. However, reflecting Twitter's broader reach, participants reporting regrets on Twitter tended to report regretted messages targeted at broad audiences, including expressive or cathartic messages, messages that revealed too much, or messages that reached unintended audiences.

In general we also observed that participants describing regrets on Twitter tended to become aware of the regrets more slowly than conversational-regret participants. Absent the physical cues and reactions available from offline audiences, Twitter-regret participants relied on becoming aware of regret through eventual self realization or when others told them they should regret tweeted messages.

These differences between online and offline regret offer some insight into potential mechanisms for improving sharing mechanisms on Twitter, or more broadly, online, with the goal of reducing regret. Because Twitter-regret participants tended to regret messages broadcast to broad audiences, behavioral nudge, or other educational mechanisms that help users become aware of potential audiences for their content may help reduce regret, especially for emotionally charged content. It might also be possible to add some of the absent offline emotional cues to online messaging to help users realize more quickly when they should regret content.

In the next chapter (Chapter 4) we expand on these insights by examining another potential way selective-sharing mechanisms may fall short, specifically when users may choose to self censor, or not share, because mechanisms do not meet their sharing needs.

# 4 | Understanding shortfalls: Self censorship on Facebook

In Chapter 3 I described examining regretted messages on Twitter versus regrets in conversation to identify causes and impacts of regret that could potentially be addressed by changing online sharing mechanisms to reflect methods people use to identify or address regret for offline messages.

However, in some cases, when online sharing mechanisms fall short, instead of a user regretting a shared message, the user may be unable to target a desired audience and choose, instead, not to share the message (to *self censor*). Looking at the content users self censor, and specifically the content users self censor because selective-sharing mechanisms may not meet their needs, can reveal where selective-sharing mechanisms could be adapted to help users better target desired audiences.

In this chapter I describe a diary- and interview-based study I performed (with colleagues) to examine the types of content participants chose to self censor on Facebook, as well as the portion of that content they may have shared if provided with optimal selective-sharing mechanisms. These results complement the results on online and offline regrets described in Chapter 3. They reveal potential shortcomings in current selective-sharing mechanisms that are not apparent when only looking at content that is actually shared and then regretted. Looking at unshared content provides insights into the types of selective-sharing mechanisms that might be necessary to allow users to selectively share currently self-censored content with desired audiences.

Most of this chapter was previously published at CSCW 2013 [81].

## 4.1 Introduction

Social networking site (SNS) users make decisions about what content to share and with whom. Sharing inappropriately can result in consequences ranging from regret to job loss [101]. SNSs provide tools that allow users to share content with some people and block other people from viewing content. However, sometimes instead of targeting a particular audience, users will self censor or choose not to share.

Lampinen et al. describe self censorship as one of the techniques SNS users rely on

to manage the co-existence of different social groups on SNSs [50]. Self censorship is an important ability; SNS users choose not to post content for a variety of reasons, including to protect their own and others' privacy and to prevent regret [50, 51, 101, 106]. In this paper we explore users' self-censorship decisions on Facebook, as well as the types of content they choose to self censor.

While self censorship can be a desirable behavior both on- and offline, users sometimes choose to self censor on SNSs because available access-control tools don't meet their needs. For a subset of self-censored content, users choose not to share because they would like only specific audiences to see the content, and those audiences are difficult, or impossible, to target given current interface design. We focus on understanding this subset of self-censored content and the potential impact of optimizing selective-sharing tools to allow users to share this content with their preferred audiences.

Selective sharing [42] occurs when users can share with only their desired audiences, by selecting people to share with or block. We look specifically at sharing that could potentially have occurred if participants had been able to target exactly their desired audiences (optimal selective sharing). Our intention is to explore the potential ability of tools to allow users to share a subset of currently unshared content.

This chapter has two primary contributions. Self censorship has been established as a means for preserving SNS privacy but has not been thoroughly examined. We seek to expand understanding of types of, and reasons for, self censorship on SNSs by examining self censorship on Facebook. Second, we provide insight into the subset of self-censored content users could potentially share given improved SNS-selective-sharing mechanisms, as well as the types of tools that would be necessary to allow users to share this content. Previous research tended to focus on shared content; by focusing on unshared content, we provide additional insight for creating selective-sharing tools.

To address these issues we examined the types of Facebook content that users were not sharing, and why. Specifically, we looked at the following research questions:

- **Q1:** What types of content are users currently not sharing?
- **Q2:** Why do users choose not to share different types of content?
- **Q3:** What subset of content that users currently don't share (unshared content) could potentially be shared if they could exactly target their intended audiences (i.e., given optimal selective-sharing mechanisms)?
- **Q4:** What attributes typify the groups with whom users would like to selectively share currently unshared content?

We ran a weeklong, 18-participant, diary study during which we asked participants to send us Facebook posts they thought about posting but decided not to share. We used

an in-lab interview to gather additional information about the content. We found that participants chose not to share a variety of types of content, especially entertainment and personal content. Participants would have shared approximately half of the unshared content if they were able to share with or block some combination of specific individuals, groups of individuals, and more ambiguous, attribute-defined groups.

## 4.2 Methodology

We wanted to determine what users were not sharing, and why (Q1,2), as well as the subset of unshared content that could potentially be shared using optimal selective sharing (Q3). We also wanted to explore attributes of the groups with whom our participants would have wanted to selectively share or block from viewing this subset of unshared content (Q4).

The study had two phases and took place in April and May of 2012. First, participants took part in a weeklong diary study during which they used SMS messaging to report all instances of unshared content on Facebook (i.e., content intentionally self censored). Participants also filled out nightly surveys to further describe unshared content and any shared content that they decided to post on Facebook. Next, qualified participants took part in in-lab interviews. The interview provided more details about reported, unshared content and a better understanding of participants' decisions on when to share. We asked about participants' reasons for deciding against sharing, as well as the people, if any, participants hoped would see or wanted to block from viewing their content.

We iteratively coded each piece of unshared and shared content that we were able to ask participants about in the final interviews (122 piece of unshared and 83 pieces of shared content) for types of content, the types of groups the participant wanted to share with or block from viewing the content, and the participant's reasons for not sharing.

### 4.2.1 Recruitment and Demographics

We recruited 18 participants from a campus participant pool website, Craigslist, flyers, and a targeted Facebook ad. They were screened online for high English proficiency, a minimum age of 18, at least 6 months of Facebook use, frequent Facebook use (more than once per week), texting regularly (at least once per week), and having frequently held back content on Facebook (at least 3 pieces of unshared content over the past week). Thirty potential, qualified participants were sent online instructions for participating in the diary study, including 8 students. The instructions are included as Appendix B.1.

Nineteen of the 30 recruited participants completed at least one nightly survey, and 16

| *Code* | *Age* | *Gender* | *Occupation* | *Unshared items* | *Shared items* |
|---|---|---|---|---|---|
| P01 | 20 | F | Engineering student | 7 | 4 |
| P02 | 26 | M | Engineering student | 8 | 4 |
| P03 | 20 | M | Business administration student | 1 | 3 |
| P04 | 33 | F | Social science student | 24 | 0 |
| P05 | 30 | M | Dental student | 4 | 3 |
| P06 | 26 | M | Unemployed | 2 | 2 |
| P07 | 23 | F | Non-profit | 13 | 5 |
| P08 | 29 | F | Art/writing/journalism | 3 | 11 |
| P09 | 25 | F | Non-profit | 1 | 8 |
| P10 | 28 | M | Human resources | 10 | 4 |
| P11 | 26 | M | unemployed | 6 | 7 |
| P12 | 25 | F | Art/writing/journalism | 4 | 5 |
| P13 | 51 | F | Business/management/finance | 9 | 7 |
| P14 | 24 | F | Lab manager | 8 | 1 |
| P15 | 24 | M | Art/writing/journalism | 2 | 7 |
| P16 | 32 | F | Unemployed | 12 | 8 |
| P17 | 22 | M | Architecture student | 4 | 2 |
| P18 | 21 | F | Engineering student | 4 | 2 |

**Table 4.1:** Participant demographics

out of 30 completed the full study including the final interview. Two additional qualified student participants received the link to the instructions from friends and participated in the full study, resulting in 18 participants.

Participants ranged in age from 20 to 51. Ten were female, and seven were students. Table 6.1 summarizes participant demographics. Participants were compensated $20 for the final interview and $2 per nightly survey completed, up to a total of $34. We also reimbursed $6 for parking.

### 4.2.2 Diary Study

The diary study lasted seven days. Participants had continuous access to a set of online instructions. Participants sent SMS text messages whenever they thought “of things that they would like to post on Facebook but decide[d] not to post." They were asked to describe the potential post and include the type of post it would have been (e.g., wall post, photo, link, etc). This SMS-based approach was based on the technique used by Brandt et al. [19].

Every night, each participant was also sent a link to an online survey, which contained questions for each piece of unshared content. Participants could provide more detailed descriptions of unshared content and reasons for not posting. Participants were also prompted with questions about the people with whom they would have liked to share or would have liked to block from viewing each item. These questions were open ended,

allowing participants to either name specific individuals or define their own notions of the people that would have constituted a “group" for sharing. The interface allowed participants to add additional unshared content, so they were not bound by the SMS messaging system. The survey also asked participants to describe content they had shared that day (shared content). If a participant had not shared any content, they were asked to fill out an auxiliary question about why they had not shared. We hoped to ensure a baseline level of effort and minimize incentives not to report.

We used this diary study and survey system because users can think of unshared content throughout the day, and we wanted to capture this as it occurred. This technique also allowed a participant to provide a quick “digest" of unshared content through the SMS system, and, if they were busy, return to the survey at a more convenient time to provide details.

### 4.2.3 Semi-Structured Interview

Participants who completed at least four surveys qualified for a final, in-lab interview (18 participants). We chose a semi-structured approach, which allowed us to capture similar types of data across all the interviews while maintaining the flexibility to explore the varied content reported. The interview script is included as Appendix B.2.

The interviews each lasted approximately one hour and occurred in a lab. One researcher served as the primary interviewer and interacted with the participant. A second researcher served primarily as a note taker. All interviews were audio recorded.

We used participants' shared and unshared content to explore our four research questions. We went through each piece of unshared content, and the participant's nightly survey responses, and probed for details on the content, reasons for wanting to share and not sharing, and, when relevant, details about the groups the participant would potentially have wanted to share with or block. For example, we asked the participant to describe the unshared content in more detail, to further explain why they decided not to post it, and to expand on their relationships with or common characteristics of the people they would have wanted to share content with or block. We also asked participants about their willingness to share each item, given selective-sharing mechanisms, as well as for additional details on shared content and a series of questions on SNS usage and privacy habits.

Prior to study launch, we refined our methodology by piloting with 10 additional participants who are not included in analyses.

### 4.2.4 Data coding and analysis

To analyze the data, we looked at each piece of nightly survey content that we were able to discuss with participants during the final interviews. We removed any content that we were unable to discuss in the interviews, either because the participant did not complete enough nightly surveys to qualify for the interview or because the participant submitted too many items to allow for discussion of all content (only P04, who submitted 52 pieces of unshared and 32 pieces of shared content). Table 6.1 lists the number of shared and unshared items included in the analyses for each participant. We coded each item for the type of content, the participant's reason for not sharing, and the types of people with whom the participant would have wanted to share and/or block (where relevant). Our coding process was based on that used by Kairam et al. to code content shared on Google+ [42] as well as the technique used by Naaman et al. to code Twitter data [69].

To create codes, two researchers each independently coded a random selection of 50 items, using data from the nightly surveys and notes from the interviews. Based on those codes, the researchers collaboratively created a set of high level codes and independently coded the majority of the remaining data. The two researchers then iteratively coded all the data with updated codes two additional times. Between each iteration, the researchers updated the coding scheme based on shortcomings from the previous round. Using the final codes, the researchers went through their independent codings and discussed and agreed on any codes that differed. This process produced the set of codes used in the analyses.

Analyses presented in this paper are intended to be entirely qualitative. Numbers are intended to illustrate results from the sample but are not meant to indicate statistical significance or quantitative generalizeability. Examples are only intended to illustrate trends seen during the study.

## 4.3 Results

Participants self censored a variety of types of content, especially those related to external material (content unrelated to the participant), like entertainment. They most commonly chose not to share because they were trying to control how they presented themselves, and they would have shared about half of unshared content, given optimal selective sharing. The groups participants wanted to use for this optimal selective sharing included specific individuals, specific groups of individuals, as well as more dynamic groups that depended on context.

In this section we outline the types of unshared content, the reasons participants chose

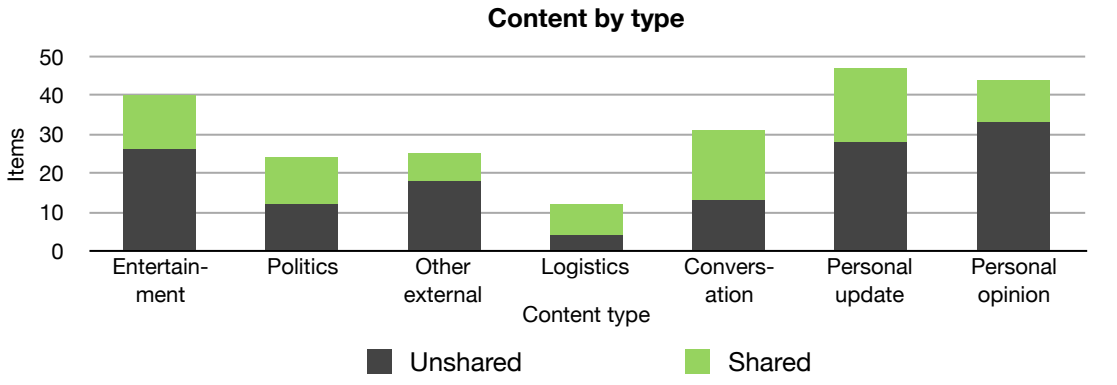


**Figure 4.1:** Shared and unshared content by type

not to share, how much of that content would have been amenable to selective sharing, and the characteristics of the groups that would have been necessary to allow participants to have selectively shared that subset of unshared content.

### 4.3.1 Types of unshared content

We coded shared and unshared items into one or more of seven categories. We split items based on whether they were external content (e.g., entertainment, politics, or other external content), personal information, or related to planning or conversation. This led to three external categories: **entertainment**, **politics**, and **other**; two personal content categories: **personal update** and **personal opinion**; and categories for **conversational** content and **logistics**. Figure 4.1 shows the number of unshared and shared items in each category. These categories were roughly based on those Kairam et al. used for reasons to share Google+ content [42]. Items could be coded in multiple categories.

#### External content

External content included references unrelated to the participant. It could be intended to entertain, inform others, or allow the individual to express an opinion about the outside world. There were three subcategories: **entertainment**, **politics**, and **other**. We also noted when it included an opinion.

**Entertainment:** Examples included references to or articles about movies, television, sports, or music. This category contained 21% of unshared and 17% of shared content (26 and 14 items respectively). Unshared entertainment content tended to contain more material that could potentially offend. Several items contained explicit language or drug references. P17, for example, considered sharing a “weird" video that included drug-

related content, but decided not to because her “family in Austin is really religious…they would’ve called [her] about it."

Half of unshared entertainment items included opinions, as opposed to three shared items. In contrast, shared entertainment content tended to advertise without a stated opinion. For example, several participants posted to advertise concerts.

**Politics:** Content that referenced politics, current events, or activism was coded as politics, which included 10% of unshared and 15% of shared content (12 items each). The majority of the unshared political content was considered potentially controversial. P04, for example, decided not to post a “Link to article about young black republicans" to try to avoid controversy. On the other hand, shared content trended more toward current events. P12, for example, “posted a link to an article about the slow recovery from the BP Oil Spill in Louisiana." She explained, “it was one of the few instances when there was something kind of political and I put it up anyway," because it “was the true story and what’s seen."

**Other external content:** This category included items that referenced content not related to the participant, entertainment, or politics. It included facts, quotes, pictures, and jokes, and included 15% of unshared and 9% of shared content (18 and 7 items respectively). Many sharing decisions depended on context. For example, P18 considered sharing “a recipe for a cake I saw posted by a friend from high school" but decided not to share because “I haven’t spoken to her in a while and it would be awkward."

### Personal content

Personal content related to a participant’s life or general opinions and included **personal updates** and **personal opinions**.

**Personal updates:** These were items that described something that happened in a participant’s life. Examples included content about the participant’s day or about events the participant took part in, including photos. Personal updates made up 23% of the unshared and shared content (28 and 19 items respectively). Participants often decided not to post personal updates because they were too “frivolous" or not “creative" enough. For example, P10 thought about posting “Kicking ass and taking names!!! Happy Monday!!!" but decided not to because it was “very vague very generic, didn’t think it was very creative." Participants also didn’t post because they felt their personal updates were too negative or sounded like they were “whining." P16, for example, thought about posting about a fight between her and her boyfriend but decided not to because it was “grumpy." Shared personal updates tended to be relatively positive or straightforward.

**Personal opinions:** Opinions unrelated to external content were coded as personal opinions. These included how the participant generally felt about life, such as “having a

stressful day," or more general opinions such as “We are way too old to be celebrating 420 day." Personal opinions included 27% of unshared and 13% of shared items (33 and 11, respectively). As with updates, many unshared personal opinions tended to be negative. Participants also worried that some might offend or start an argument. For example, P05 considered posting about how she disapproved of the Pokemon tattoo her brother-in-law was considering but decided against the post “because he wouldn’t have liked it and it really wouldn’t have made a difference anyway."

#### Conversation and planning

**Conversational:** This category included conversational niceties without additional content, such as birthday wishes or replies to posts that did not include additional content. This category included 11% of unshared and 22% of shared content (13 and 18 items respectively). Participants tended to not post conversational content based on potential social awkwardness. For example, P07 thought about wishing a friend happy birthday but decided not to because she hadn’t “talked to him in a long time."

**Logistics:** Logistics included posts related to making plans. More were shared (8 items, 10%) rather than unshared (4 items, 3%). When participants didn’t share, it tended to be due to offline, social reasons. For example, P05 decided not to discuss lunch plans, because he didn’t know one of the people involved in the conversation well enough.

### 4.3.2 Reasons for not sharing

We were also interested in reasons for self censorship. We asked in the surveys and the final interview, for each unshared item, why participants decided not to share. Responses tended to fall into one or more of five categories:

- **Argument/discussion**: Didn’t want to start or participate in an argument or discussion.
- **Offend**: Didn’t want to offend or hurt someone.
- **Boring/repetitive**: Felt the content was redundant, boring, or not interesting enough.
- **Presentation of self**: Felt the content went against the way the participant wanted to present him/herself (e.g., “seemed silly" or “don’t like to post that kind of thing").
- **Inconvenient**: Prevented from posting due to time or technology (e.g., location made it difficult to post).

Figure 4.2 summarizes the number of items in each category. Presentation-of-self issues were most common (34%, 41 items) by a small margin; however, the remaining reasons each applied to approximately 20% of items. Percentages add up to over 100% because

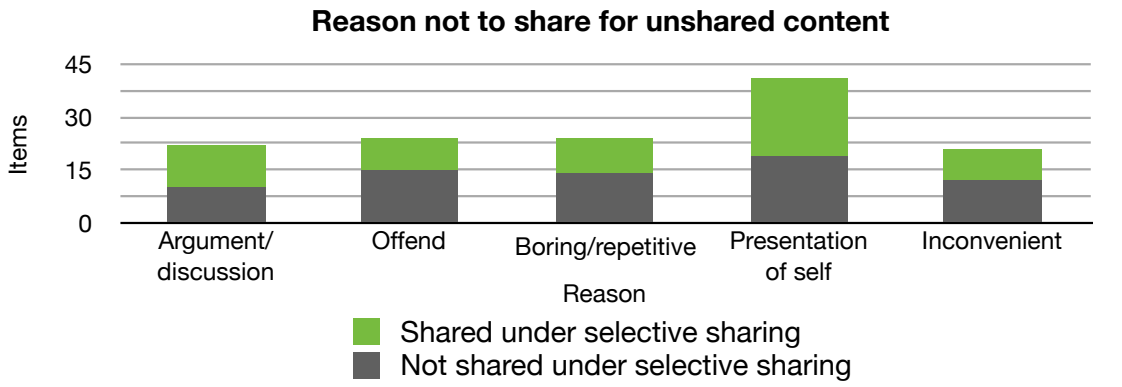


**Figure 4.2:** Reasons not to share unshared content

some items were not shared for multiple reasons.

Several reasons emerged more frequently for different types of content. Approximately half of entertainment and personal updates weren't shared because of presentation-of-self concerns, and slightly over half of political items weren't shared because participants didn't want to start or participate in arguments or discussions. Almost half of personal updates also weren't shared because participants were worried that the items would be boring or repetitive.

### 4.3.3 Potential for selective sharing

Participants would potentially have shared a subset of the unshared content if they could have exactly targeted particular audiences under optimal selective sharing. To isolate this subset, we used two Likert scale questions to judge participants' willingness to share given an optimal ability to selectively share with desired audiences. For each item of unshared content for which a participant provided a potential group that they would have liked to have shared with or blocked, we asked the participant to imagine that they either "could have shared this content only with" the people they wanted to share it with or could have "prevent[ed]" the people they didn't want to see it from viewing the content. To increase generalizability, we did not specify the interface that would be used to share the content, only that it would exactly target desired audiences. Responses were on a five-point Likert scale where a one was "very unlikely" and a five was "very likely." We consider a participant who indicated above a three for either question to have been potentially willing to share given optimal selective-sharing mechanisms. If a participant answered above a three for sharing and/or blocking selected people, we analyzed the people with whom the participant indicated they wanted to share and/or block. Overall, 60 out of 122 unshared items (49%) would have potentially been shared given optimal selective sharing. Of those,

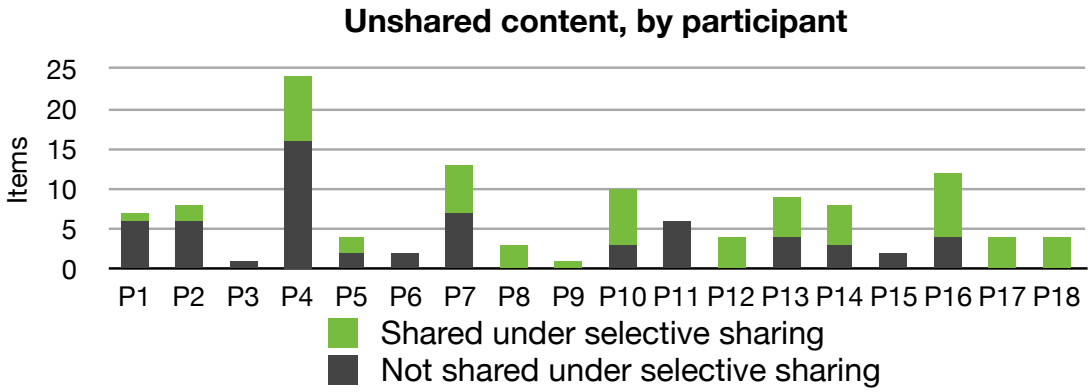


**Figure 4.3:** Unshared content participants were willing or unwilling to share, given optimal selective sharing

57 would have been shared if the participants could have shared with only a desired set of people, and 25 would have been shared if the participants could have blocked people from viewing content. Figure 4.3 shows each participant's potential willingness to share given optimal selective-sharing tools.

Although our small sample limits the generalizeability of these results, this indicates that participants could have potentially shared a relatively large subset of their self-censored content if they could have exactly targeted desired audiences.

#### Types of content for selective sharing

Participants would potentially have selectively shared approximately half of each type of content. External content tended to be amenable to selective sharing because participants wanted to share items with people who would have been interested and block people who might have been offended. For example, P08 considered posting "a lot of angry status updates" during a hockey game she was watching but decided not to because others were already doing so. She would have posted if only her hockey friends had been able to see the posts because they would have been interested. This was common for unshared entertainment content, which participants often felt only a subset of people would be interested in and/or other people might be offended by. A similar dynamic occurred with political content, with more of an emphasis on avoiding debate. This might have been expected because participants often decided not to share such political content to avoid argument or discussion.

Approximately half (15 out of 28 items) of personal updates would have potentially been shared with optimal selective sharing. Participants often wanted to share with people

who were “close friends" or who they saw regularly who would understand or appreciate the posts. For example, P16, who considered posting about a fight with her boyfriend, only wanted to share with a small group of friends because “they can relate, because they know more about me and we talk about more personal things with each other." Participants would have potentially shared 42% of personal opinions (14 items) given optimal selective sharing. In several cases, participants wanted to share opinions with people who would understand the context. P07, for example, wanted to post “don’t have pets if you’re not prepared to take care of them!!!" after a bad experience cat sitting but only wanted mutual friends of the person who the post was directed at to see it.

Items for which participants wanted to control presentation of self or didn’t want to start an argument or discussion were most amenable to selective sharing (slightly over half). Participants tended to want to share items with presentation-of-self issues with close friends or people who would be interested in or understand the content. For example, P07 thought about posting about her frustrations at her babysitting job to get advice, but chose to self censor because she didn’t think babysitting was “cool." She would have preferred to share only with particular people who also babysat. Participants who chose not to share because they didn’t want to get involved in an argument or discussion tended to want to share with people who agreed or thought the same way about potentially controversial content. P04, for example, considered posting a link to an article about “cohabitation and divorce." She decided against posting because she had a lot of Facebook friends who were religious Christians who disapproved of cohabitation, and she wanted to avoid a long discussion.

### 4.3.4 Types of groups

For participants to selectively share the desired subsets of content, they would need to be able to specify, using the interface, the individuals or groups with whom they wanted to share. We asked participants to specify who they did and did not want to view each unshared item, so we could understand the kinds of groups participants would need to create to express their optimal selective-sharing preferences. We looked at the number of people in, and characteristics of, the groups.

#### Number of people in group

We coded the people with whom participants did or did not want to share each item into one or more of the following: a **specific person** (e.g., “my sister," “Tim"); **specific people** defined as a countable set of people (e.g., a group of ten close friends); or an **ambiguous group** defined by one or more attributes or relationships (e.g., “hockey friends"). Percent-

ages add up to over 100% because participants sometimes specified multiple sets of people they wanted to share with or block (e.g., a specific person and an ambiguous group).

Participants specified individuals or groups with whom they wanted to share for 92 out of the 122 unshared items (75%). For the remaining items they were willing to share with everyone or weren't willing to share with anyone. Of the groups associated with the 92 pieces of content, we looked at those with which participants would have shared given optimal selective sharing (53/92 items). Of the groups that would have been useful for selective sharing, 47% (25) were ambiguously defined, 30% (16) were groups of specific people, and 33% (17) were specific individuals. Participants specified individuals or groups to block from viewing content for 57 items (47%). Of these, participants said that blocking 23 of the groups would allow them to share the content items under optimal selective sharing. Of these groups that would have been useful for selective sharing, 74% (17) were ambiguously defined, 13% (3) were specific groups of people, and 26% (6) were specific individuals.

These results partially imply that our participants were not using Facebook's current custom privacy settings. Participants indicated that they wanted to share with single individuals or specific people, which could be done on Facebook. More ambiguous groups also accounted for a relatively large percent of potentially useful groups. They tended to be attribute-based and consisted of both concrete groups (e.g., classmates) and more context-specific groups (e.g., people who would disagree with a post). Such groups would require more extensive user effort or new tools. For example, a user could set up a school-based group ahead of time but might have more difficulty creating a group defined by people's feelings toward a topic.

#### Group characteristics

We also looked at characteristics associated with the individuals and groups with whom the participants would have liked to have selectively shared. We coded each individual or group into one or more of the following categories:

- **Work/school**: Work or school at any stage of the participant's life (e.g., coworkers, classmates, high school).
- **Demographics**: Age, gender, geography, race (e.g., younger relatives, male/female).
- **Family**: Relatives (e.g., mother, extended family).
- **Close friends**: Close relationships (e.g., close friends, people seen on a regular basis, boyfriend/girlfriend).

| Shared | Total | Specific person | Specific group | Ambiguous group |
|---|---|---|---|---|
| Work/school | 17 | 0 | 6 | 11 |
| Demographics | 10 | 2 | 4 | 6 |
| Family | 6 | 3 | 2 | 3 |
| Close | 9 | 3 | 6 | 0 |
| Not close | 2 | 1 | 1 | 1 |
| Relationship to post | 33 | 11 | 11 | 16 |
| **Total items** | **53** | **17** | **16** | **25** |

**Table 4.2:** Characteristics of groups participants wanted to share with for optimal selective sharing, by type of group

| Blocked | Total | Specific person | Specific group | Ambiguous group |
|---|---|---|---|---|
| Work/school | 8 | 1 | 2 | 6 |
| Demographics | 4 | 0 | 0 | 4 |
| Family | 2 | 0 | 2 | 1 |
| Close | 1 | 1 | 0 | 0 |
| Not close | 7 | 2 | 0 | 6 |
| Relationship to post | 13 | 5 | 1 | 10 |
| **Total items** | **23** | **6** | **3** | **17** |

**Table 4.3:** Characteristics of groups participants wanted to block for optimal selective sharing, by type of group

- **Not close friends**: Lacking close relationships (e.g., “not close to," someone never met, “frenemies").
- **Relationship to post**: Interested in the post, felt a certain way about the post, personally relevant to the post (e.g., “feel the same way as me," person the post was directed at, interested in the content).

A summary of the characteristics of the groups associated with the items participants would have been willing to share if they could have targeted or blocked specified people is in Tables 4.2 and 4.3. These categories are similar to those that emerged in other research on grouping [42, 46, 50, 105].

Based on the 53 items that participants said that they would have been willing to share if they could have shared with selected individuals, the most frequent attribute was the person or group’s relationship to the post (62%, 33 items). It was slightly more likely to occur for a specific person or ambiguous groups. Participants tended to want to share only with people at whom the content was directed or people who would be interested in an

item. For example, P08 “had tickets to an advanced screening of The Avengers and almost posted about how excited [she] was to see it using a bunch of profanity." She wanted to share it with her friends who liked comic books and video games and was “sure I would have posted it if it was just like the people I know like it would’ve seen it." But, as she pointed out, “I don’t have a group for comic book friends, mostly because I don’t know who would like it, there are people who like things I don’t know about." Determining these more complex, ambiguous relationships to posts that rely on time-of-post decisions would be relatively difficult.

The second most common attribute was work/school (32%, 17 items), which only occurred for groups of specific people and ambiguous groups. For specific groups of people, this attribute tended to be associated with a close group of friends that included people from school. Such specific groups would be relatively easy to define using a selective-sharing mechanism, because they are at least partially defined by a concrete common attribute. When participants defined more ambiguous groups using work/school, they tended to be people who would be interested in the content and who either currently went to school or worked with the participant or went to school with the participant in the past. P08, for example, wanted to share content about a hockey game with “hockey friends," who also tended to be college friends. Defining these more ambiguous groups would be more difficult with current tools and might not be encompassed by the work/school attribute.

Relationship to post also occurred most frequently for the 23 items that participants would have been willing to share if they could have blocked a specific group of individuals (56%, 13 items). Again, it was more likely for specific people and ambiguous groups. For specific people, participants tended to want to block the person who originally posted the content they were planning to comment on or people who might be offended. For example, P12 considered posting “some links to articles I read on NPR and WeArePowerShift.org - very political stuff." She didn’t mind the general public seeing the content, but wanted to block her boyfriend’s dad and other conservative friends from viewing it.

Work/school was also the second most common attribute for people participants wanted to block. However, for blocking selected people, but not for sharing with selected people, “not close friends" emerged as the third most common attribute. This attribute characterized specific individuals and ambiguous groups. Participants tended not to want to share more personal content with people who didn’t know them as well. For example, P14 considered posting about a stressful day but didn’t want to share it with people she wasn’t as close to. As she put it “if they’re better friends with you then they don’t necessarily care if you’re venting or complaining." Such groups would be relatively difficult to capture using current tools because they tended to be context-specific. They

ranged from friends-of-friends to the “frenemies" P13 considered too “weird" to know about her evening plans.

## 4.4 Limitations

This study had several primary limitations. First, it was qualitative, limited to a small sample, and did not consider unshared content in a cross-cultural context. Conclusions, therefore, lack broad generalizability. Our sample also skewed young. This age skew partly reflects SNSs; in 2010, approximately three-quarters of SNS users were 35 or younger [34]. However, future work examining differences in self censorship across age levels would also be interesting.

Using a diary study also introduced bias. Participants were aware of the purpose of the study; as part of a “study on Facebook usage" they were asked to report “everything you think about sharing on Facebook but decide not to post." Texting in content and filling out surveys likely primed them to think about Facebook, unshared content, and audiences. When asked, participants did not feel they had changed their behavior due to the study. However, about a third mentioned being more aware of what they posted and unshared content. This may have pushed them to think more about self censorship.

The study structure also relied on self-reported data based on hypothetical scenarios. Actual behavior does not always match what participants say they will, or mean, to do. These issues could be partially addressed in future studies by designing studies to focus on actual behavior. One possibility would be to examine the differences in types and levels of sharing that occur under different interface designs or when a user is instructed to share in different manners (e.g., posting only for oneself, for close friends, etc). Focusing on behavior might reduce the limitations of self-reported hypothetical data and could allow for less priming.

Finally, this study was only able to capture a subset of self-censored content. There is a spectrum of how likely a user would be to post an unshared item, which ranges from content they are almost prepared to post (e.g., at the keyboard and have fully composed) to vague ideas that they decide they probably shouldn’t post. Responses to this study mostly included more fully-thought-out ideas, although there were some vague thoughts. It likely missed more of what people self censor before ideas are fully developed.

Participants may also have been less likely to report sensitive or embarrassing content. To reduce participants’ sensitivity, we avoided face-to-face interaction until after the diary study. We believe this was at least partially successful; participants reported some potentially sensitive items that included profanity, political opinions, and drug references. There is also likely content that is so sensitive that it is self censored in an ingrained way

and was not captured. Future work might accompany an approach like this by using a survey to try to probe more ingrained self censorship by asking participants if they would consider posting content on a variety of more extreme topics (e.g., sexual content, violence, etc.).

## 4.5 Discussion

Participants self censored content, often because they wanted to manage how they presented themselves to various audiences or to avoid argument or discussion. They indicated that they would have potentially shared about half of this self-censored content, across content types, given the ability to optimally target audiences. The people participants wanted to share with, or block, ranged from those captured by current Facebook privacy controls to ambiguous, context-specific groups that would require more sophisticated mechanisms. We discuss why participants seemed not to use Facebook's custom privacy settings, participants' uses of alternatives to self censorship, and some high-level design suggestions for capturing selective sharing preferences.

### 4.5.1 Reasons for not using Facebook custom privacy settings

In general, participants didn't use Facebook's custom privacy settings to control who could see content. At the time of the study (April-May 2012), Facebook offered the ability to set the visibility of a post to the general public, friends-only, lists of friends defined either automatically by Facebook or manually by the user, or a post-specific list of people. Users could set a default to public, friends, or a custom list. Most participants used a friends-only default setting. Some, like P03, felt that friends should be able to "see everything," while others, like P15, assumed that anything posted on Facebook was available for a general audience. A few participants had set up friend lists at some point but tended to have used them once or set them up and then stopped maintaining them. P18, for example, had used the friend lists feature when it first appeared but hadn't continued to actively use them. This behavior is consistent with the literature. Kelley et al. found that users tended not to want to use previously created groups for sharing [46], Strater and Lipford found that users both had trouble understanding Facebook privacy settings and tended not to revisit them once set up [86], and Karr-Wisniewski et al. found that users did not use provided grouping tools [45].

Several participants found Facebook's grouping and privacy features too confusing or difficult to use. P01, for example, hadn't recently adjusted her settings, even though she realized Facebook had changed their privacy settings, and said that "it kind of worries me

that I haven't messed with it." She both found the settings confusing, admitting that "I'm not really sure how lists work" and felt that Facebook was something she quickly logged on and checked, not something she sat down and used long enough to bother with the settings. P08 pointed out that she frequently posted status updates from the Facebook mobile app on her phone, where "it's easier to just not post than to go in and mess with the settings."

Other participants didn't trust Facebook. Some didn't trust Facebook to maintain their privacy settings. P16 put it "Like maybe one day they'll just take off all the permissions, like just for fun…so I never know if that's going to happen, since Facebook seems to have a negative track record in most people's minds, I just try to censor myself." Other participants didn't trust themselves to configure the privacy settings and understand how they would propagate.

This suggests that for preferences that could have been captured by Facebook's current tools, users might require better, built-in, education about Facebook's privacy controls, a better interface, or an overall increased level of trust in Facebook's data privacy. One potential direction might be to increase the visibility of available tools and their impact on sharing. Many participants seemed confused about available custom privacy settings and friend lists and how they could be used; increasing transparency could increase their abilities to use such tools and might potentially increase trust in Facebook.

### 4.5.2 Alternatives to self censorship

Lampinen et al. describe strategies SNS users rely on to mitigate the co-presence of multiple social groups on SNSs. One of these strategies is self censorship. However, users also rely on other strategies, including choosing "channels of communication" and dividing up who can see what content [50] both of which our participants described.

Consistent with "dividing the platform," Facebook includes "group pages" that allow users to post content to particular groups. Unlike the other privacy features, participants used the group pages to post content for particular, self-selected groups. Several participants used groups affiliated with interests, school, or work to post and read content, participate in discussions, and advertise events to interested people.

Stutzman and Hartzog also describe how SNS users can choose to use different social network services to maintain "privacy, identity, utility, and propriety" [88]. Participants mentioned using different channels of communication as ad hoc privacy controls to varying degrees. Some used chat for more private communications. Others used locked and unlocked Twitter accounts to post personal content they felt was unfit for Facebook. Several felt they could better limit who was following their content on Twitter. P08 for example,

was friends with her young sisters on Facebook, and said “I have been kind of watching things I post [on Facebook] because they’re on it a lot, so I’m trying not to swear as much or post a whole lot of crazy things." Instead, she would “post it somewhere else like on my Twitter or on my blog or something" where she felt her sisters couldn’t find the content as easily. Such behavior was in line with Stutzman and Hartzog’s observation that SNS users relied on a strategy of “practical obscurity" to make it difficult to find certain accounts and maintain privacy [88]. Other participants felt they could better track who viewed Twitter content, even with public accounts. This might indicate a desire for a simpler sharing interface. Participants tended to be wary of how their content would be shared through friends of their friends on Facebook.

### 4.5.3 Potential improvements to selective sharing

Participant interest in selectively sharing currently self-censored content (approximately half of currently unshared items) suggests a desire for selective-sharing tools that would allow them to share with the groups encompassed by their desired audiences. To allow users to share such content would require interface tools that captured the more ambiguous groups participants wanted to target for selective sharing. They would require context-specific information or information often unknown to the user. As outlined in Chapter 2, machine learning solutions are being developed to help users dynamically create groups. Facebook provides a rich dataset for machine learning, including posts, group pages, likes and a user’s own and friends’ profile data.

Participants often wanted to share with or block audiences that were relevant to posts. This might require tools that could target groups related to topics people are interested in or might disagree with. Defining these traits could require discovering traits, like “geeky comic book friends" or friends with liberal political views that users might not know themselves but might find useful for sharing. One potential method would be to rely on self-identification. For example, a user could indicate that she wanted to share with “comic book lovers" and wait for people to indicate an interest. Alternatively, a user or algorithm could try to identify characteristics that typified a trait. Such a system might be similar to the Hummingbird system for Twitter. Hummingbird uses Twitter hashtags to allow users to indicate the topics of their tweets and then request and approve others’ requests for access by topic [23]. Participants also sometimes wanted to just target individuals involved in a conversation around a post; future tools could make it easier for users to limit a post’s audience to people who had previously been involved in a conversational thread. Some combination of these tools could help facilitate users’ abilities to target content to people relevant to posts.

## 4.6 Conclusions

In this chapter I used a diary- and interview-based study to examine the types of content participants self censored on Facebook and found that participants commonly self censored external content, especially entertainment items, closely followed by personal content. We also found that participants most often tended to self censor to better control their presentation of self.

We used the reported self-censored content to explore how much of this self-censorship behavior occurred because of limitations of selective-sharing mechanisms versus a broader desire not to share the content. We found that participants thought they might share approximately half of the currently self-censored content if they could have exactly targeted their desired audiences.

In this context, self censorship, like regret (outlined in Chapter 3), represents a metric for measuring shortfalls of current access-control or selective-sharing mechanisms. Thus, to improve selective-sharing tools to allow users to share more, it might be possible to focus on creating mechanisms that allowed participants to usably target the audiences they described.

In some cases participants described wanting to target specific individuals or groups of people that they would have been able to target using currently available tools. They tended to choose not share using current mechanisms because they felt tools were not trustworthy or were inadequately usable. Chapter 5 examines how this dynamic can lead to choice between channels based on factors including trust in the service, people involved, and the task-at-hand.

In other cases, however, participants wanted to target audiences that could not easily be captured by current selective-sharing tools. They tended to want to share with, or block, ambiguously-defined, often context-dependent groups. These groups included people who were characterized by their participation in a conversation around a post, or their interest in an item. In Chapter 6 I examine how one of these characteristics, specifically interest in a topic, could potentially be applied to Facebook.

# 5 | Channel choice in everyday sharing decisions

Chapter 3 and Chapter 4 describe how shortfalls in current selective-sharing mechanisms on Twitter and Facebook may lead to regretted or self-censored content. Examining these suboptimal outcomes provides insight into potential improvements to selective-sharing mechanisms on these services that might allow users to avoid regret or post currently self-censored content.

However, selective sharing rarely takes place on a single application or service (*channel*). For example, a user may choose not to share content on Facebook because the selective-sharing options do not meet their needs. But, in realistic everyday situations a user would then have the option to share on a different channel, or combination of channels, that better met their needs. If they weren't able to easily share with a group of ten friends on Facebook, the user could instead share with those friends by text message, or could share with a few of those friends by text, a few friends on Facebook, and a few friends by email.

This choice of channel depends on selective-sharing needs, as well as other dynamics, including the audience with whom the user wants to share, the broader task they're performing, and selective-sharing and task-related features available on different services. Selective-sharing tools on individual services should, therefore, both seek to meet selective-sharing needs at the channel level (e.g., prevent regret, allow users to share content they may not currently share on the channel) while simultaneously accounting for how and why users may move between, and combine, channels to meet broader task, audience-driven, and selective-sharing sharing needs.

In this chapter I examine the role of selective-sharing tools at the level of the everyday-sharing-application *ecosystem*. I draw on a diary- and interview-based study (performed with colleagues) to focus on how people decide between different channels to share content. I then discuss how selective-sharing tools should account for the task, feature, and audience-driven dynamics that emerge from the overall everyday online sharing environment

Most of this chapter was originally published at CHI 2016 [83].

## 5.1 Introduction

People often want to share personal content (e.g., photos, videos, documents) online with particular audiences. Online services and platforms, referred to in this paper as *channels*, offer mechanisms that allow users to target desired audiences, ranging from the ability to set file access-control rules in Google Drive or Dropbox, to the ability to manually create a list of people to whom to send email, to the ability to share with known friends or followers on social networking sites (SNSs) like Facebook or Twitter.

Prior research examined use patterns for online selective-sharing mechanisms. This research tended to explore dynamics for individual types of communication or systems, focusing, for example, on social communication patterns [38, 39, 77, 89, 91], traditional or cloud-based file systems [11, 16, 21, 97, 98, 104], or SNSs [42, 51, 93, 96, 106].

However, in today's multi-device and multi-application environment, users are typically not limited to a single site's sharing mechanisms [73, 84, 85, 104]. Instead, when sharing options on one channel don't meet a user's needs, the user can move to another channel, or can combine channels to usably share content with their desired audience. In this study we focus on *personal content sharing*, defined as content shared for non-work purposes. In this context, institutional guidance is largely absent, and users can draw on both traditional file-sharing and more socially focused services, such as texting applications or SNSs. This allows *personal-sharing ecosystems*: combinations of channels that together approximate a user's desired features and audiences better than any one channel's sharing options.

For example, a user might take photos on a trip with friends. She might want to share most of the photos privately with those friends, but a few photos more publicly. She might typically share photos using Instagram, but wouldn't be able to share privately using the service. So, instead of not sharing, she might share publicly visible photos on Instagram and the remainder just with the group of friends, using Google Drive.

We document the dynamics that emerge from the ability to choose between and combine different channels, focusing on two research questions: 1) What factors impact channel choice for sharing with particular audiences? and 2) What sharing behavioral patterns emerge from the ability to combine or switch between channels?

To address these questions we performed a three-part, qualitative study (n=17) that consisted of a preliminary interview focused on general sharing practices, a weeklong diary study tracking self-reported shared and accessed content, and a final interview following up on the diary entries.

We found that the task during which sharing took place, for example collaboration or conversation, combined with the type of content being shared, tended to shape the use

of different services' features, both specifically related to selective sharing as well as to other task-driven needs. Audience attributes, such as access to different services or social dynamics, also shaped channel choice. In some cases, participants could meet sharing needs with one service; in other cases they shared across multiple channels to create composite sharing features unavailable on any one service, such as the ability to share at multiple access levels, or to express urgency on a service that lacked notification capacity. Participants also shared across multiple channels to target composite audiences unavailable on any one service. We document these ecosystem-level dynamics and discuss the design implications of these observed behaviors for creating selective-sharing mechanisms that account for broader task and audience dynamics.

## 5.2 Methodology

We focused on how and why participants use different channels to share and access content with different people, for personal ("non-work-related") purposes. Our goal was to elicit both high-level reasons for channel choice and reasons for channel choices during specific activities. The study took place in three parts. In an initial semi-structured interview participants explained, at a general level, how and why they choose different services to share and access content. We then used a diary study to ask participants to report their actual content-sharing and access behaviors over a week. We finished with a semi-structured interview in which participants explained how and why they used different services during the reported activities.

### 5.2.1 Recruitment and demographics

Participants were recruited by posting a link to a screening survey on Pittsburgh and Washington DC-area Craigslist sites, as well as on Carnegie Mellon University's experiment recruitment board. We screened for English proficiency and to include a mix of genders, ages, and occupations. We also screened for participants who regularly used the Internet for non-work purposes and had a personal smartphone they accessed regularly, so they could participate in the diary portion (Table 6.1). Participants were compensated with a $50-65 Amazon gift card based on level of participation in the diary-study portion.

### 5.2.2 Interviews and diary study

#### Initial interview

The initial interview focused on services participants used to share and access personal content. The interview script is included as Appendix C.1. The structure was based on a

| *Code* | *Age* | *Gender* | *Occupation* | *Hrs/wk* | *Services used* |
|---|---|---|---|---|---|
| P01 | 31-40 | F | Art/writing | 10-20 | Drive, Dropbox, Email, Text, Google Hangouts, NextDoor, Soundcloud, Physical device |
| P02 | 18-25 | F | Admin. support | 20+ | Drive, Email, FB, FB Groups, Text, Physical device |
| P03 | 26-30 | F | Fitness instructor | 5-10 | Drive, Dropbox, Email, FB, FB Groups, Instagram, Text, YouTube, Soundcloud, Other sites/blogs/discussion boards |
| P04 | 31-40 | F | Science/ engineering/IT | 20+ | Drive, Dropbox, Email, Flickr, Text, Pandora, Steam |
| P05 | 51-60 | M | Unemployed | 20+ | Drive, Dropbox, Email, FB, FB Messenger, FB Groups, Text |
| P06 | 26-30 | F | Admin. support | 10-20 | Drive, Email, FB, FB Groups, Twitter, Text, Physical device |
| P07 | 18-25 | F | Americorps | 20+ | Drive, Dropbox, Email, FB, FB Groups, FB Messenger, Instagram, GroupMe, Text |
| P08 | 26-30 | F | Business/ management | 10-20 | Drive, Dropbox, Email, FB, FB Groups, FB Messenger, Instagram, Text, Wedpics, WhatsApp, Google Hangouts |
| P09 | 31-40 | M | Student (medicine) | 20+ | Dropbox, Email, FB, FB Groups, Snapchat, Text, Google Hangouts |
| P10 | 31-40 | M | Legal | 5-10 | Drive, Dropbox, Email, FB, Twitter, Google+, Text, Google Hangouts, Soundcloud, Bandcamp, YouTube, GitHub, Other sites/blogs/discussion boards |
| P11 | 31-40 | M | Service | 20+ | Drive, Email, FB, FB Groups, FB Messenger, Instagram, Tumblr, Twitter, Text, Bandcamp, YouTube, Physical device, Other sites/blogs/discussion boards |
| P12 | 31-40 | F | Other professional | 5-10 | Dropbox, Email, FB, Pinterest, Text |
| P13 | 18-25 | F | Unemployed | 20+ | Drive, Dropbox, Email, FB, FB Groups, FB Messenger, Flickr, Instagram, Pinterest, Tumblr, Twitter, Snapchat, Text, YouTube, Physical device |
| P14 | 41-50 | M | Skilled Labor | 1-5 | Drive, Email, Text, Physical device, Other sites/blogs/discussion boards |
| P15 | 26-30 | F | Student (management) | 20+ | Drive, Email, FB, FB Groups, FB Messenger, Pinterest, Text, WhatsApp, Physical device |
| P16 | 18-25 | M | Student (management) | 20+ | Drive, Dropbox, Email, FB, FB Groups, FB Messenger, WhatsApp, Physical device, Other sites/blogs/discussion boards |
| P17 | 18-25 | F | Student (computer science) | 1-5 | Drive, Dropbox, Email, FB, FB Groups, FB Messenger, Instagram, WhatsApp |

**Table 5.1:** Participant demographics: participant code, self-reported age range, gender, occupational category, typical hours per week online for non-work purposes, and services described in the initial interview (most participants also described showing someone content on a device)

study Voida et al. performed on file sharing [98], expanded to reflect modern services and devices. Participants were interviewed in the lab (7 participants) or remotely with video chat (10). Interviews were audio-recorded and transcribed.

Participants first described the devices they "used to connect to the Internet." Next, we introduced them to personal content sharing: "any time you create content and share it" or "times when other people you know or interact with create content and then share it with you," limited to "content you typically share for personal use...outside of work."

As an initial probe we used a predetermined list of services developed from pilots and asked participants whether they used each to share or access content for non-work purposes. The list included: Google Drive, Dropbox, email attachments, Instagram, other photo sharing services, text messaging, Facebook Groups, Facebook Messenger, Facebook (general), Twitter, Google+, instant messaging, Snapchat, repository services, physical devices, and showing someone a device. If participants mentioned other services we asked about those as well. We then asked participants if there were any services we hadn't talked about that they used for a variety of types of content (e.g., music, videos, genealogy data). Finally, we asked participants if we'd missed any services. By cueing both services and content types, we tried to prompt a relatively comprehensive set of services. For each service participants used we asked probing questions, including:

- What they typically used the service for; why and how they used the service
- Who they shared content with or accessed content from using the service; whether/how they shared with specific people/groups
- What types of content they shared using the service
- What their typical sharing/access pattern was; whether they typically looked at the content once or multiple times
- What their typical notification activities were (e.g., how they knew content was available/how they told others content was available)
- Why they used that service versus others (for types of content, people, etc.)

### Diary study

We next asked participants to fill out a diary of personal content sharing and access activities over a 6- to 7-day period (exact length depended on interview timing). The diary study survey template is included as Appendix C.2. We used the Paco smartphone-based experience-sampling application[1] to send five brief surveys at random intervals each day. Each survey asked the participant if they had shared or accessed content since the previous

[1] pacoapp.com

response. The participant described the service they used to share or access the content, who they shared the content with or received the content from, and the type of content. Each participant's survey contained personalized multiple choice options, created based on the initial interview. They also provided a brief free-response description of activities. Participants had to complete at least ten surveys to participate in the final interview.

#### Final interview

We reviewed the reported sharing activities with the participant during a final, approximately half-hour-long, semi-structured interview within a few days of the diary study. The interview script is included as Appendix C.3. For each activity we asked the participant for more details about who they shared with or received content from, the type of content, and the dynamics of the activity. We also asked about why they chose specific services for specific activities, and, where applicable, why they chose between different services for handling similar people or content.

### 5.2.3 Data analysis

The initial interviews resulted in high-level descriptions of how and why participants used services. The diaries and final interviews resulted in 223 content-sharing activities for which participants described how and why they shared or accessed specific items.

We qualitatively coded the initial interviews. Personal sharing activities are embedded in information management [11, 16, 21, 74, 97, 98, 104], SNS [42, 51, 93, 96, 106], and communication-related activities [38, 39, 77, 89, 91], so the two interviewers first drew themes from prior research to affinity diagram their interview notes and create an initial codebook. One coder then coded the initial interview transcripts, iteratively updating the codebook. This resulted in three codebooks, related to tasks, behaviors, and reasons for channel choices, which were used to create Tables 5.3, 5.4, and 5.5. A second coder coded a random set of 50 items from each codebook, resulting in Kappa values >0.65 for each (>0.6 indicates "substantial agreement" [92]). One coder used a subset of the codes to code the diary items. We report themes seen in the initial interviews and reflected in the diaries. Participant counts from the initial interviews are sometimes included for illustrative purposes.

## 5.3 Results

Participants shared personal content during a variety of *tasks*. Accomplishing these tasks, with different *types* of content, required *features* supplied by varied services. For example,

collaborating on content may require a user to be able to both share with a particular audience and edit collaboratively. To choose channels for sharing, participants, therefore, sought desired attributes in features of available services. However, participants also wanted their audiences to have access to the content in a timely manner. Thus, choices were also constrained and shaped by *audience attributes*, such as access to services or tech-savviness. One service sometimes provided the features necessary for sharing in the desired manner while performing a task and accessing the desired audience. However, participants also sometimes combined multiple services to achieve these goals.

We describe *tasks* and *types of content* that tended to shape participant consideration of services' *features*, as well as how *audience attributes* tended to constrain choices within the available feature space. We then discuss participants' strategies for combining multiple services to reach *composite audiences* or to create *composite sharing features*.

### 5.3.1 Personal content sharing in an ecosystem of services

Participants chose between, and combined, varied services for personal content sharing (Table 5.2). Overall, participants described using between five (P12) and fifteen (P13) services (Table 6.1). They typically shared on some combination of a personal computer and phone. Some services were primarily used on a computer (e.g., Google Drive), others primarily on phones (e.g., texting), and some were used across devices (e.g., email) (Figure 5.1). Most participants also described sharing content by showing it to others.

| *Channel type (Participant count)* | *Examples* |
|---|---|
| Email (17) | Gmail, school email systems |
| Text/instant messaging (17) | Google Hangouts, Facebook Messenger, texting, GroupMe |
| Social networking or photo sharing sites (15) | Facebook, Twitter, Instagram, Tumblr, Google+, Flickr, Pinterest |
| Discussion boards/platforms (15) | Facebook Groups, Slack, NextDoor, Ancestry.com |
| Music/video sharing (6) | YouTube, Bandcamp, Soundcloud |
| Physical devices (6) | USB/thumbdrive, personal hard drive |
| Repository (1) | GitHub |
| Showing someone (15) | Showing content on a laptop or phone |

**Table 5.2:** Types of services participants described using to share personal content during the initial interviews

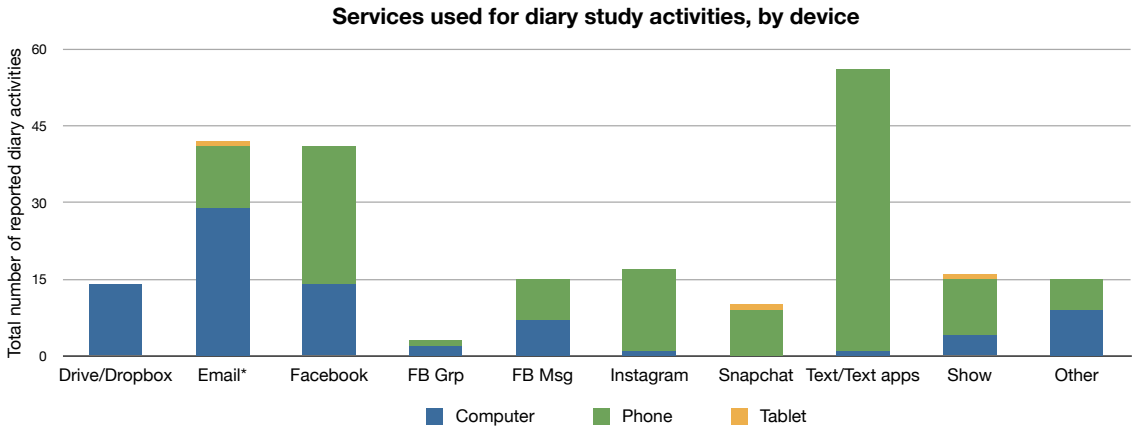


**Figure 5.1:** During the diary study portion of the study participants reported sharing and accessing content on a number of services, across devices including personal computers, phones, other computers (work, library), and tablets (*one email activity is excluded because the participant didn't remember the device)

### 5.3.2 Content-sharing decisions are embedded in tasks

Participants chose channels based on how service features met their sharing needs. They focused both on ensuring content reached desired audiences and accomplishing broader activities not directly related to sharing. For example, when planning events some participants sought tools that would allow them to share content with fellow planners and perform collaborative editing. Thus, channel choices often relied on matching services' features to both selective-sharing and broader, activity-based needs. Table 5.3 outlines types of tasks participants described as interacting with personal-content-sharing channel choice. The role the sharing component of the task played in shaping channel choice varied.

Many participants (13) described personal content sharing as interacting with *archival or synchronization* tasks. Here, the ability to share tended to shape channel decisions by defining content location. P07 shared content through Dropbox because "a lot of my like pictures and stuff that are on my Mac go straight to Dropbox."

Other tasks required sharing in combination with other task-related activities, which together shaped desired features. While the task might not primarily be focused on making content viewable by others, sharing tended to play a role in accomplishing the activity. For example, participants (12) integrated sharing into *collaborative* activities. They shared content during ongoing projects or to allow editing or feedback. P01 used email to edit "a book cover" with collaborators, and P10 used Google Drive with "script ideas that would be passed back and forth" with friends.

Similarly, content sharing played a role in event-*planning* for some participants (8).

| *Types of tasks* | |
|---|---|
| **Archival or synchronization** | Use a service for storage, backup, archival |
| **Browsing** | Browse posted content (e.g., on a newsfeed) |
| **Collaboration** | Ongoing project collaboration, feedback, review |
| **Connect w/friends or family** | Connect, stay in touch with friends or family |
| **Conversational sharing** | Use content to facilitate or as part of a conversation; brief, conversational-style sharing |
| **Documentary sharing** | Document a life event (e.g., with photos or videos) |
| **Resources** | Receive or provide information or a resource |
| **Planning or logistics** | Plan an event; organize logistics in real time |
| **Publicity** | Publicize events or promote oneself |

**Table 5.3:** Tasks that shaped participants' desired channel features for personal content sharing

They described using Google Docs to plan events, for example coordinating a party by "getting everyone to fill out a form for their availability" (P08) or using a shared document to "see what other people are bringing" (P06). A few participants also used interest-driven Facebook Groups for planning. For example, P02's college club sports team coordinated "serious business, schedules, practices" through a Facebook Group.

A few participants also shared content, using text messaging, to facilitate real-time logistics. P01 described coordinating with a friend to find each other at a baseball game by sending "a picture of what she's standing next to."

Other tasks that shaped channel choices were more directly focused on content sharing. These tasks, and sharing needs, tended to vary by type of content and audience. A few participants focused on *documenting* events. They tended to want to share large amounts of content with limited audiences to fully document events, and described using Dropbox, or specialized applications like WedPics that allowed them to upload large amounts of content while controlling the audience. P03 explained, "We were at my brother's graduation and there were like 500 pictures, and my mom really wanted to see them...so we thought she should just start using Dropbox."

Participants (6) also sometimes shared in a more *publicity*-focused manner to promote events or self-promote. They focused on reaching more public audiences, often by broadcasting. P07 explained that she'd publicize content on Facebook: "if there's an event on campus I want everybody to go to."

Many participants (10) also performed more ambient, *conversational*-style, content sharing. They tended to use small amounts of content, like photos or videos, to supplement ongoing conversations, for example, showing a picture on a phone to demonstrate some-

| *Features of services* | |
|---|---|
| **Access to content** | Content is available on that platform |
| **Ability to edit** | Support for editing or collaborative editing |
| **Additional content** | Ability to add additional information to the content |
| **Broadcast** | Whether the service will make the content public; level of reach |
| **Connectivity requirements** | Whether the service is dependent on an Internet connection or requires data |
| **Control over file hierarchy and structure** | Ability to control how a file hierarchy and structure are created and maintained |
| **Recipient contact information** | What information is needed to reach a recipient |
| **Selective sharing** | Available selective-sharing features |
| **Simplicity** | Number of steps required to access the service; convenience |
| **Size/number** | Ability to manage large files/number of files |
| **Speed/notifications** | Speed of receipt; whether the service provides notification |
| **Support for file type** | Support for different types of files or content |
| **Trust** | General level of security, privacy, trust in the service |

**Table 5.4:** Available features of services were matched to both the desire to target particular audiences and accomplish broader tasks.

thing that's "too hard to explain" (P13). Participants also used services like texting or IM to send brief pieces. P10 explained how he and his friend would "send photographs of things kinda throughout our day, if we're walking around and something seems relevant." They also included content in ongoing conversations on services like email. For example, P08 used email for conversations with her mother-in-law: "that's like our primary mode of communication...have a whole conversation with her on e-mail back and forth and then send a picture of something."

Similarly, participants (13) described *browsing* content friends or people they followed posted on SNSs like Facebook or Instagram. P09 explained, for Facebook, "I just log on, every, every other day or every day just to read through the News Feed."

### 5.3.3 Matching features of services to content for a given task

Participants sought services with features that met both the sharing and broader, task-based needs required to perform tasks-at-hand, tending to draw on different services for different types of tasks. Features participants wanted were also shaped by the type of content shared in the task (Table 5.4).

**Selective-sharing features/affordances** Participants often wanted to target desired audience(s) at particular levels of access. Services provide different *selective-sharing* mechanisms that afford varied levels of control over content sharing, including the ability to:

- Share one-on-one with specific individuals (e.g., email, text, instant messenger)
- Create pre-defined groups for ongoing sharing (e.g., mailing lists, Facebook grouping tools, traditional access-control lists, Google+ circles, texting applications like WhatsApp or GroupMe)
- Create on-the-spot groups by filling in names or contact information (e.g., email, texting)
- Send a link or share an ID with others to share content, sometimes with the option of additional privacy control (e.g., Google Drive, Dropbox, WedPics)
- Broadcast content to known friends, followers, or contacts (e.g., Facebook, Twitter, Instagram, Snapchat Stories)

Participants used these mechanisms to achieve desired control over their content (Figure 5.2). Most participants wanted *explicit control* for some content and used services that allowed them to set access-control rules or explicitly limit who could view content. Some participants used access-control mechanisms paired with predefined groups or sent access-controlled content to a group using a link. P12 started using Dropbox, for example, "when my son was born...because we could allow who we wanted to, like, view it, and give them like access to everything...we didn't want them publicly shared."

Other participants sought control by sharing with *specific individuals* or small groups, using services like text or Facebook Messenger. P03 used text messaging, for example, to share with an individual when "it's something that I don't really want to be known public." Some participants, on the other hand, felt they had control when they shared with *smaller, known, friend or follower groups* on broadcast platforms: P13 explained that she used Snapchat because "I think it's a lot more private...you very definitely know who's gonna see it and who isn't, based on who's in your contact list."

In parallel to these methods, participants (7) also *trusted* different services to enforce selective sharing or provide general security. P08 moved the password information file she shared with her husband off Google Drive, because she "just stopped feeling like it was safe, and so now I keep it in Dropbox. I guess I perceive that as a little bit safer." Similarly, P03 shared a photo by text, because she wasn't "comfortable with putting pictures of my godson online."

For some tasks, like publicity, participants wanted content to reach broader audiences and tended to share on more public-facing platforms (e.g., Facebook, Instagram) that

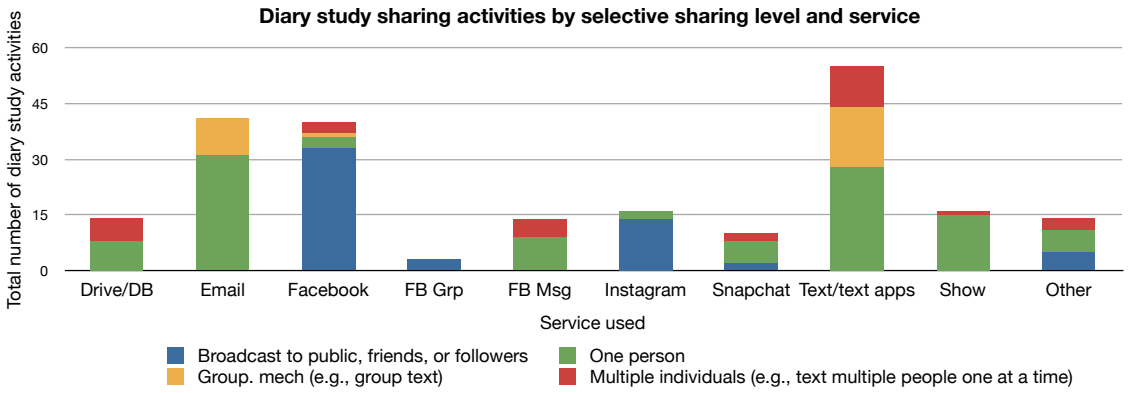


**Figure 5.2:** During the diary, participants used services to share with audiences at different levels. They tended to use some services to broadcast to friends, followers, or the general public (e.g., Facebook or Instagram), and others primarily to share with individuals, for example sending an email to one person. They also used group sharing mechanisms on some services, such as group texts, or sending email to a group. On other services they shared with multiple people, one at a time, for example texting several people individually.

allowed them to *broadcast*. For example, P13 used Facebook for "stuff I want to have a general outreach rather than a private outreach." They sometimes tried to call specific audience-members' attention to the content, using mechanisms like tagging recipient(s), adding hashtags, or posting on walls.

### Content-type-driven feature choice

Some tasks also required sharing or accessing different types of content. Channel decisions were, thus, partly driven by support for *content formats*. P03 explained, for example, switching from Google Drive to email to more easily open a fillable PDF. For many participants (12), channel choice was also driven by services' support for content *size or number* of files. Some participants tended to move from services like email to cloud-based platforms such as Google Drive or Dropbox as the amount of content increased: "If I'm gonna share a lot, I'm gonna use something like Dropbox" (P04).

In line with prior research on boundary management [30, 88], some participants (5) also tended to associate different services with different *content tone* or levels of formality: P13 used Snapchat, for example, for "slightly goofier stuff than Instagram." This dynamic sometimes interacted with available access-control options: P08 shared "the more intimate photos [from her wedding] like pictures of me getting dressed or with my mom crying in the dressing room" on Dropbox, with family, while "the ones where I'm walking down the aisle and they're just more of the typical wedding pictures I shared on Facebook."

Some participants (6) also drew on services that provided fast *notification*, or that

they perceived to deliver content more quickly when they wanted to share content they considered important or urgent, for example when planning or as part of an urgent conversation. Several participants, for example, used text messaging when they wanted content to reach others quickly, especially WhatsApp, because it provided notification of receipt. Or, P04 perceived Dropbox as faster than email and used it when her husband "went to go get a medical procedure done and he had forgotten to take a copy of his notice from his other doctor to say that this needs to be done. So I took a picture of it and I posted it to Dropbox and then when he was at the doctor's office he pulled it down."

**Features to support other task-driven activities** Participants also considered needs related to activities required for the task-at-hand, but not directly related to selective sharing or access control. A few (4) considered services' *data or network connectivity* requirements, especially when they expected be in locations where they didn't know whether they would have good connectivity. P01 explained, for example, that she used a USB drive to bring content to an artist's studio for collaboration, because she didn't want to risk not having an Internet connection after traveling.

Participant channel choices were also impacted by how much *additional information* a service allowed users to add to the content (4 participants), and how easily *editable* or *accessible* the service made the content (8 participants). For tasks like collaboration, for example, participants tended to want to add information or edit: P03 used Google Drive for feedback on an essay because it gave recipients "access to edit because I prefer all the comments on, like, one document."

Participants also tended to use services because they were more convenient or required fewer steps to share or access content (the level of *simplicity*). P17 explained choosing Dropbox for sharing because, "I can store [content] in my laptop, I can add and edit right from my laptop."

Creating a usable group organization schema can also be challenging when sharing [75]. When sharing large amounts of content, for tasks like archival or collaboration, some participants (5) described choosing services they felt allowed them to create a file *hierarchy and folder structure,* organize content, and control or maintain the organization. P03 chose to use Dropbox instead of Google Drive for photo sharing, for example, because she felt it gave her more control over file structure: "I sorta like to keep everything organized...because I find that when people share photos with me in Google Drive, they just go anywhere, they don't go to like a specific folder."

| *Attributes of individuals/groups* | |
|---|---|
| **Access/availability** | Access to the service, availability on the service |
| **Experience, tech-savviness** | Experience with a service; general perceived tech-savviness |
| **Proximity** | Geographic location/proximity |
| **Level of interaction** | How often one interacts or expects to interact with the audience |

**Table 5.5:** Audience attributes also shaped channel choice and dynamics.

### 5.3.4 Influence of audience characteristics on channel choice

Participants also tended to want to reach their audience(s) in a timely manner. They shared with varied types of individuals and groups, including friends, family, acquaintances, classmates, professional contacts, interest- or activity-based contacts (e.g., friends interested in fitness, people interested in finding coupons or deals, etc.), and the general public. Thus, while participants tended to draw on services for the features they offered for particular tasks, channel choices were constrained by the services desired recipients used, and were shaped by broader social dynamics.

#### Access to services

Most participants (16) described *audience access* as a factor in their choice of service. P08 used Google Drive, for example, because, "everyone's already on Gmail and most people that I share files with are, like, in one of my Hangout chats or something." Similarly, participants tended to want to use services that they knew audiences checked frequently, especially for urgent content. They tended to take audience experience or comfort with different technologies into account, or considered general levels of tech savviness. For example, P03 used text messaging "for communicating with my mom, that's the only service I can use where she can get it instantly."

#### Reflection of social dynamics

For more social tasks or services, for example conversational sharing or text messaging, channel considerations also tended to reflect broader social dynamics. Participants' service choices partially reflected geographic *proximity* or typical level of social *interaction*, in line with dynamics seen in research on communication patterns [16]. Many participants (11) used certain services with people who lived nearby or with whom they interacted regularly: P02 explained that she used text messaging to share content with "friends that I see in person, at least once a week."

#### Grouping tools and one-off or repeat interactions

Setting up a maintained sharing environment can also incur costs. Participants used channels that provided more or less permanent sharing mechanisms that, in some cases, partially aligned with levels of interaction they expected to have with audiences: one-time, repeated but time-limited (e.g., for an event), or repeated and ongoing.

Participants sometimes used faster, lower-cost, sharing methods during expected one-off interactions. At an extreme, participants sometimes described showing someone content on a device when they didn't think the recipient would want repeat access. Some participants also sent quick, one-off messages on services like email; P10 used email "if it's not expecting a response necessarily, but just kinda like, oh, here's a picture I wanna share with you."

Some participants also described expecting time-limited interactions, for example when planning a game night or trip. They sometimes described using services that allowed them to set up temporary sharing environments with lower coordination costs and that could be easily closed after use, such as group emails or group messages on Facebook Messenger. For example, P11 described using Facebook Messenger to organize game nights: "you just start a new group and then add three or four people...when the event's coming up, and then, then that group will stop" after the game night occurs. Similarly, P08 used WedPics, a specialized photo application, at weddings. She sent out a private ID to everyone attending so they could consolidate photos for the event, with minimal overhead. She explained: "I've done that for every other wedding I've been at. They have some cute catchphrase or something and then that's the ID."

In other cases participants described groups for which they expected ongoing, longer-term interactions, such as project groups or friends and family. For these groups they tended to describe services that allowed them to set up pre-defined or ongoing groups with more archival structure, such as Facebook Groups (e.g., for school clubs or with classmates), mailing lists (e.g., for ongoing conversations with friends), Google Drive or Dropbox folders (e.g., for longterm collaborations), or WhatsApp or GroupMe groups. For example, P16 checked in with a group of office colleagues every three or four weeks, so he maintained an ongoing group chat.

### 5.3.5 Combining channels to meet needs

Sometimes one service met task-, content-, and audience-driven needs. However, participants also combined multiple services to create composite sharing features that allowed them to share with varying access levels or meet a task's selective-sharing and other activity-driven needs. They also combined audiences available on different services to

target all desired recipients.

#### Composite features: indicating urgency

For some tasks participants wanted to make sure content reached recipients quickly, sometimes with acknowledgement of receipt. Voida et al. describe the use of "out of band" channels, like the phone, to speed up notification [98]. The current environment also provides synchronous tools like text messaging or IM that tended to be perceived as quickly delivering content and can provide explicit receipt notification. However, these services may lack functionality desirable for other task-driven activities, such as support for editing.

Thus, to accomplish tasks (e.g., sending detailed information, collaborating on a document, etc.) and also indicate urgency, participants (11) sometimes described using text messaging or other secondary channels in parallel to more task-driven channels to alert recipients to the presence of the content. For example, P12 texts her husband to let him know "that I sent him an email instead, with more detailed information."

A few participants described similar dynamics for multi-tasking. They wanted to collaborate on projects and also have conversations. Some services, like Dropbox or Github, allow collaboration but not synchronous conversation. Participants, therefore, used one service to edit or share content while using another for discussion. For example, P10 worked on coding projects with friends. He would chat on email or Google Hangouts and share content from Github.

#### Composite features: redundant selective-sharing groups

Some participants also shared with the same groups of people using multiple services, because both services allowed them to reach the desired audience, but neither services met all other task-driven needs. For example, P12 shared with the same group of friends using email and text messaging. She chose between the services based on how much information she included in the content. Similarly, P13 used Snapchat with her friends, but switched to text message when the content had more substance.

Other participants switched between services based on content tone. For example, P07 shared with, and received content from, college friends and family on Facebook and Google Drive or Dropbox. The Facebook content was "less personal to me than whatever is on Dropbox or Google Drive."

#### Composite features: chaining services

Some participants (8) moved from one service to another to access desired features. For example, for some tasks, participants wanted to send content to people for whom they didn't have particular contact information (e.g., phone number, email). They lacked secondary channels for contact information present in organizational settings [98], so they sometimes fell back on channels that required less information to initiate contact. Then, they would move the communication to channels with additional features they wanted for tasks. For example, P16 described starting a conversation on Facebook Messenger and then moving to WhatsApp or email.

Participants also sometimes moved from one channel to another as task-related needs changed. P13 described sharing a document over Facebook Messenger. She then realized the recipient needed an editable version of the document, so she moved to Google Drive. Similarly, participants sometimes started interactions by showing someone a piece of content, for example in the midst of a conversation, when it was the fastest method. Then if the person wanted a copy of the content they moved to another channel to send it.

#### Targeting a composite audience through multiple channels

Desired audiences were also not always available on a single channel. All desired recipients might not use a single service, or participants might want to share content at varied levels of access for different portions of the audience. Participants sometimes used multiple services, in combination, to create a *composite audience* by:

- Increasing broadcast reach of content by cross-posting it on multiple publicly facing services
- Sending pointers to publicly available content to specific people or groups to make sure it was available to non-overlapping audiences
- Sharing some content on a channel with more access control and a subset more publicly

This dynamic sometimes occurred when participants tried to broadcast content as widely as possible, for example when focused on publicity. Some participants had different followers, friends, or known audiences on different social networking sites or public platforms. For example, P13 shares content on a variety of broadcast services with different audiences on each. On Facebook she has "a lot more friends like I don't really interact with," on Instagram it's "more people that like I generally want to know what's happening in their life," and on Tumblr her audience is mostly people she doesn't know.

To increase the reach of content, some participants (10) described cross-posting on

multiple platforms. Services provided features that supported this behavior, including the ability to embed content, and to allow pointers or links to content from or on another site. Participants used these features to create broader composite audiences, sometimes while taking advantage of an initial service's features. For example, P11 shared music-related content on Bandcamp, which allowed him to upload music, and then also posted a link on Facebook. Some participants also used Instagram for video and photo editing and then cross-posted the content. P03 explained, "usually what I'll do is have the video like go to Instagram and then, you know, having Instagram post it to Facebook." A few participants also described expanding an audience to include specific people they knew were unavailable on certain services. For example, P12 knew that her parents didn't use Facebook, so she shared with them separately after posting on Facebook.

Some participants also described using multiple services to selectively share content at mixed access-control levels. They sometimes wanted to share more content with a subset of a larger audience. For example, participants might share photos with a smaller group of people using a service that allowed more access control, such as texting, email, Drive, or Dropbox. Then they would share one or two photos more publicly, for example on a broadcast service like Facebook. P07 described sending her mother ten photos of her brother's graduation by text and then posting one to Instagram that she "wanted her friends to see."

## 5.4 Limitations

We focused on ecosystem-level behaviors, which limited deep insights into specific themes (e.g., specific channels or strategies, participant background knowledge, etc.). Our choice of interviews and diary studies also relied on self-reported behaviors and motivations. This allowed us to probe participants' reasons for their behaviors; however, the results may also reflect participant biases regarding their motivations, as well as potential unwillingness to discuss sensitive topics. Our use of a smartphone-based diary also means that participants were relatively tech-savvy, which may be reflected in the somewhat young sample. Additional research could include a broader sample, more focused scope, or more observational insights to expand on themes that emerged in this study. It could also explore how personal-content sharing varies for participants with different backgrounds (e.g., demographics, technical or privacy knowledge, etc.).

## 5.5 Discussion

Participants used one or more channels to match features to personal-content-sharing needs in the context of task and audience dynamics. Designers should account for these task, feature, and audience dynamics, as well as the potential for multi-channel behaviors, to create selective-sharing mechanisms that account for realistic ecosystem-level behaviors.

### 5.5.1 Designing embedded selective-sharing mechanisms

When developing selective-sharing mechanisms for personal content, designers should account for the broader task and audience context in which mechanisms will be used. We observed three interacting factors that should be considered.

Designers should consider the *level of access control* users may want when sharing content; for example, a desire to broadcast to the public, share with known followers, or limit access to specific groups of people or individuals. They should also account for *costs users may be willing to incur* to set up and maintain the access control. These access-control needs also interact with *broader, task-related features* users may need, such as the ability to share files of different sizes or content types, the ability to collaborate, or the ability to share with limited network bandwidth.

The need to account for these factors, in context, is driven by task and audience dynamics we observed in this paper. Different tasks may require different levels of control over access and may necessitate activities that may not be tied directly to access control. Similarly, users may be more willing to incur costs for tasks or audiences for which they expect to have ongoing interactions and less willing to incur costs when they expect shorter interactions. Based on the degree to which designers expect these dynamics to be present in a given context, they can draw on design dimensions, such as those we observed, that address each factor (Table 5.6). Including design features that consider each of these factors may help designers create selective-sharing mechanisms that account for access control in the context of broader task and audience dynamics.

### 5.5.2 Facilitating multi-channel or single-channel strategies

Participants drew on multiple services when one channel was not sufficient to meet their needs; however, participants also relied on single-channel strategies to maintain boundaries or control over content, or for simplicity. Designers of sharing mechanisms should, therefore, also consider when to add features on a single service to support tasks or audiences and when to instead facilitate multi-channel strategies to meet task and audience needs. We observed several dimensions designers can consider.

*Design features*

| Factor | Sample design dimensions/affordances |
|---|---|
| Level of access control | One-on-one sharing, pre-defined or on-the-spot grouping tools, links to access-controlled content; ability to broadcast to a defined group of friends, a known group of followers, or the general public |
| Willingness to incur costs | Length of time access control will be supported (e.g., one-off link vs ongoing interaction environment), speed of setup/takedown of access-controlled environment, level of support for archival/organization, ability to control or delegate control of organizational schema or access |
| Task-related features | Support for editing, synchronous notification, bandwidth availability, types and sizes of content |

**Table 5.6:** We observed a number of design features and affordances that could help designers account for task and audience dynamics when creating selective-sharing mechanisms.

### Including features to facilitate tasks

Participants drew on multiple services when one service was insufficient to complete a task or provided insufficient audience reach. Designers should, therefore, consider whether one service will provide the desired features and audience for tasks users may wish to perform, or whether users may reach out to additional services. In some cases it may reduce complexity for a service to facilitate multi-channel strategies rather than trying to provide all features within one service. For example, a text messaging service might choose to facilitate content export to a service that provided broader editing features if its users wanted to use it during collaboration, rather than adding an editing tool. In these cases designers can draw on a number of design features that facilitate multi-channel strategies, including cross-posting, allowing content to be embedded across sites, and facilitating content export or download. However, in other cases, integrating features into one service may be simpler for users.

### Clarifying boundaries

We also observed that, in line with prior research [30, 33, 88], participants used services to maintain boundaries between audiences or types of content. While users may draw on multi-channel strategies to achieve task- or audience-based needs, moving content across services may risk lowering boundaries, through potentially unintended audience access to content, or unclear or unintended data flow across platforms.

Designers should, therefore, consider when multi-channel strategies may lead to undesirable or unexpectedly lowered boundaries or leaked data. When the consequences of performing activities across sites may be unexpected, designers should seek to clarify,

and limit the potential negative impacts of, the user's actions. For example, when data, or content, is cross-posted or linked across sites, the new audience and access-control policies should be clear. A number of design mechanisms could potentially facilitate this process, including notifications that clearly communicate when and how data leaves a platform, defaults that maintain access-control policies from the initiating service or the service with stricter policies (e.g., cross-posting a link to access-controlled content instead of automatically embedding content), and allowing users to limit metadata shared with content (e.g., not automatically including user identifiers specific to one service when sharing on another).

### 5.5.3 Understanding channel-based mental models of trust

We also observed that participants tended to choose channels partially based on trust in individual services or in their perceived abilities to provide control over content. Consistent with prior research [44], participants had variable mental models for deciding when to trust different platforms, ranging from considering paid platforms to be more secure to trusting services that provided clearer selective-sharing tools. These models may or may not be accurate in context, but, to encourage use of services' sharing features, designers should also seek to understand users' mental models for trust and control for individual channels and across channels. Further research is needed to explore factors that may drive these mental models of trust by channel, as well as how these factors may interact with task, audience, and multi-channel dynamics.

### 5.5.4 Evaluating sharing mechanisms

Researchers should also evaluate sharing mechanisms at the ecosystem-level when considering their abilities to meet selective-sharing needs. Prior research has tended to assume the decision to share content occurs based on how well individual channels' selective-sharing mechanisms meet users' needs (e.g., [81]). However, we observed that participants move between and combine aspects of tools that are substitutable at the task- or audience-level to meet personal-content-sharing needs. Researchers should, therefore, consider that people may use tools that do not have all the features they need as long as the tools can be incorporated into multi-channel strategies. Or, users may exclude a tool that doesn't work well in their overall ecosystem. Thus, channels' selective-sharing tools should be evaluated based on their role in broader ecosystem context.

## 5.6 Conclusion

Personal-content-sharing decisions take place at the ecosystem level. Users rarely only consider selective-sharing mechanisms on one service when deciding how to share. Instead they move between channels and combine channels to meet sharing needs.

In this chapter I describe a study that examined how participants chose between and combined channels to meet their personal-content sharing needs. I found that selective-sharing needs were one of a variety of factors, including task-at-hand, audience attributes, social dynamics, and available task-driven features (e.g., support for collaboration, support for different file sizes, etc.) that drove participants to choose different channels to share personal content. Participants also combined channels when one channel didn't meet their sharing needs, for example when all their desired audience members weren't available on a single service.

In this context, when designing, or trying to improve selective-sharing mechanisms, it is necessary to consider a tool's role in the broader sharing ecosystem. Selective sharing is embedded in audience context as well as the context of other task-driven features provided by services. For example, a user may want to be able to explicitly target a particular audience, but they may also want to use a service that allows them to edit content. This dynamic will shape which service, and which selective-sharing tools, people find usable.

We draw on these insights in the next chapter (Chapter 6) when prototyping and evaluating potential topic-based sharing mechanisms for Facebook. We evaluate the mechanisms in terms of their ability to supplement current Facebook sharing tools, but also their ability to supplement and substitute for tools used on other services in participants' sharing ecosystems.

# 6 | Exploring topic-based sharing for Facebook

## 6.1 Introduction

When people share online, their selective-sharing preferences can vary around different dimensions, including time of sharing, relationships with audiences, or location [61, 90, 105]. Access-control mechanisms on different services seek to capture these dimensions to allow users to share with desired audiences. However, when users aren't able to use existing mechanisms to selectively share in their desired manners, they draw on compensatory behaviors. As outlined in Chapters 3 and 4, this may include self censorship or sharing in a manner they later regret.

As observed in Chapter 4 users may want to share with other people interested in topics (*topic-based sharing*). For example, a user might want to share content related to dogs with other dog lovers or content related to sports with other fans of a team.

Some services provide mechanisms that facilitate topic-based sharing or filtering. For example, Twitter allows users to add hashtags; photo-sharing and blogging sites also often allow users to tag content. Similarly, users can join mailing lists on specific topics or participate in discussions on topic-specific forums. Alternatively, on social networking sites, users can manually create groups of friends centered around known interests to selectively share content.

In this chapter I explore the potential impact of adding topic-based sharing mechanisms to Facebook. Facebook provides a variety of features that allow users to share with different audiences and perform tasks ranging from photo sharing or conversation to promoting oneself or events [41, 78, 83, 95]. However, current Facebook mechanisms do not provide a way to directly identify others with shared interests, absent a shared group identification or trait. For example, a user who wants to share content about hockey on Facebook might want to share it with their friends interested in hockey. However, the user might not know which of their friends are interested in hockey, and might not want to join a group related to hockey, making it difficult to share this content with friends who share their interest on Facebook. As described in Chapter 4, on Facebook, when people aren't able to easily

identify these types of interests using available mechanisms, they may compensate by self censoring content they might otherwise want to share.

In this chapter I describe a study focused on reactions to the general concept of being able to selectively share with people interested in a topic on Facebook. We also look at reactions to three potential topic-based sharing mechanisms: the ability to opt out of viewing content by topic on Facebook, the ability to opt in, and the ability to share on a topic without identifying oneself.

We use a semi-structured interview centered around a retrospective diary to probe how participants (n = 16) currently share about topics on Facebook and other services. We then explore potential use cases for each topic for general, hypothetical topic-based sharing. We use walkthroughs of mockups of potential topic-based sharing mechanisms to examine how participants think they might use topic-based sharing that included the ability to: 1) opt out of topics; 2) opt in to topics; and 3) share on topics without identifying oneself.

We specifically focus on:

- Exploring how participants currently seek interest-driven audiences for topics and target people interested in different topics, on Facebook and other services.
- Understanding use cases participants perceive for topic-based sharing mechanisms on Facebook.
- Understanding participants' perceived engagement strategies for topic-based sharing.

We find that participants currently intend content for interest-based audiences on a variety of topics and use broad targeting techniques. Participants tended to feel that topic-based sharing mechanisms on Facebook might allow them to avoid oversharing or offending others for some topics on which they currently share, and might allow them to target more interested audiences to share more, or improved, content or facilitate better discussions. However, topic-based sharing wouldn't meet all of participants' sharing needs, and designing usable topic-based sharing mechanisms would require consideration of participants' potential engagement strategies.

## 6.2 Background

Interest in a topic (*topic-based sharing*) is one dimension around which people may want to selectively share. For example, a person might only want to share pictures of food with other people interested in pictures of food. Services offer different mechanisms that facilitate the ability to share content with other people interested in topics.

### 6.2.1 Properties of topic-based sharing mechanisms

Topic-based sharing mechanisms tend to have several properties that allow content to be selectively shared or viewed by topic: the ability to tag content to facilitate search by topic, the ability to allow opt in or out by topic, the ability to associate topics with the content itself or identify topics as traits of an individual, and the ability to be identified or not when sharing on a topic.

#### Tagging and allowing opt in or opt out

Adding topics to content, often in the form of *tags*, can allow users or audiences to find content on a topic [5, 58]. A number of services provide tagging mechanisms that facilitate filtering or search by topic. For example, Twitter allows users to add hashtags, which can be used for search. Blogging platforms, like Tumblr, or photo services, like Flickr, also allow tagging by topic. Facebook also provides some limited support for search by hashtags.

Some services also allow audiences to *opt in or out* of viewing content by topic. At a high level, users can opt in or out of viewing certain topics on discussion boards by opting to view the forum or not. Similarly, users can decide whether or not to join mailing lists on particular topics.

#### Identifying topics with users or content

Topics may also either be associated with a trait of the individual sharing, for example someone who identifies as interested in dogs, or with content they share, for example a piece of content someone identifies as being about dogs.

Some topic-based sharing mechanisms rely on a user associating themselves with a topic, for example, when a user joins a group to share on a topic. This is the modality used by Facebook Groups or some discussion boards. Other services rely on a user assigning others to a group based on an assumed interest or trait, for example using Facebook's manual lists or Google+ circles. On the other hand, some mechanisms allow users to tie topics to content, rather than associating topics with individuals. Tags may be added to content without explicitly associating traits with the user sharing. For example, a user who identifies as a Republican could share content that they tagged as being about Democrats.

In the study described in this chapter we focused on exploring topics identified with content, rather than associated with individuals. Identifying topics with content provides the freedom to share or express interest in content without explicitly creating or assuming ties to one's own, or one's audience members', identities.

#### Real name or pseudonymity

Users may also sometimes wish to share in a de-identified manner, for example when they consider topics sensitive [14, 43]. Services may allow users different degrees of anonymity or pseudonymity for sharing on topics. For example, some discussion forums, like Reddit are primarily pseudonymous. Other forums, such as Twitter, have mixed real name and pseudonymous use. Other services, such as Facebook, require the use of real names [87].

### 6.2.2 Selective and topic-based sharing on Facebook

Facebook provides a number of mechanisms for selectively sharing content, including the ability to share within a friend network, to share with a limited list of people, or to share within public or private groups. However, Facebook currently provides limited topic-based sharing mechanisms that allow users to associate individual pieces of content with topics and interact with content at the topic level.

From the perspective of a content viewer, Facebook also provides limited direct user control over opting in or out of content by topic. Users can choose to follow, unfollow, or hide friends, or can request to see more or less of certain content. However, Facebook NewsFeeds tend to be controlled algorithmically, and users have varied perceptions of the impact of their actions [28].

In this chapter we focus on the perceived impact of topic-based sharing by focusing on adding explicit, content-level, topic-based sharing on Facebook. We chose this mechanism because our prior research, outlined in Chapter 4, found that Facebook users might be able to better target desired audiences if they could share content with people explicitly interested in individual topics [81].

## 6.3 Methods

We used an interview (n = 16), grounded around a retrospective diary, to probe topics around which people share on Facebook and other online services. We explored the potential impact of adding topic-based sharing to Facebook by first asking about the hypothetical impact of a *general topic-based sharing mechanism* for each topic. Then, we used three design mockups, presented as workflows, to explore the potential impact of three possible design mechanisms: allowing users to tag content with a topic and then allow their audiences to *opt out* of viewing it, allowing users to require their audiences to *opt in* before they saw content on a topic, and allowing users to share on a topic without identifying themselves as the ones sharing (*de-identified sharing*).

| *Code* | *Gender* | *Age* | *Occupation* | *FB Friends* |
|---|---|---|---|---|
| P01 | F | 53 | Art/writing | 101-500 |
| P02 | F | 23 | Student (History, Political Science) | 501-1000 |
| P03 | F | 20 | Student (Cognitive Science) | 501-1000 |
| P04 | F | 26 | Scientist/engineer | 101-500 |
| P05 | F | 26 | Unemployed | 101-500 |
| P06 | M | 23 | Unemployed | 501-1000 |
| P07 | M | 27 | Business/Mgt./Fin. | 101-500 |
| P08 | F | 26 | PhD Student | 501-1000 |
| P09 | F | 50 | Admin. support | 501-1000 |
| P10 | F | 25 | Education | 501-1000 |
| P11 | M | 30 | Unemployed | 101-500 |
| P12 | F | 25 | Student (User experience) | 501-1000 |
| P13 | F | 33 | Unemployed | 501-1000 |
| P14 | F | 65 | Retired | 51-100 |
| P15 | M | 23 | Student (Information Science) | 101-500 |
| P16 | F | 63 | Service | 101-500 |

**Table 6.1:** Participant demographics: participant code, self-reported gender, age, occupational category, and number of Facebook friends (ranged)

### 6.3.1 Recruitment

We recruited participants (Table 6.1) from the Pittsburgh, Pennsylvania area using a Craigslist ad, flyers, and an ad on the Carnegie Mellon University participant recruitment board. Each ad provided a link to a recruitment survey. Based on responses to the survey, we sampled for a variety of ages, occupations (e.g., not all students), and active Facebook posting. We also required that participants be over 18 years old and self report as highly proficient in English. Participants were compensated with a $40 Amazon gift card for completing the retrospective diary and the in-lab interview.

### 6.3.2 Retrospective diary

To prompt discussion of topics around which participants shared, approximately two days before the interview, participants completed retrospective diaries of their online sharing activities. The diary survey is included as Appendix D.1.

Participants were sent a link to a survey that asked them to report all the online services they used in the previous week to share content online for personal (non-work-related)

reasons. For each service, we asked them to open the service and use it to list and describe all the content they shared.

### 6.3.3 Interview

Next, we asked participants to complete an approximately hour-long, semi-structured interview in a lab on the Carnegie Mellon University campus. The interview script is included as Appendix D.2. One interviewer performed all the interviews. They were audio recorded and transcribed.

The interview was intended to: 1) examine topics around which the participant shared on Facebook and other services; 2) explore hypothetical impacts of general topic-based sharing; and 3) examine hypothetical use cases for three, specific mocked-up topic-based sharing mechanisms (tag-based opt-out, tag-based opt-in, and de-identified topic-based sharing).

#### Topic elicitation

The initial portion of the interview explored topics around which the participant shared online. The interviewer asked the participant to describe the topics they typically shared about on Facebook and on the other services the participant reported in their retrospective diary. To ground this process in the participant's sharing behaviors, the participant was provided with a copy of their diary to prompt recall of recently shared topics.

The interviewer began by asking the participant to describe ten topics they typically shared about on Facebook. Prompting for ten topics was drawn from piloting. If the participant was not able to describe ten topics, or wanted to describe more, they were encouraged to share the number they felt was appropriate. Participants were told to use the provided diaries as reference; however, they were also told that they could include topics that they had not shared about in the previous week.

After the participant described the topics they typically shared about on Facebook, the interviewer went through each topic and asked the participant to:

- Describe the content in more detail (e.g., "What kinds of things do you share related to that?").
- Describe who could see the content (e.g., "Who do you share that with?" "Is that friends only or public?").
- Describe the intended/active audience (e.g., "Is there anyone you particularly want to view it?" "Is there anyone you don't want to view that?" "Who do you think views that?").

- Rate how happy or unhappy they were with who currently viewed the content on a five-point scale from very unhappy to very happy, and explain why.

The interviewer repeated this topic elicitation with each service the participant described in their diary. For each service the interviewer began with the topics the participant had previously described sharing. The interviewer then asked about any additional topics for the service.

#### Potentially sensitive topics

After the topic elicitations, the interviewer probed whether the participant considered any of the topics they mentioned sensitive, specifically whether there were any that they "would prefer not everyone knew you shared about." The interviewer finished this section by asking about any topics the participant self censored, for example any topics the participant tended not to share about online.

#### General topic-based sharing

The next portion of the interview explored how the participant viewed general, hypothetical topic-based sharing on Facebook for topics they currently shared about on Facebook, currently shared about on other services, or currently chose not to share about online. The interviewer asked the participant to imagine that they could "post on Facebook for just [their] friends interested in the topic." For this portion of the interview no specific mechanism was given for targeting interested friends.

For each topic the participant had described sharing about on Facebook, the interviewer asked the participant to rate, on a five-point scale, whether they would be happier, unhappier, or feel the same if they were able to post content on the topic on Facebook just for their friends interested in the topic.

For each topic the participant had described sharing about on other services, or not sharing about online, the interviewer then asked the participant to rate whether they would be less likely, the same, or more likely to post it on Facebook, instead, if the content would only be shared with friends interested in the topic.

The interviewer followed up on each topic with probing questions about the participant's feelings, and who the participant thought would or would not be interested in the topic. If the participant indicated that they might want to use topic-based sharing, the interviewer probed about potential changes in audience or posting.

#### Design mockups: opt-in, opt-out, de-identified topics

In the next part of the interview the interviewer probed perceived use cases for more concrete versions of topic-based sharing. The interviewer presented participants with walkthroughs created from design mockups of three topic-based sharing mechanisms. The mockups were created in Balsamiq and were presented as hypothetical scenarios. [1]

The design presented in all three mockups allowed users to "tag" a status update with a topic, in a manner similar to adding a location or emotion tag in the current Facebook interface. The three mockups presented slightly different mechanisms for interacting with the tagged content. Full versions of the screens presented during each of the workflows are in Appendix D.3.

In the sample workflow scenario the interviewer asked participants to imagine that they wanted to "share content related to food" with friends interested in food:

- **Opt-out topic-based sharing:** In the first workflow the interviewer asked the participant to imagine that after tagging the post with "food" they could share it with all their friends. A hypothetical friend would then have the option to go to a "topics page," see that they were viewing food content from their friends, and decide to stop viewing food content for either specific friends, or all their friends (Figure 6.1).
- **Opt-in topic-based sharing:** In the second workflow the interviewer asked participant to imagine that they didn't want to share with anyone unless the audience members said they wanted to view things about the topic. In this workflow the workflow user was shown going to their "topics page," which they could set to require people to opt in to the content (in the example the default was opt out). They could also decide whether or not they want to notify people that they were sharing on the topic (Figure 6.2). The workflow user decided to make the topic opt in and to not notify anyone. They then posted the food content, and the workflow demonstrated how a hypothetical friend would need to go to their topics page, and opt in to viewing the topic, before the workflow user's post would appear on their NewsFeed.
- **De-identified topic-based sharing:** In the final workflow the interviewer asked the participant to imagine that they could perform opt-in, topic-based sharing but had the additional option to check a box that would de-identify their posts. The posts would appear on friends' NewsFeeds as being posted by "a friend" rather than coming from the participant. In the sample workflow, the workflow user checked

[1] Photos included in the mockups are copyright SundarshanV, Sunny_mjx, JenniferC, and TomTrelvik under a Creative Commons License.


**Figure 6.1:** Participants were presented with mocked-up versions of potential topic-based sharing mechanisms created in Balsamiq. The mockups were presented as a series of screens in a scenario. Three screens from the opt-out scenario are presented above. Participants were told they would tag a post with the topic, which, in the example is "food," and then, from their friend's perspective the content would appear tagged as related to food. A friend would then be able to view their "topics page" and choose if they wanted to continue viewing food-related content.

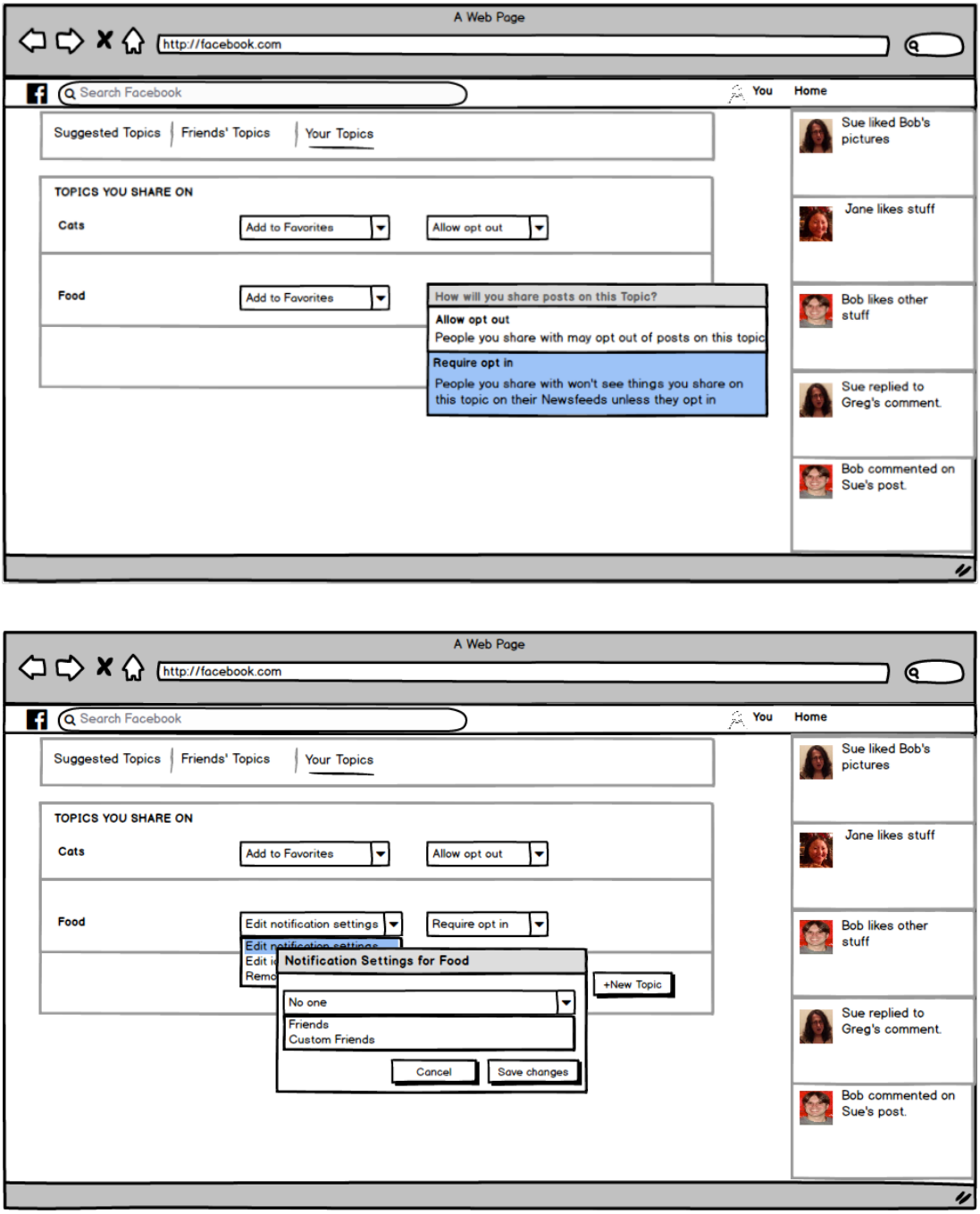


**Figure 6.2:** In the opt-in workflow, participants were told to imagine that they wanted to share content with their audience members but didn't want the audience members to able to view content on the topic unless they opted in to viewing it. When the workflow user tagged the content with the topic in this scenario they could go to their "topics page" and set the topic so that audience members were required to opt in to view it. Participants were also shown that they would have the option to choose whether to notify others that they were sharing on that topic.

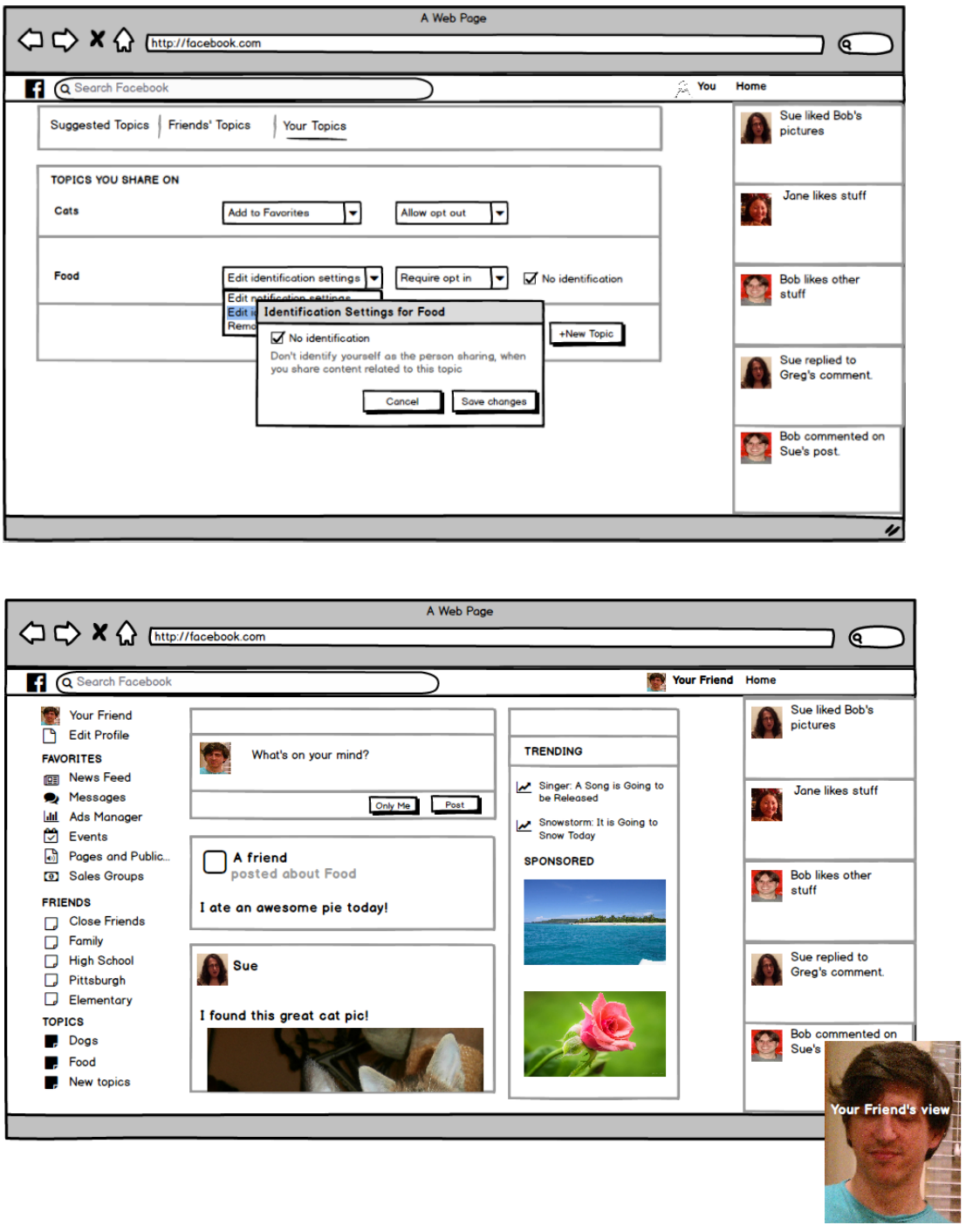


**Figure 6.3:** In the de-identified workflow, participants were told to imagine that they wanted to share content related to food, but didn't want others to know that they were the ones sharing about "food." They were shown that, for a given topic, they were provided with the option to check a box to share without identifying themselves. Then, the content shared on the topic would appear on a friend's NewsFeed as coming from "a friend" rather than as coming from the participant.

this box for content related to food, their friend opted in to see food, and the content appears on their NewsFeed from "a friend" (Figure 6.3).

After each workflow the interviewer asked the participant for reactions.

### 6.3.4 Analysis

We qualitatively coded the interviews to analyze the results. The potential benefits, downsides, strategies, and audiences associated with topic-based sharing related to broader Facebook, and general online, benefits, risks, and sharing strategies. Thus, we created an initial codebook based on related literature on broader motivation for use of online services [41, 78, 83, 95], social-networking-site privacy and self-presentation risks [18, 26, 37, 49, 56, 63, 79], sharing and audience-targeting strategies [55, 94], types of online audiences [46, 81, 83], and the benefits and risks of online anonymity [43, 71, 87]. Two researchers then used this initial codebook to affinity diagram three interviews and create an updated codebook. One researcher then coded the remaining interviews, using, and iteratively updating, this codebook. The final codebook is described in the results.

We also categorized the topics on which participants described sharing on Facebook and other services, using notes taken from the interviews. To code the topics one researcher created an initial set of high-level topic categories by iteratively updating a list of topics drawn from Wang et al.'s work on topics shared on Facebook [102]. The codes were then iteratively updated based on discussions with a second researcher who coded selections of fifty items. The two researchers then both coded all items, discussing and agreeing on any disagreements. The final set of categories are outlined in Section 6.5.1.

## 6.4 Mockup design process

The mockups used in this study to discuss topic-based sharing mechanisms were created through an iterative design process. We began with high-level design requirements drawn from related research. The three mockups used in the final study methodology (topic-based opt out, topic-based opt-in, sharing on a topic in a de-identified manner) were developed by updating initial designs through pilot tests. This section summarizes the initial high-level design requirements and mockups, pilot tests, and subsequent design updates.

### 6.4.1 Initial design requirements and designs

To create the initial mockups we began with a set of design requirements for a Facebook topic-based sharing mechanism, drawn from related literature. We drew on these design

requirements to create an initial set of three mockups for pilot testing.

### Initial design requirements

The initial mockups were intended to meet four, high-level, design requirements: the ability to discover and express topic-based interests, the ability to express interests in topics a priori or reactively, the ability to express these interests publicly or privately, and the ability to share on a topic in a de-identified manner.

The first two design requirements focused on the discoverability of topics. The initial mockups were, therefore, intended to allow users to assign a topic to content and then filter based on that topic and allow users to express interest in topics.

Prior research on file sharing preferences has also found that, depending on context, people may wish to view content or invite others to view content in response to contextual needs or requests [9, 61], rather than setting policies a priori. The initial mockups were also designed to allow users to express an interest *a priori*, for example to identify as a dog lover and then receive all content related to dogs, versus *reactively*, for example to receive a request from a friend asking whether they were interested in dog-related content before viewing it.

Because this design focused on the ability to explicitly express interest in topics, we also focused on whether people would be willing to express interests publicly or whether they might want to silently express interest in a topic to access content. Similarly, we also wanted to explore whether people sharing would want to require others to publicly express interest in a topic to receive content they shared on the topic. Prior research on file systems found that some sharing preferences were based around a desire to audit others' viewing behaviors [9, 98]. Therefore, we included an initial design requirement that the mockups would allow both public and private topic expression, and would include options around requiring public expressions of interest.

Finally, similar to the final mockups, the initial mockups included the ability to share in a de-identified manner for a given topic. Related research indicated that the ability to share in a more de-identified manner may prompt discussion or allow users to share on sensitive topics [14, 43, 87].

### Initial pilot mockups and workflows

To address these design requirements we created an initial set of three mockups and workflows and tested them with pilot participants. Similarly to the final workflows, these initial mockups and workflows allowed the pilot participants to share content on a topic with a friend. However, in the pilot workflows, unlike the workflows used in the final

methodology, the workflow user was shown explicitly creating a topic, and then inviting their friend to view the topic, rather than having the content simply appear on the friend's NewsFeed. In the pilot workflows, after creating a topic, the user then posted content on the topic using a topics page (modeled after Facebook's current Facebook Groups page interface).

For pilot testing, we used three mockups/workflows:

- **Sharing on a topic with silent viewing:** In the first pilot workflow, the interviewer told the participant to imagine that they wanted to share content related to "Pictures of flowers" with friends interested in pictures of flowers. They were told that the workflow user would first create a topic related to pictures of flowers, describe the topic, and then decide who to invite to view the topic. In the example the workflow user would invite their friends to view "Pictures of flowers." Their friend would then receive a notification. When the friend clicked the notification they would see that the workflow user had invited them to view "content related to Pictures of flowers" and that they could view the topic publicly (the interest would be saved to their profile and be visible to the workflow user), view the topic silently silently (it wouldn't be saved to their profile and wouldn't be visible to the workflow user) or ignore content on the topic from the workflow user. In the example, the friend chose to view the topic silently. The friend would then see the content the workflow user had posted related to Pictures of flowers on their NewsFeed. The workflow user could go to their page for the "Pictures of flowers" topic to post content related to "Pictures of flowers" as well as see friends who had publicly indicated interest in the topic (Figure 6.4).
- **Sharing on a topic with only a public viewing option:** In the second pilot workflow, the workflow user again created a topic related to "Pictures of flowers" and invited friends to view it. However, in this workflow, the workflow user required that people they invited to view the topic publicly indicate interest in the topic to view content the workflow user posted on that topic. The participant was then shown that when the workflow user's friend received a notification about the topic the friend would only be able to view the topic publicly or ignore the topic (not view the topic silently). In the sample workflow the friend chose to view the topic publicly, and the content appeared on their NewsFeed. The workflow user could then go to the page for the "Pictures of flowers" topic and see everyone interested in the topic, including the friend (Figure 6.5)
- **De-identified sharing:** In the third pilot workflow, the workflow user created a topic related to "Pictures of flowers" and invited friends to view it. In this workflow, the

workflow user selected the option to share without identifying themselves as the person sharing on the topic. In a manner similar to the design used in the final de-identified sharing workflow, their friend would receive a notification that a "friend" shared on the topic, rather than the participant (Figure 6.6).

### 6.4.2 Pilot results and mockup-design updates

We elicited feedback on these initial mockup designs from pilot participants ($n = 5$, not otherwise reported). During this process we also performed paper prototyping, and made minor iterative updates to the mockups.

#### Simplifying the workflow

Pilot participants perceived some uses for topic-based sharing, primarily when presented with the first workflow. However, a few pilot participants felt the requirement that they first set up a new topic and then share content on the topic would be too much of a "hassle" for everyday use. One participant also felt that explicitly notifying audience members about topics might alert audiences to topics and lead to negative reactions, for example, if he wanted to share content related to politics.

To address this issue, we updated the final workflows to focus on "tagging" content with topics in the status-update bar, instead of requiring participants to create new topics or go to a topics page each time they wanted to share topic-based content. The new workflow allowed users to share on a topic in fewer steps, and allowed participants to add a topic to a post while writing it without leaving Facebook's main screen.

#### Moving to opt-in and opt-out

In the initial workflows we also focused on how pilot participants might perceive differences in allowing audiences to publicly or silently indicate interests in topics. However, pilot participants tended not to find the ability to require their audiences to publicly indicate interest in a topic useful. One pilot participant felt that this functionality might be more useful in business contexts, while another felt that it would put a lot of pressure on the person sharing. Another participant, similarly, explained that he felt he wouldn't want to require people to publicly express interest, because it might create a barrier, and when he shares he wants content to reach people.

When discussing the mockups, pilot participants also expressed interest in potentially being able to filter, or opt out of their friends' topics, a feature that we did not specifically design for in the initial mockups. For example, one pilot participant described not wanting to view content related to wars.

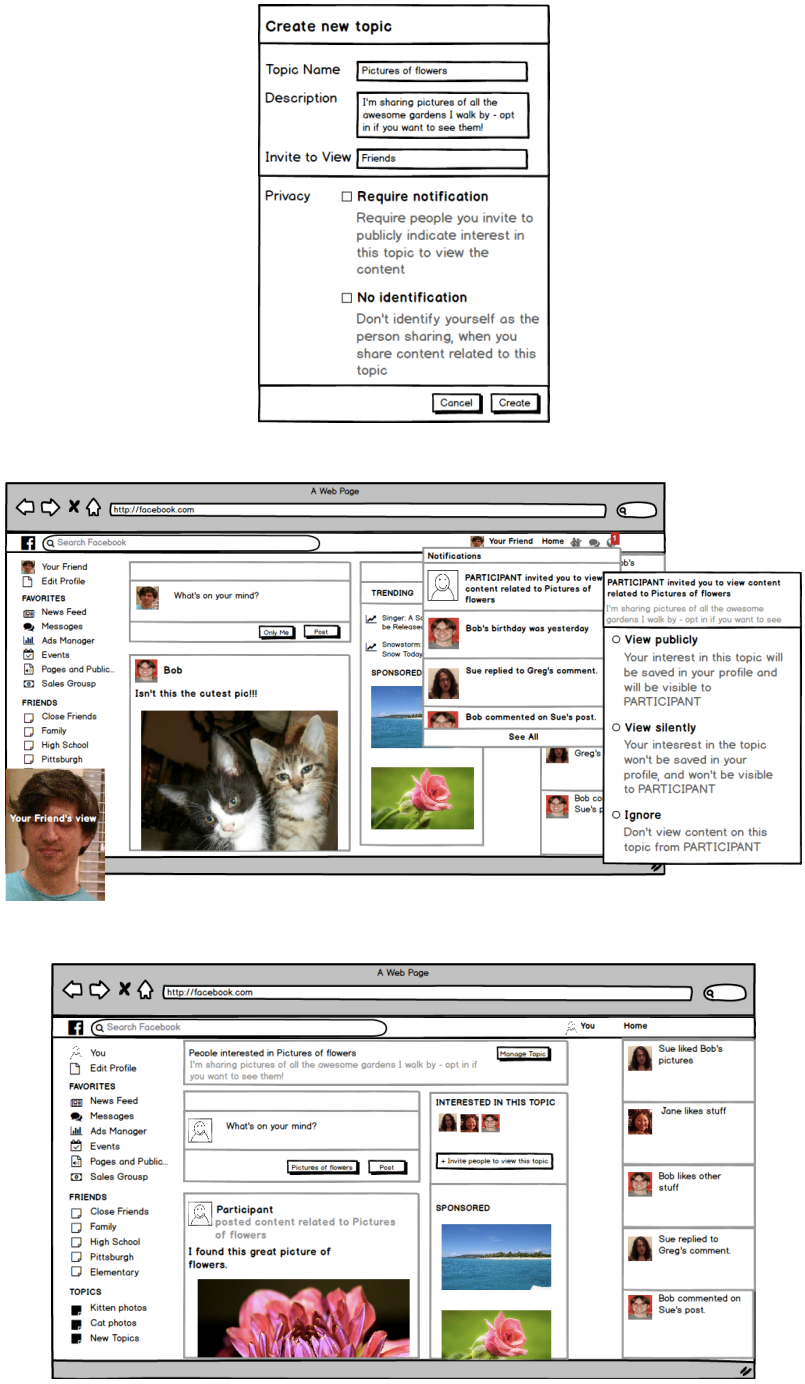


**Figure 6.4:** In the first pilot workflow participants were told to imagine that they wanted to share content related to "Pictures of flowers." They created a topic related to pictures of flowers, with a topic description, and invited friends to view it. Their friends then received a notification describing the topic and had the option to either view the topic silently or to publicly indicate that they were interested in "Pictures of flowers." The workflow user could go to their page for the "Pictures of flowers" topic to post content related to the topic and view which friends had publicly indicated interest in the topic.

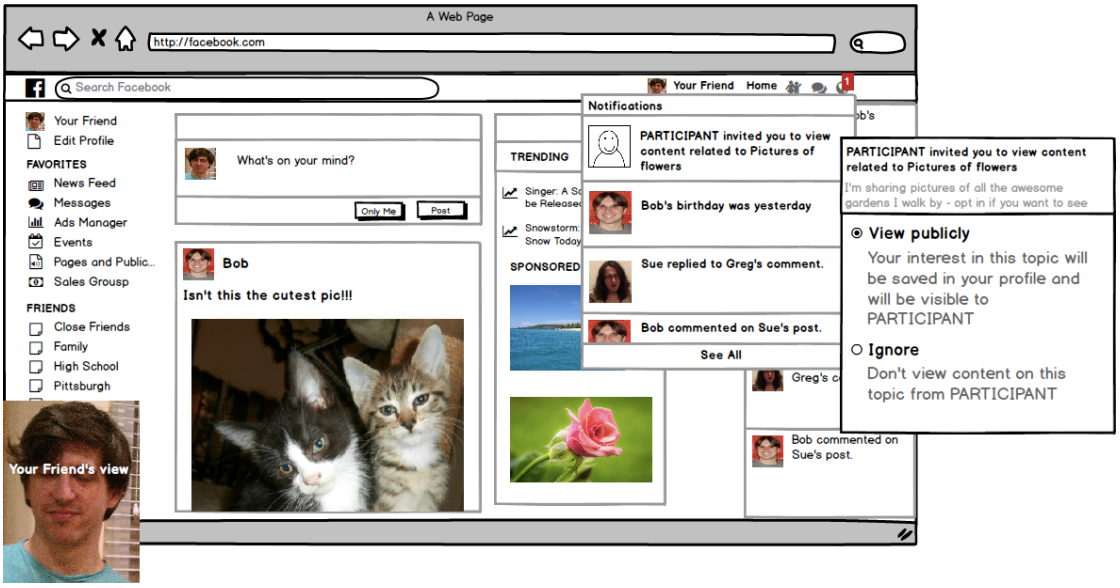


**Figure 6.5:** In the second pilot workflow the workflow user required that their friends publicly indicate interest in the topic to view content the workflow user posted on that topic. Therefore, when the hypothetical friend received a notification about the topic the friend was only given the options to view the topic publicly or ignore the topic (not view the topic silently).

Thus, in the updated final mockups and workflows we removed the focus on publicly or silently indicating interest. Instead, because participants tended to want to share broadly but potentially allow, or use, the ability to filter by interest, we shifted our focus to exploring opt-in versus opt-out mechanisms.

## 6.5 Results

Participants currently share content with audiences interested in topics, on Facebook and other services, by targeting the content through audience-reaching and limiting strategies seen in prior research [55, 94], including a mix of access-control tools, channel choice, sharing content in a generalized format, and self censoring.

Most participants identified topics for which they thought hypothetical topic-based sharing on Facebook might be useful. They tended to feel that sharing with others interested in topics might allow them to improve their audiences, share more, improve discussions, or not bother uninterested parties. However, they also described cases for which they felt topic-based sharing on Facebook would not be sufficient or might be detrimental to their sharing goals, and outlined different potential strategies for engaging with topic-based sharing mechanisms.


**Figure 6.6:** In the third pilot workflow, the workflow user chose to share on the topic without identifying themselves as the person sharing on the topic. When their friend received a notification about the topic, the notification was shown as being from "a friend."

### 6.5.1 Current topic-based sharing

Topic-based sharing on Facebook would augment or substitute for current methods for targeting content on different topics on Facebook or other services.

#### Current topics

We asked participants to describe the topics on which they typically shared on Facebook and other services for non-work-related purposes. Participants described sharing on a range of topics (summarized along high-level categories in Table 6.2).

Some topics were relatively common across participants, including updates about the participant's daily life or political content (potentially reflecting the study's timing during the US presidential primaries). There were also a long tail of topics ranging from articles on innovation to content about atheism on which one, or a few, participants tended to share.

Participants sometimes used similar language to describe conceptually similar topics, for example, several participants described "cats" or "politics." However, in other cases, participants categorized similar high-level topics differently. For example, many participants described topics related to cataloguing or updating others about events going on in the moment in their lives or posting about things they saw or were doing in-the-moment, which we categorized as "status updates." However, participants described these in-the-moment events or activities differently, ranging from "new event updates" to "random things."

Across these topics, participants shared on different categories of topics, to different degrees, as summarized in Table 6.3.

**Table 6.2:** Participants shared on a range of topics that could be summarized into several high-level categories. This table provides high-level categories coded by the researchers, examples of topics provided by participants coded as each, and the services participants used to share content on each category of topic.

| *Topic (participants)* | *Examples* |
|---|---|
| Status updates: in-the-moment activities or things seen, updates about life *(13)* | New event updates, Pictures and status updates, Tattoo, Weird pics, Pretty photos, Changing jobs, Dance team wins, Life updates, Beautiful things seen, Activities, Transition updates, Pretty views, Day-to-day stuff, Personal appearance, Pretty pictures of Pittsburgh, Random things |
| Politics or activism *(12)* | Politics, Political stuff, Political commentary, Election news, Elections, Making fun of Donald Trump, Feminist topics, Feminism, Equity |
| Logistics or planning *(10)* | Planning, Coordinating lunch dates, Setting up lunch meetings, Events (logistics), Dance team logistics, Planning get togethers, Logistics for visiting daughter, Cat-capturing logistics, Tipping competition |

| | |
|---|---|
| News or current events *(10)* | News items, News, News events, News articles, Science news, Political news, Local news, Current events, Informative things, Things about Pittsburgh |
| Conversation/check in *(9)* | Conversation, Daily conversation, General chat, Gossip, Checking in, Catching up, Personal updates |
| Funny content *(9)* | Funny things, Funny links, Funny videos, Funny photos, Funny status updates, Satire videos, [Comedy] sketches, Funny internet memes, Memes about being Mexican, Random [funny] thoughts, Onion articles, Inside jokes, Funny things friends say, Funny face pictures |
| Information or updates about events *(8)* | Events, Event PR, Event pictures, Activities, Nights out, Nightlife activities, Pictures of dates with husband, Parties, Concerts, Good events |
| Travel *(8)* | Travel, Picture of new cities, Photos from trips, Vacation photos, Travel photos, Hiking pictures, Travel things, Moving to the US |
| Animals *(7)* | Cat pictures, Dog pictures, Cute animal pictures, Animal pictures, Airedale terriers, Videos of [her] dog, Dogs |
| Content designated "personal" *(7)* | Personal, Daily personal stuff, Personal pictures, Personal things, Personal conversation, Personal advice |
| Work/school *(7)* | Classroom ideas, School, School events, School projects, Assignments, Things about [University], Interview techniques, Workplace productivity, Museum things, Work articles, Work-related things, Real estate, Ideas of displays for work, Company updates, Questions, Work updates |
| Entertainment (TV, movies, music, or books) (6) | Music, Music videos, TV, TV clips, TV news, Videos, Movies, Movie discussions, Buzzfeed lists, Harry Potter, Books read |
| Food (6) | Food, Food and drink pictures, Recipes, Beer |
| Family or friends *(5)* | Friends, Keep in touch with friends, Photos with friends, Get togethers, Pictures of grandkids, Family stuff, Family trees |
| Watching sports *(5)* | Sports, Aussie rules football, Cricket, Football and conversation, Hockey or baseball photos, Sporting events, Hockey, NFL, Basketball, Tipping competition |
| Activity/team: team or activity coordination, practices, or discussion *(4)* | Ultimate frisbee, Graphic design for [her] frisbee team, Social sports, Dance team photos, Cat tracking, Dance team, Dance team documents, Cultural organization |
| Art *(4)* | Crafts, About writing, Street art around the world, Writing feedback, Project art, Art and design, Cats and cat art, Design inspiration, Interesting design things |
| Giving or receiving support or resources *(4)* | Cats [resources], Friend who died/grieving, Questions, Feral/neighborhood cats [resources], Airedale terriers [questions], Support, Seeking support, Looking for advice on transition |
| Holidays or congratulations *(3)* | Birthdays, Holidays, Congratulations |
| Other *(13)* | Competitions, Sad videos, Innovation articles, Atheism, Charitable causes, Real estate, Dinosaurs, Subculture things, Austrian things, Stream of consciousness, Filtered photos, Weather, All topics, Random things, Websites, Buzzfeed links, Financial things, Fashion, Fitness |

Alongside theses categories of topics, participants also sometimes specifically described topics that related to content format. For example, participants sometimes described sharing particular types of photos, especially for animal-related content, funny content, or travel-related content. For other topics they specifically described sharing links, for example for political content, or described sharing videos, for example for entertainment or funny topics.

#### Current topic-driven audiences

In line with prior research [42, 81] participants described wanting to share with audiences interested in these topics. They tended to want to target four categories of interests (Table 6.4).

Participants described currently intending some topics for audiences they felt would broadly *find topics interesting*. These topics included content about animals, funny photos, recipes, content related to sports teams, or content related to television shows. P02 shared TV-related content, for example, and intended it for "the people that like the fandom."

Participants also intended content for audiences with particular *general attitudes or opinions*. This was common for topics related to politics. These participants tended to want to share on these topics with people who held views in line with their own. For example, P09 shared memes that made fun of Donald Trump and intended them for liberal friends. She explained, "I would prefer, actually, that some of the more conservative people weren't looking at them, because I'm not trying to make fun of them personally."

More concretely, participants also sometimes intended content for audience members who *shared traits or life experiences* with them that might correlate with, or create, interest in the topics. Some participants, for example, intended animal-related content for fellow pet owners. P09 explained that she intended content about her dog for: "other Airedale terrier owners. A lot of my friends are not personal friends...They know about me because my dog has...a blog...so I don't actually know a lot of my friends, but they're almost of them are Airedale terrier owners." Other participants wanted to share content with people with specific demographic traits. For example P13 is from Mexico, and felt that her Mexican friends would appreciate content she posts related to Mexico.

Similarly, some participants wanted to share content related to universities or occupations with fellow alumni or classmates, or people with similar professional backgrounds, such as "people I did teaching with in college" (P10). These participants tended to assume those audiences were interested in related topics.

Finally, some participants intended content for others *involved in events, activities, or organizations* with them who would share interests in related content. They shared content

| *Participant* | *Categories of topics shared on* |
|---|---|
| P01 | Animals, Conversation/check in, Family or friends, Food, Logistics, News, Politics, Status updates, Other |
| P02 | Animals, Conversation/check in, Entertainment, Funny, Holidays/congratulations, Logistics, News, Personal, Politics, Sports, Status updates, Work/school, Other |
| P03 | Activity/team, Conversation/check in, Events, Family or friends, Funny, Logistics, Status updates, Travel |
| P04 | Animals, Conversation/check in, Entertainment, Events, Food, Logistics, News, Politics, Status updates, Other |
| P05 | Activity/team, Food, Funny, News, Politics, Status updates, Travel, Other |
| P06 | Animals, Art, Conversation/check in, Logistics, Personal, Sports, Status updates, Support/resources, Other |
| P07 | Conversation/check in, Entertainment, Events, Family or friends, Fitness/exercise, News, Personal, Politics, Sports, Status updates, Work/school, Other |
| P08 | Events, Funny, News, Politics, Status updates |
| P09 | Animals, Art, Funny, Personal, Politics, Support/resources, Travel, Work/school, Other |
| P10 | Art, Entertainment, Events, Family or friends, Food, Funny, Logistics, News, Personal, Sports, Status updates, Travel, Work/school, Other |
| P11 | Activity/team, Conversation/check in, Events, Family or friends, Fitness/exercise, Food, Holidays/congratulations, Logistics, Politics, Sports, Status updates, Travel |
| P12 | Art, Entertainment, Events, Food, News, Personal, Politics, Support/resources, Travel, Work/school |
| P13 | Animals, Clothing, Conversation/check in, Funny, Logistics, News, Politics, Status updates |
| P14 | Conversation/check in, Funny, Logistics, News, Politics, Status updates, Other |
| P15 | Animals, Entertainment, Events, Funny, Personal, Politics, Status updates, Travel, Work/school, Other |
| P16 | Activity/team, Holidays/congratulations, Logistics, Support/resources, Work/school |

**Table 6.3:** Categories of topics on which each participant shared

| *Type of interest-based audience (Audience members who...)* | *Sample topics (sample intended audiences)* |
|---|---|
| ...would find the topic interesting | cats (people who like cats), TV shows (show fans), articles related to innovation (daughter interested in innovation) |
| ...have certain general attitudes or opinions | politics (conservatives or liberals), US presidential election (Hillary Clinton or Bernie Sanders supporters), atheism (religious people) |
| ...shared traits or life experience with the participant | university topics (fellow alumni), museum work (museum professionals), female to male transition support (people transitioning), demographic traits (Australians) |
| ...are involved in an event, activity, organization | organization events (organization members), parties (invitees), nights out (other people who were present), assignments (collaborators on the assignment) |

**Table 6.4:** Participants intended content on some topics for audiences with four broad types of interests in the topics.

related to party planning, photos after going out at night, to collaborate when planning an event, or to discuss content related to an organization.

#### Techniques to target topic-driven content

Prior research found that Facebook users generally draw on audience-reaching and audience-limiting strategies to target desired audiences [55, 94]. Participants currently used both explicit access-control tools and less-explicit audience reaching and limiting techniques to try to target these different interest-driven audiences for different topics.

Most participants tried to share with particular segments of their audiences for some topics. They often used *"platform-based" privacy tools* [94], such as privacy settings on Facebook or other platforms, to explicitly share with the limited groups they felt were interested in topics. Participants also sometimes shared using small group text messaging groups focused on a topic, or sent Snapchat messages to contacts they felt would find the content interesting. At a broader level they used services where they knew that only certain audiences would be present, for example in specific communities on Reddit.

Many participants also sometimes tried to avoid the need to limit an audience by only posting content they considered acceptable for everyone who might view it (*sharing content appropriate for the "lowest common denominator"*) [55, 94]. P16 explained that she considered everything she posted on Facebook equivalent to "what I would put on the telephone pole."

Within individual topics, participants also sometimes limited the types of content they shared to make the topic acceptable to general audiences [55]. A few participants, for

example, tried to only post objective or uncontroversial political content. P12 explained: "I don't really post my personal opinion 'cause my friend...they're not all like me...some might like Trump, some might not, so I just share some articles I've seen on the Internet."

Participants also drew on "audience-reaching" strategies, similar to those described by Litt and Hargittai [55]. Many participants assumed that audience members interested in topics would "self select" to view the content, and everyone else would ignore it. For example, P13 shared content related to feminist topics. She knew she had some friends that "are feminists and they like those all the time...it's not like a private interaction, but not everybody, like, read those"

To provide more explicit targeting, many participants posted and then *"interacted" with the audience* by tagging people, highlighting content with hashtags, posting on peoples' walls, or telling people about content. Similarly, a few participants posted broadly but *changed the "script" of the post* so the meaning would only be clear to relevant audience members [55]. For example, P06 sometimes posted on Facebook about a friend who had passed away. He worded the posts vaguely so that "the people viewing it are either people who know that I'm having trouble with her loss, or just like people who think it's just like some vague poetic thing."

Alongside these content-driven methods, some participants also targeted sharing for topics by *controlling overall access to their networks* [94]. Several participants described strictly controlling their networks on Facebook or other services, so that they would have freedom to assume that all audience members were willing to view topics they posted on. For example, P10 explained that on Twitter, "people that I let follow me are generally people my age range so we'd have similar interests."

### 6.5.2 Use cases for topic-based sharing on Facebook

Almost all participants felt that they would benefit from topic-based sharing on Facebook for some topics, as a supplement or substitute for current targeting techniques. Participants tended to feel that they could use topic-based mechanisms to reduce the risk of boring others as well as to potentially reduce the risk of offending audience members. Participants perceived a number of potential related benefits, including the ability to target better audiences, find people interested in topics, and post more or better quality content (Table 6.5).

#### Reducing the risk of potential over-posting or offense

As described, participants currently sometimes posted broadly and assumed audiences could self-select if interested or self censored to avoid sharing too much or to avoid sharing

potentially offensive content.

Thus, several participants felt that topic-based sharing on Facebook might *reduce the risk of oversharing* and of boring or annoying others by posting too much on topics. This risk has been outlined in prior research as a reason for self censorship and un-following or un-friending behaviors [49, 63, 79, 81].

Participants tended to be concerned about this dynamic for topics they felt might not be interesting to their general audiences. These topics ranged from cat-related posts or pictures of grandchildren, to posts related to the participant's university. P02 explained, "I have family members that didn't go to [anonymized university] and...they're not close family members so they probably don't care that much...part of the reason I don't post very often on Facebook is that I try not to be annoying."

Some participants also felt that targeting interested audiences might help them avoid *the risk of offending others*, a dynamic also seen as a reason for self censorship or un-following [49, 81]. This tended to occur for political topics, but also for topics participants felt some audience members might misperceive or take out of context. P09 described, for example, wanting to share on "subculture" topics on Facebook, such as the occult, but not sharing because she assumed these topics would make people uncomfortable. She would be happier sharing if she could target people interested in countercultural content because it would allow her "To be able to say...'this is my tribe. These are my people. You will understand everything that I'm posting and you won't be offended by it."'

#### Potential impacts of topic-based sharing

In combination with reducing these risks, participants thought topic-based sharing on Facebook might provide a number of benefits.

Some participants felt that topic-driven sharing might allow them to specifically post to *narrower, or better-quality, audiences*, rather than post broadly and rely on audiences to self-select. Perceptions of these improved audiences varied. Participants sometimes wanted audiences filtered for people who wouldn't be offended or annoyed. P01 envisioned sharing pictures of her grandchildren with: "A grandma and close friends list that I could send those to, and not bother the rest of the group with."

Some participants also felt that topic-based mechanisms would facilitate *locating people interested in topics* to view content they posted. Participants felt that targeting content on a topic at people interested in that topic might generally increase the amount of attention paid to posts. Similarly, participants sometimes felt that targeting people interested in a topic might lead to more effective assistance or social support. In one case, P12 described using Facebook to ask technical questions. She felt that narrowing the audience to people

interested in technical topics would increase the likelihood of finding useful help: "I think people would be more interested in helping me because...they're closer to me."

Two participants also described potentially using topic-based targeting to share experiences. P10 explained that she shares at sports games, and she'd be happy to be able to share with other fans: "if I'm at a hockey game, if people, it was all like [anonymized team] fans and then people like to see that, so I would think that would be kinda cool."

Several participants felt that targeting more focused audiences might allow for improved discussions on topics. Participants described hoping, for example, that limiting audiences for political content to audience members interested in the topics might lead to more constructive or informed conversations. However, participants also felt that increased targeting might prompt better discussion in other areas. For example, P10, a teacher, liked the idea of using topic-based sharing to post on Facebook about classroom design ideas she currently posts about on Pinterest: "it would be almost like a little teacher forum...'cause it's always nice to bounce ideas off each other."

Similarly, a few participants felt that if they knew they were sharing for audiences interested topics they might post more, or better quality, content. P11 posted basketball-related content, and explained that if he were posting for people interested in basketball he could "sort of cater it towards the people that are interested in it, who want to see it."

#### Potential use cases for topic-based viewing on Facebook

When presented with the topic-based-sharing mechanisms, participants also sometimes felt that they might benefit from the ability to opt in or out of others' content.

**Filtering uninteresting or offensive content** Related research has found that people may object to others oversharing or sharing uninteresting content [49, 63, 79]. Participants, similarly, tended to feel that being able to opt in or out of friends' posts by topic might allow them to avoid content they weren't interested in, especially for friends they felt overshared. They described potentially wanting to opt out of topics including babies, exercise, or details of everyday life. Participants felt opting out of these topics would help them clean up their NewsFeeds: "[if] a ton of people are posting about...a bunch of cat pictures, I don't really care about cats, so I could go in and get rid of it just to kinda clear up the junk on Facebook" (P10).

A few participants also wanted to avoid viewing topics they felt were upsetting or with which they disagreed. For example, P16 is a vegan and would prefer to opt out of pictures of meat: "it would be real nice to not have people's pictures of their nice juicy barbecue."

**Preference for opt out** For viewing content by topic, participants tended to prefer the idea of allowing opt out to requiring opt in. Several participants felt that an opt-in-based mechanism would require too much work to begin viewing content on a topic. Some participants also felt that opt-in might remove the ability to discover unexpected content, which they felt was a benefit of Facebook: "I feel like [the opt in] mechanic is just kind of not really what Facebook is supposed to do" (P02).

However, a few participants described topics for which they'd want to know that their audiences had explicitly expressed interest, and for which opt in might be useful. P04 explained, for example, that she might want to use opt in for sharing about television shows: "you would assume that people wouldn't be angry about Game of Throne spoilers if they were opted in to like read posts about it."

### Potential uses of de-identified topics on Facebook

We also probed for participants' perceptions of potential uses for sharing on topics on Facebook in a de-identified manner.

Most participants perceived de-identified sharing on Facebook negatively. Some felt, in line with prior research [43, 71], that sharing without a tie to one's identity on Facebook would be creepy, suspicious, or inappropriate for the platform. Similarly, several felt that removing Facebook's ties to real-life identities would lead to negative behaviors [43]. P14 explained, for example, "I think it's important that Facebook retain a level of transparency, because I could imagine that very quickly people would be posting things that are really offensive, and if people can do that anonymously, I think we would lose a level of civility."

Some participants also explained that they saw Facebook as a platform on which people specifically benefited from having their identities tied to the material they posted: "The people I know, the people that post that kind of stuff want people to find out about it. That's why they use Facebook" (P08).

However, while anonymity can cause negative disinhibition, it can also increase freedom to discuss sensitive topics [14, 43]. Two participants pointed out cases that illustrate how de-identified sharing might be useful for some potentially sensitive topics.

One participant, who is transgender, and was using Facebook for support while transitioning from female to male, explained that de-identified sharing might be useful for support during the transition process for sensitive or embarrassing questions. He explained, for example, "one of the like side effects of hormones is acne. And so like I don't necessarily want people to know that I'm posting about it, but it would be nice to like write about it, and then get some responses like, oh, this is what I tried."

Another participant had previously worked as a police officer. He explained that it

would be useful to be able to respond to negative statements about the police in a de-identified manner: "some people post some pretty nasty stuff, um, so I guess being able to put my point of view forward... 'cause you can get in trouble for certain things."

### 6.5.3 Needs unmet by topic-based sharing

Most participants described topics for which adding topic-based sharing to Facebook might be beneficial. However, topic-based sharing on Facebook would not meet all online-sharing needs. All participants also described topics for which topic-based sharing mechanisms on Facebook would not improve their ability to share, or, if used, could be detrimental to their abilities to reach desired audiences.

#### Privacy needs

Some participants described topics they wouldn't want to share on Facebook because they wanted explicit privacy controls. These topics included personal topics, pictures that included other people, or funny content the participant felt they might find embarrassing to have broadcast more publicly. Participants' privacy concerns related to these topics, included considerations of their own privacy, as well as considerations of others involved in the content [56]. In a few cases participants were also concerned about protecting the content from Facebook itself.

Because of their privacy concerns for these topics, participants tended to want to share on these topics using services that allowed them to explicitly limit audiences, or, in some cases, didn't want to share on these topics online. In these cases, participants didn't want to share on Facebook using topic-based sharing mechanisms, because they valued the ability to explicitly limit the audience rather than target an interested audience. For example, P02 wouldn't want to post "personal things" to Facebook using topic-driven sharing because "there are things that I don't want more than a couple of specific people to know."

#### Peripheral audiences and stratification

A few participants specifically felt that topic-based mechanisms could be counter-productive for certain topics. Prior research found that Facebook users sometimes broadcast on Facebook to reach "peripheral audiences" beyond those the user may specifically consider [55]. Similarly, participants sometimes wanted to reach audiences who might be prompted to become interested in a topic, rather than using topic-based sharing tools to limit the audience to people who were already interested. For example, P07 described using Facebook for an organization fundraiser: "we marketed it just to the people we knew in like our community, but we ended up making $700.00 in sales just from this other organization

| *Potential benefit of topic-based sharing* | *Examples* |
|---|---|
| Share with narrower/better quality audiences | Share pictures of the grandchildren with people who wouldn't be bothered by it |
| Locate people interested in a topic | Get assistance or social support (e.g., ask a technical question, express grief and get support) |
| Share an experience | Share with other fans at a sports event |
| Improve discussions on a topic | Have a more constructive political conversation, create a "little teacher forum" for classroom ideas |
| Post more or better quality content | Cater basketball-related content toward people who are interested in basketball |

**Table 6.5:** Participants felt topic-based sharing on Facebook could potentially both reduce the risk of oversharing or annoying/offending others, as well as provide several potential, related, benefits.

that, you know, one person saw it, shared it to their group or something...And that's kind of a situation where we didn't even know they were interested."

Similarly, a few participants felt that topic-based sharing might limit the diversity of viewpoints they would be able to expose their friends to, increasing undesirable dynamics such as political stratification [68, 78]. P15, for example, wouldn't want to use topic-based sharing for atheism-related posts, because "the other people don't get to see alternative viewpoints, and I think that's important."

#### Desire for other features and audiences

Some participants also felt that topic-based mechanisms on Facebook wouldn't meet their needs because they wanted to reach audience members who didn't use Facebook, or because they wanted to use features only available on other platforms. For example, P04 wouldn't want to share topics she shared on Snapchat on Facebook, even with the addition of topic-based sharing because she liked: "the disposal aspect [of Snapchat]. I can make a weird face in a picture and unless they specifically save it...it won't be out there forever, probably."

### 6.5.4 Strategies for topic-based sharing

Participants also tended to describe high-level strategies they felt would shape potential uses of topic-based sharing and viewing. These included strategies for choosing which topics would benefit from topic-based sharing as well as strategies for determining how they might use opt-in or opt-out mechanisms to view content.

#### Variation in usefulness of topic-based sharing by topic

Participants tended to feel that some topics were less likely to benefit from topic-based sharing. They felt that some of these topics should be general interest and were important for everyone to see regardless of audience interest in the topic. For example, P09 shared examples of street art. She wouldn't want to use topic-based sharing because: "it's pretty amazing stuff, and, and it means a lot to me, so...I would want people to see on Facebook." On the other hand, participants felt that some topics wouldn't benefit from topic-based sharing because they assumed audience indifference to the topics.

Participants felt that other topics would benefit from topic-based sharing. They tended to feel that these topics would make specific audiences happy, or would elicit desired responses from specific audiences. P15 explained, for example, that sharing "cute animal pictures" would make friends who liked animals happy. Topics that tended to fall in this category included hobbies, like ultimate frisbee or recipes, passions and interests, like animals, TV shows or movies, and collaborative activities or events, like project work or party planning.

#### Relationship-driven decisions versus content-driven decisions

When presented with the opt-out and opt-in design mockups participants also tended to describe strategies for deciding whether or not they would choose to view friends' content. These strategies tended to either be more relationship-driven or more content-driven.

Several participants felt that they would base decisions on whether or not to view content on the person sharing, rather than the topic of the content. For example, P15 explained, "I don't think I filter content based on what it's about, but more related to who's posting it...I attribute more credibility to people rather than the things that are being posted." Some of these participants didn't like the idea of choosing topics to view using opt-in or opt-out mechanisms on Facebook. As P14 described: "I want to see what my friends are interested in...And if that means that I'm seeing things about them that I may not like, well, so-so be it. They are who they are."

These participants sometimes described preferring to unfriend or unfollow someone if the friend met a threshold of posting objectionable content, rather than opting out of individual topics. Other participants who prioritized viewing peoples' content on the individual level felt that they might want to opt in or out of some topics but would want to choose to do so on a per-friend basis. For example, they might know that one friend shared on one or two topics they found annoying or objectionable, so they would opt out of those topics, but only for that friend.

Other participants, however, liked the idea of being able to adjust the content they

viewed by turning topics on and off, rather than focusing on viewing posts on a friend-by-friend basis. Some of these participants explained that they found content shared on some topics overwhelming. For example, P09 explained: "you want people to remain your friends per se, but you don't necessarily want to see all the, oh, she's posting about her running a marathon again." In some cases these participants also felt that filtering topics might let them remain friends with certain people who shared some material they found offensive or annoying: "Some people post things that I find very inflammatory and uninformed and I tend to want to argue with them. And if I don't see [those posts] then I don't want to argue with them and then I can still be friends with them" (P05).

## 6.6 Limitations

This study provides high-level insights into when, and what types, of topic-based sharing mechanisms might be useful on Facebook. We asked participants to evaluate their hypothetical use of general and specific topic-based-sharing mechanisms. This allowed us to elicit feedback without implementing a full system; however, actual behaviors may not match hypothetical behaviors.

To partially ameliorate this effect we grounded participant responses in topics they actually shared about online through retrospective diaries and by beginning the study with a topic elicitation. Actual use of topic-based sharing mechanisms, however, would likely be highly impacted by factors such as the level of effort involved in their use, friends' participation, and user trust in the mechanisms' effectiveness. Although this work provides a basis for considering use cases, future work grounded in fuller implementations, potentially in a field-study environment, would be necessary to understand the usability of specific mechanisms and the potential impact of topic-based sharing in more realistic scenarios.

## 6.7 Discussion of design implications

These findings offer design implications for topic-based sharing mechanisms on Facebook, as well as for other services that provide topic-driven sharing and filtering mechanisms.

### 6.7.1 Support for different types of interest-based audiences

Participants described currently intending content for several types of interest-driven audiences for different topics (Table 6.4). These different types of interest-driven audiences can be targeted using different types of sharing mechanisms. For example, services could

support trait-driven audiences by allowing users to identify with traits and search for traits. On the other hand, services could support interest-based audiences associated with activities, organizations, or events, by allowing people to invite others to an activity or event, or identify as members of an organization.

Different services provide mechanisms that support the ability to explicitly target these different types of interest-driven audiences to different degrees. Using Facebook as an example, there is support for identifying with, and finding people involved in, events, activities, or organizations through Facebook's Groups and Events features. It is also sometimes possible to identify traits on Facebook when they correspond to the traits Facebook automatically identifies, for example life stages or locations, or when the traits corresponds to groups with which people choose to identify. However, it is currently relatively difficult, on Facebook, to find people who generally find topics interesting, or who have general attitudes or opinions they don't choose to identify with at the group level.

As we saw in our results, when there are gaps in how a service allows users to target specific types of interest-driven audiences, users may fall back on more general targeting techniques or self censorship. We saw, for example, that our participants tended to use broader targeting mechanisms on Facebook to try to reach some attitude/opinion-based audiences, or to reach people who generally might find topics interesting.

### 6.7.2 Need to combine topic-based and other sharing features

Chapter 5 describes how selective sharing takes place in the context of other task and online sharing needs [83]. Similarly, we observed that participants tended to find topic-based sharing on Facebook insufficient for some topics, because of a desire for audience access, explicit privacy guarantees, or features found on other services.

It is, therefore, important that topic-based sharing mechanisms incorporate the ability to perform other tasks a user may wish to perform in combination with targeting the audience interested in a topic. As seen among our participants privacy guarantees may often be important for selective sharing. Users may want to target a particular, topic-driven, audience but may not want to give up the ability to simultaneously explicitly limit the overall audience. Thus, future work should explore incorporating topic-based sharing into mechanisms that provide the ability to transparently, and explicitly, limit audiences.

### 6.7.3 Relationships versus content

We observed that when deciding whether they might want to opt out of viewing content some participants felt that they would want to base viewing decisions on relationships

with others, while other participants felt they would prefer to base viewing decisions on topics.

To capture both these types of preferences, topic-based sharing tools could allow the granularity to make opt-out and opt-in decisions both at the topic level and at the individual level. For example, a tool could include both the ability to opt out of food-related content for all friends or opt out of food-related content for just 'Bob.' This granularity might allow users to base decisions on both interests and relationships.

### 6.7.4 Transparency into viewership

Some participants also felt that if they knew people were interested in content posted on topics they might post more or better content. However, to achieve this benefit, participants also sometimes wanted transparency into whether anyone was interested in a topic, who was interested, or how many people were interested.

Topic-based sharing design should consider whether and how to inform people about the number of people in the active audience. Previous research found that impressions of viewership can depend on cues provided by the service as well as user agency [53]. Future research could examine the impact on potential posting behaviors of informing people when or if people opted in or out of viewing their content for different topics.

Topic-based sharing mechanisms could also consider how best to incorporate notifications for sharing on particular topics. In our mockup workflows the user was able to notify their audience about topics that the audience was able to opt in to. Participants had mixed feelings about these notifications. Some felt that the notifications could be bothersome, while others felt that they would want to notify their audiences and not depend on the audience to find out about the topic on their own. A topic-based mechanism could seek to support both types of topic-based sharing - topics that users share and then notify their audience about to give them the option to opt in to, and topics the user might want to share about and then make available for search, without explicit notification.

### 6.7.5 Tag-based topic management

We presented participants with mockup designs in which topic-based sharing was performed by manually tagging posts with a topic, and then viewing one's own, and friends' topics on a "topics page" (modeled off the page used to manage Facebook Groups in the current Facebook interface).

Several participants were concerned that adding topics to posts would take too much time. A topic-driven sharing design that depended on tagging posts with topics would need to consider how to make this activity fast and usable. One method might be to

automate, or partially automate, the process of adding topic-based tags to content.

Adding automated tags could increase the speed with which users could share tagged content, as well as the consistency of topics. There are a variety of methods by which tags could be added to topics in an automated manner. Users could be supplied with a standard list of topics, a list of topics could be inferred and personalized for an individual user, or topics could be inferred for individual posts. Each of these methods would have tradeoffs in terms of potential usefulness and accuracy, usability benefits, and flexibility.

Providing users with a standard list of topics, for example, would speed up the tagging process, but would decrease participants' flexibility for tagging topics. Similarly, inferring a list of topics for an individual user, or for individual posts, might provide more useful topics, and further increase tagging speeds. However, algorithms vary in their abilities to infer different types of topics accurately. Contextual topics, for example "personal" content or "funny" content, might be difficult to infer [32]. Prior research found that when algorithms inaccurately detect contextual topics, users can find the experience frustrating [99].

Additional work is, therefore, necessary to determine how, and to what extent, automation could aid tag-based topics on Facebook. Future research could focus on topics that would require contextual input from the user, and the potential for pairing inferred, non-contextual topics (e.g., "politics" or "dinosaurs"), with a standard list of contextual topics (e.g., "personal" or "funny"). Future work could also explore the potential for automated systems that allowed users to add additional items or correct mistakes. Evaluation could focus on a number of factors including speed, privacy concerns, accuracy and consistency, and usefulness for achieving the benefits described in this chapter.

## 6.8 Conclusions

As described in Chapter 4, adding topic-based sharing on Facebook has the potential to allow people to better share content with their desired audiences. However, as Chapter 5 describes, this dynamic must be evaluated in the context of ecosystem-level sharing behaviors.

In this chapter we used a lab-based study, centered around a retrospective diary, to explore topics that participants shared on Facebook and other services. We also looked at the potential impact of Facebook-based topic-based sharing mechanisms for content shared on Facebook, other services, and currently unshared. We found that there were a number of use cases for Facebook-based topic-based sharing including reducing the risk of oversharing or causing offense, sharing with a narrower or better audience, improving discussions, allowing participants to locate interested audiences, and potentially allowing

participants to share better content with more targeted audiences.

To design topic-based sharing mechanisms, however, designers would need to focus on the mechanisms' role within the overall sharing ecosystem as well as the broader task- and audience-driven context (as seen in Chapter 5). Participants also described topics for which they would not use topic-based sharing on Facebook, often for task or audience-driven reasons (e.g., audiences available on particular services, the ability to use a particular feature to accomplish a task, explicit privacy needs). Mechanisms would need to consider how to incorporate these needs into the ability to target audiences interested in particular content.

# 7 | Conclusion

People share content online in everyday contexts across a variety of services and devices. Their sharing needs, in these contexts, can be complex, multi-dimensional, and challenging. For example, people may want content to reach particular audiences, may want to accomplish certain tasks, and may, separately, or simultaneously, want to be perceived in certain ways.

Online services can provide mechanisms to help users share in their desired manners. For example, tools can help users reach their desired audiences, by allowing them to target specific individuals or groups either by limiting an audience or by specifically notifying audience members about content. Similarly, behavioral-nudge-based or other educational tools can be used to help increase users' awareness of audiences or help users understand how they might be perceived by others when sharing. However, when these mechanisms are insufficient, and users are unable to meet their sharing needs, suboptimal outcomes such as regret or self censorship can occur.

This thesis provides several perspectives on online sharing that can inform mechanisms to aid sharing in everyday online contexts. In Chapters 3 and 4, I outline how sharing mechanisms may fall short, leading to regret or self censorship. In Chapter 5, I examine sharing decisions across channels, including the role of selective-sharing-based features among other task, audience, and feature-driven dynamics. Finally, in Chapter 6, I draw on these previous studies to explore the potential for adding topic-based sharing mechanisms to help users better target desired audiences on Facebook.

In this chapter I discuss themes from the previous chapters that offer insights for future research. I begin by discussing broad types of sharing mechanisms that could potentially allow users to better target audiences, and could be used to improve everyday online sharing tools, including those addressed in this thesis. Implementing these types of sharing mechanisms in a usable manner, especially in everyday environments, would often require automating or standardizing some portion of sharing tools. I discuss methods and opportunities for these types of automation and standardization. I conclude this section by broadly discussing what it means to improve sharing in an everyday environment, including metrics for evaluating improvements, and how evaluating and improving sharing

may differ from focusing on privacy alone.

## 7.1 Areas for improving sharing

Everyday online sharing preferences can be complex and can vary based on factors ranging from relationships to audience members to a general preference to share everything publicly or maintain privacy. Thus, providing tools that allow users to share along different dimensions, or that remind users about mistakes they might make when sharing along different dimensions, can allow users to make different improvements to their sharing.

### 7.1.1 Drawing on shortfalls to inform improvements

In this thesis I focused on two types of shortfalls that can occur when sharing in everyday environments, specifically the dynamics of online regret, in Chapter 3, and content self censored due to interface limitations (Chapter 4). These shortfalls revealed factors that could be used to improve sharing mechanisms, including differences between online and offline regret dynamics, and the ability to target interest-based audiences.

The study described in Chapter 3 demonstrated that everyday online sharing reflects offline social dynamics and behaviors, but also inhabits a less-constrained online environment. Understanding these types of differences between online and offline dynamics can provide insights into mechanisms to help users understand potential online missteps. For example, behavioral-nudging mechanisms can remind users of their audiences online, when these audiences may be larger, or different than might be expected from similar offline contexts. These types of mechanisms can also provide graphic representations of potential emotional context when it may be difficult to evaluate online, but would typically be relied upon offline [57, 100].

Content that users self censor due to interface limitations can also provide insight into how current sharing mechanisms could potentially be improved, as examined in Chapter 4. We found that participants self censored some content on Facebook that they thought they might share if they could exactly target their desired audiences. For many of these desired audiences, they wanted to share with people interested in the content they were sharing, who were not easy to find or target using Facebook's current interface. Based on these results, I explored topic-based sharing mechanisms in Chapter 6. For many topics participants, similarly, found the idea of being able to target others interested in a topic useful, to both avoid annoying or offending others and to avoid the risk of oversharing.

### 7.1.2 Future research on improving sharing

After examining potential improvements to sharing from current shortfalls, I chose to focus on topic-based sharing as a potential mechanism for improvement. However, there are additional opportunities for improvement that could be addressed through future research.

In Chapter 3 we observed differences in online and offline communication that may result in regret or in delays in awareness and response. There are a variety of contexts, beyond Twitter, in which there is a gap between the offline mental model users may typically rely on, and the online model used for data transmission. These gaps create potential for suboptimal outcomes, such as regret, but also provide opportunities to draw on mental-model, or nudge-driven, techniques to help users better understand and stay aware of the online dynamics. Finding these gaps, and drawing on these types of techniques may become increasingly important as devices and sharing become more ubiquitous and potentially move into spaces that are traditionally offline or have established offline dynamics.

While this thesis focuses on regret and self censorship, there are also opportunities to draw insights from other shortfalls in current sharing behaviors. For example, in Chapter 5, we observed that participants drew on mental models of varying accuracy when deciding whether or not to trust particular channels. Examining these mental models for trust, in the context of tasks and multi-channel options and strategies, could provide insights into helping users create sharing strategies that better meet their needs.

Beyond shortfalls, Chapter 5 also highlighted other dimensions that could be included in tools to help users better meet sharing needs. We observed that participants combined task, audience, and feature-based dynamics to meet their needs. Focusing on how users combined and prioritized these different factors could help create tools that allowed users to better target their desired audiences while performing tasks-at-hand. For example, if a user de-prioritized privacy because they needed to share with a specific audience segment, a service might be able to provide better privacy as well as access to those audience members.

## 7.2 Opportunities for automation

Tools that allow users to share along different dimensions provide users with options to better match their sharing preferences. However, increasing options for sharing may also increase the complexity of a system. If tools require too much time or effort, users may choose not to fully use the mechanisms, or, if tools are too complex, users may make

mistakes when trying to use them. One potential method for increasing options, while limiting increases in complexity is by providing users with automated or standardized sharing options. For example, as outlined in Chapter 6, topics could automatically be inferred and added to posts to help users share with topic-driven audiences. However, while increased automation can increase usability, it can also have negative tradeoffs.

### 7.2.1 Tradeoffs of automation

Automating components of the sharing process can make it easier for users to usably share with desired audiences, without making mistakes or spending too much time on the process, by moving some part of the "humans out of the loop" [22].

Prior research has focused on two high-level approaches for facilitating sharing through automation. Tools can automatically create groups or lists of people with whom the user may wish to share or may automatically associate privacy policies with groups of people [4, 29, 47, 107]. Mechanisms can also be provided that automatically sort or help users tag content in a manner that makes it easier to decide how to share the content [36, 80].

Systems can support these types of automation to different degrees. At the lowest level of automation, a system can require users to perform sharing-related tasks manually. For example, a user might be asked to manually create groups of people with whom to share, and manually set the policies for each group. Similarly, a user might sort or tag their content using tags they create and add without any system support. At the other end of the spectrum, systems can be fully automated. For example, a system might automatically sort audience members into groups, automatically infer and tag content with topics, or provide only a standardized or personalized set of tags or folders for content.

Between these two extremes, systems can provide partial automation. For example, users can be provided with automated suggestions for groups or tags, but also provided with the ability to input their own options, or modify the system suggestions.

Increasing the amount of automation has tradeoffs, and may be more, or less appropriate, for different situations or tasks. Increased automation may increase usability and may allow users to complete tasks with less risk of making a mistake. Automation and standardization also increase consistency, which is valuable in collaborative or shared environments, for example social media or cloud-based systems, in which multiple users may want to interact with the same tag or file structure, or set of audiences [74].

However, increased automation or standardization can also limit user expressiveness. For example, in Chapter 6 we found that participants tended to want to share along a variety of high-level topics. However, there were also a long tail of topics that were not common across participants. Similarly, some participants wanted to describe topics in

different ways, which might limit the usefulness of automation or standardization (e.g., "elections" versus "politics"). In some cases desired groups or tags/folders can also be highly contextual, and difficult to infer, as described in Chapter 6. For example, detecting sarcasm can be difficult to automatically infer [32]. Thus, additional research is needed to determine tradeoffs for increased automation in the context of sharing.

### 7.2.2 Opportunities for automation drawn from this thesis

This thesis primarily focused on two areas that could potentially be facilitated through automation. As described in Chapter 6 "tagging" items with topics could be rendered more usable for everyday users, at scale, by automating some portion of the process. This could be done by creating a general, standard list of topic, or a lists of topics inferred on a per-user basis, that the user could modify. A system could also potentially infer topics at the level of individual posts and provide suggestions to users. However, future research is needed to explore tradeoffs in accuracy, usability, and perceived utility for each of these methods, as well as topics that can be inferred effectively versus those that are too context dependent for effective inference.

Similarly, behavioral-nudging methods to remind users of their audience, or the emotional valence of their posts, to address online regrets, as described in Chapter 3, could also draw on automated inference. Prior research has explored the ability to nudge people based on inferred emotion on Facebook at the general, status-update level, and found that some users felt that such nudges wouldn't be useful [100]. However, additional research could focus on inferring emotions at a higher or more summary-based level, and providing more accurate, per-user emotional feedback.

## 7.3 What does it mean to improve sharing?

Traditional privacy improvements often focus on allowing the appropriate people to access content while preventing everyone else from accessing the same content. Improvements to privacy tools can, therefore, be measured by how well they help users to allow their desired audiences access and keep undesired audiences from accessing the same content.

This thesis addresses the broader concept of improving "everyday sharing." Sharing, especially in everyday contexts, is a complex concept, and metrics for evaluating improvement are more complex than those captured by traditional privacy. When people share they want to reach desired audiences. However, as outlined in Chapter 5, they may prioritize a number of different dimensions when trying to do so. In some cases they may simply want their desired content reach the desired audience and prevent others from seeing

the content. However, in other cases, they want to simultaneously complete a task, may want to reach unknown broad or peripheral audiences, or may have "push" versus "pull" based preferences for different audiences that require notifying some people while simply allowing others access. Creating sharing mechanisms requires considering, therefore, both their effectiveness as privacy mechanisms, as well as their ability to facilitate the broader contextual dimensions encapsulated by everyday sharing.

In this thesis I focused on two metrics for exploring potential improvements to everyday online sharing, specifically the differences between online and offline regret, as well as self censorship due to interface limitations. Both these dimensions account for the broader sharing environment, rather than focusing solely on privacy-driven access requirements. However, as everyday sharing continues to become more complex, future research should continue to focus on metrics that capture dimensions that accurately describe user preferences, beyond a binary ability to access content or prevent access to content.

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# A | Regrets on Twitter: user study materials

## A.1 Regrets on Twitter online survey

### A.1.1 Introductory screener

- On a scale of 1-5, where 1 is not fluent at all and 5 is a native speaker, please rate your English fluency *[ELIMINATE IF BELOW 4]*:
  - 5: Native speaker
  - 4
  - 3: Moderate proficiency
  - 2
  - 1: Low proficiency
- What is your age? *[ELIMINATE IF BELOW 18]*
- Do you have a Twitter account? *[ELIMINATE IF NO]*
  - Yes
  - No

### A.1.2 Twitter-use screener

- How long have you had a Twitter account? *[ELIMINATE IF LESS THAN ONE MONTH]*
  - Less than one month
  - One to six months
  - More than six months but less than one year
  - More than one year
- How often, on average, do you post on Twitter? *[ELIMINATE IF LESS THAN ONCE PER MONTH]*

- More than once per day
- Once per day
- Multiple times per week, but less than once per day
- Multiple times per month, but not multiple times per week
- Once per month
- Less than once per month

*[PARTICIPANTS WERE THEN PRESENTED WITH THE STUDY CONSENT FORM]*

### A.1.3 Notice about others' personally identifiable information

During this survey we will ask you questions that may relate to other people. When answering these questions, please only identify other people by first name or nickname. Please do not include other people's full names, email addresses, phone numbers, or addresses in responding to questions.

### A.1.4 Introduction to regrets

*[PARTICIPANTS WERE RANDOMLY ASSIGNED TO DESCRIBE EITHER A TWITTER OR CONVERSATIONAL REGRET. SURVEY WORDING VARIED ACCORDINGLY]*

Please recall an occasion when you *TWEETED/SAID* something and then regretted *TWEETED/SAYING* it. This may be something that you regretted *TWEETING/SAYING* immediately or that you regretted *TWEETING/SAYING* later.

Can you recall such an occasion?

- Yes
- No *[IF NOT, PARTICIPANTS WERE SENT TO SECONDARY SURVEY THAT WAS NOT USED FOR RESULTS]*

Throughout the remainder of the survey, we will refer to what you *TWEETED/SAID* and then regretted *TWEETING/SAYING* as "the message." Please refer back to what you *TWEETED/SAID* and then regretted *TWEETING/SAYING* when answering these questions.

On the next five pages will be prompts that ask you to describe the message and the circumstances surrounding it. Please answer each with a descriptive account, including as many details as you can recall.

### A.1.5 Regret description

Please describe the message in as much detail as possible. If possible, please write out exactly what you *TWEETED/SAID.*

### A.1.6 Circumstances of regret

Please describe the circumstances that lead up to the message in as much detail as possible (e.g., what you were doing prior, what the context was).

### A.1.7 Reasons for regret

Please describe why you *TWEETED/SAID* the message.

### A.1.8 Audience

- Please describe the specific people, groups of people, and types of people you wanted to *SEE/HEAR* the message.
- How did these people react to the message?
- Please describe your relationship with the person or people you wanted to *SEE/HEAR* the message.
- Did you want:
  - A particular individual to *SEE/HEAR* the message
  - Multiple people to *SEE/HEAR* the message
- *[FOR AN INDIVIDUAL]* How would you classify the individual you wanted to *SEE/HEAR* the message? (Select all that apply):
  - Extended family
  - Person in your school (teachers, classmates, students, etc)
  - Current or previous spouse, partner, boyfriend, or girlfriend
  - Person you work or worked with (boss, co-worker, etc)
  - Parent or sibling
  - Friend
  - Someone you don't know
  - Person in your profession or field
  - Celebrity

    - Other, please specify
    - I don't remember
- *[FOR MULTIPLE PEOPLE]* How would you classify the people you wanted to *SEE/HEAR* the message? (Select all that apply):
    - Extended family
    - People in your school (teachers, classmates, students, etc)
    - Current or previous spouse, partner, boyfriend, or girlfriend
    - People you work or worked with (boss, co-worker, etc)
    - Parents or siblings
    - Friends
    - People you don't know
    - People in your profession or field
    - Celebrities
    - Other, please specify:
    - I don't remember

### A.1.9 Consequences of regret

- Please describe, in detail, why you regretted *TWEETING/SAYING* the message.
- Please describe any short or long-term consequences of *TWEETING/SAYING* the message.

### A.1.10 States leading to regret

Please indicate how much each of the following applied, immediately before you *TWEETED/SPOKE*, on a scale of 1-5 where 1 indicates "Not at all" and 5 indicates "Very much so." *[ITEMS RANDOMIZED]*

- I had a lot on my mind
- I was worried
- I was tired/fatigued
- I felt ill
- I was hung over
- I was fearful or frightened

- I was angry
- I was stressed
- I was nervous or anxious
- I was feeling excited
- I felt frustrated
- I was happy
- I was drunk

### A.1.11 Awareness of regret

- How did you become aware that you shouldn't have *TWEETED/SAID* the message?
- How much time passed between when you *TWEETED/SPOKE* and when you became aware that you shouldn't have *TWEETED/SAID* the message?
  - Immediately
  - Within a few minutes
  - Later the same day
  - The next day
  - A few days later
  - A week or more later
  - A month or more later

### A.1.12 Repairing the regret

- Which of the following did you do to try to repair any harm (or potential harm) caused by the message? Please select all that apply.
  - I apologized for *SAYING/TWEETING* it (e.g., "I'm sorry...")
  - I offered an excuse for why I *TWEETED/SAID* it (e.g., "I'm very short on sleep")
  - I tried to justify or defend what I *TWEETED/SAID* to minimize its offensiveness (e.g., "You told me to be honest")
  - I denied or tried to take back what I *TWEETED/SAID* (e.g., "Just kidding" or "I didn't mean that")
  - I just acted like nothing had happened
  - I tried to say something to offset the harm done (e.g., by offering a compliment)

    - I deleted the tweet *[TWITTER CONDITION ONLY]*
    - I didn't do anything
    - Other (Please specify)
- Please describe, in as much detail as possible, how you tried to repair any harm (or potential harm) caused by the message by *[METHODS OF REPAIR SPECIFIED]*
- When did you take these actions (i.e., how long after you *TWEETED/SPOKE*)?

### A.1.13 Severity of regret

- In your opinion, how serious of a problem was it that you *SAID/TWEETED* the message, at the time you *SAID/TWEETED* it?
    - 1: Not at all
    - 2
    - 3
    - 4
    - 5: Very much so
- In your opinion, how serious of a problem was it that you *SAID/TWEETED* the message, after you tried to repair any harm (or potential harm)?
    - 1: Not at all
    - 2
    - 3
    - 4
    - 5: Very much so

### A.1.14 Impact of repair

- Please describe what you think the impact was of *[METHOD OF REPAIR]*
- How successful or unsuccessful was what you did to try to repair any harm (or potential harm) caused by the message:
    - 1: Very unsuccessful
    - 2: Unsuccessful
    - 3: Neutral
    - 4: Successful

    - 5: Very successful

### A.1.15 Others' awareness of the regret

- Do you think other people were aware that you regretted the message?
    - Yes
    - No
    - I don't know
- Why or why not?

### A.1.16 Context

- Where were you when you tweeted the message?
    - At home
    - At school
    - At work
    - Other (Please specify)
    - I don't remember
- What day of the week was it when you *TWEETED/SAID* the message?
    - Monday
    - Tuesday
    - Wednesday
    - Thursday
    - Friday
    - Saturday
    - Sunday
    - I'm not sure, but it was probably a weekend
    - I'm not sure, but it was probably a weekday
    - I don't remember
- When did you *TWEET/SAY* the message?
    - Within the last 24 hours
    - More than 24 hours ago, but less than a week ago

- More than a week ago, but less than a month ago
- More than a month ago, but less than three months ago
- More than three months ago, but less than six months ago
- More than six months ago, but less than one year ago
- More than a year ago
- I'm not sure, but probably less than six months ago
- I'm not sure, but probably more than six months ago
- I don't know

- Approximately what time of day was it when you *TWEETED/SAID* the message?
  - After 12AM but before 6AM
  - After 6AM but before 12PM
  - After 12PM but before 6PM
  - After 6PM but before 12AM
  - I'm not sure, but it was probably during the day
  - I'm not sure, but it was probably at night
  - I don't remember

### A.1.17 Type of tweet (Twitter condition only)

- What type of tweet was the message (Please select all that apply):
  - Retweet
  - @Reply
  - Geo-tagged
  - None of the above
- Did you tweet the regretted message from a protected Twitter account? (If you have a protected account, people need to request access from you before they can see your tweets)
  - Yes
  - No
  - I don't know
- What Twitter client were you using when you tweeted the regretted message?

    - Twitter website
    - Twitter client on a smartphone
    - TweetDeck
    - Third-party Twitter client (e.g., Twitterfeed, Tweetie)
    - I don't know
    - Other (Please specify)
- What type of device were you using to tweet when you tweeted the regretted message?
    - Desktop computer
    - Laptop or notebook computer
    - iPad
    - Other tablet PC (not iPad)
    - iPod Touch
    - iPhone
    - Android smartphone
    - Other smartphone
    - Phone other than a smart phone
    - Other (Please specify)
    - I don't know

### A.1.18 Tweet deletion

- On average, how often do you delete tweets?
    - More than once per week
    - Less than once per week, but more than once per month
    - Less than once per month, but more than once per six months
    - Less than once per six months, but more than once per year
    - Less than once per year
    - Never
- *[IF DON'T DELETE]* Why don't you delete tweets?
- *[IF DELETE]* Why do you typically delete tweets?

- *[IF DELETE]* Approximately what percent of your deleted tweets are due to typos?
  - A quarter
  - A half
  - Three quarters
  - All
  - I don't know
  - I never delete tweets

### A.1.19 Participant demographics

- What is your occupation?
  - Administrative Support (e.g., secretary, assistant)
  - Art, Writing, and Journalism (e.g., author, reporter, sculptor)
  - Business, Management, and Financial (e.g., manager, accountant, banker)
  - Education (e.g., teacher, professor)
  - Legal (e.g., lawyer, law clerk)
  - Medical (e.g., doctor, nurse, dentist)
  - Science, Engineering, IT professional (e.g., researcher, programmer, IT consultant)
  - Service (e.g., retail clerks, server)
  - Skilled Labor (e.g., electrician, plumber, carpenter)
  - Student (Please specify area of study)
  - Not currently working/Currently unemployed
  - Retired
  - Decline to answer
  - Other (Please specify)
- What is your gender?
  - Male
  - Female
  - I prefer not to answer
- What is the highest level of education you have completed?

    - Some high school
    - High school/GED
    - Some college
    - Associates degree
    - Bachelor's degree
    - Master's degree
    - Doctorate degree
    - Law degree
    - Medical degree
    - Trade or other technical school degree
- How many followers do you currently have on Twitter?
- How many people do you currently follow on Twitter?
- Are the people you follow: (Choose all that apply)
    - Your extended family
    - People in your school (teachers, classmates, students, etc)
    - Your current or previous spouse, partner, boyfriend, or girlfriend
    - People you work or worked with (boss, co-worker, etc)
    - Your parents or siblings
    - Your friends
    - People you don't know
    - People in your profession or field
    - Celebrities
    - News organizations
    - I don't follow anyone
    - Other, please specify
- What type of client do you typically use to tweet?
    - Twitter website
    - Twitter client on a smartphone
    - TweetDeck
    - Third-party Twitter client (e.g., Twitterfeed, Tweetie)

    - Other (Please specify)
- What type of device do you typically use to tweet?
    - Desktop computer
    - Laptop or notebook computer
    - iPad
    - Other tablet PC (not iPad)
    - iPod Touch
    - iPhone
    - Android smartphone
    - Other smartphone
    - Phone other than a smart phone
    - Other (Please specify)
- Is your Twitter account public or protected? (If you have a protected account, people need to request access from you before they can see your tweets)
    - Public
    - Protected
    - I don't know
- How often, on average, do you read Twitter?
    - More than once per day
    - Once per day
    - Multiple times per week, but less than once per day
    - Multiple times per month, but not multiple times per week
    - Once per month
    - Less than once per month
- Do you have any questions or comments about the survey?

# B | Self-censorship: user study materials

## B.1 Instructions for reporting self-censored posts (emailed)

### B.1.1 Study introduction

**Your Tasks**
Over the next 7 days please send us everything you think about sharing on Facebook but decide not to post. As you go about your daily activities we want you to text us any ideas for posts (status updates, pictures, comments, etc.) that you consider sharing, but end up deciding not to post. To do this:

1. **Enroll:** Send a text message with only your email address to *NUMBER* to enroll.
2. **Text Ideas:** Whenever you think of something to share but decide not to post send a text message to *NUMBER*. This text message should contain:
    - What the post would have contained (e.g., the text for a comment or status update or a description of a photo or video)
    - The type of post (e.g., wall post, picture, link, etc)
3. **Nightly survey:** You will receive an e-mail with a link to a brief survey based on the texts you send at the end of each day. Please click on the link and complete the surveys (you will be compensated $2/survey at the end of the study).
4. **Interview**: The study will run for 7 days. If you fill out at least 4 of the nightly surveys, we will contact you to schedule a time come in to our lab on the Carnegie Mellon campus for an one-hour long interview at the end of the 7 day period. You will be compensated $20 for the interview.

Please remember, during this study you may provide information that may relate to other people. When providing such information, please only identify other people by first name or nickname. To maintain their privacy, please do not include other people's full names, Facebook identifiers, email addresses, phone numbers, or addresses.

**Payment**
You will be paid $2 for each of the nightly surveys you complete. If you fill out at least 4 of the nightly surveys, you will qualify for a final interview. You will be paid a $20 flat rate for completing the interview and, if applicable, will be reimbursed $6 for parking. You will not be reimbursed for any text messaging fees that may occur.

**Contact Information**
If you have questions, please email *EMAIL*. We will not respond to questions sent to the phone number provided for text messaging. Before we get started, please provide us with your contact information.

### B.1.2 Contact information collection

- What is an email address we can reach you at over the next week?
- What is a phone number we can reach you at over the next week
- What type of cell phone do you have (make/model)?

## B.2 Final interview script (semi-structured format)

### B.2.1 Interviewer introduction

Hello. My name is *[INSERT NAME]* and this is *[INTRODUCE NOTE TAKER]*. Today we'll be conducting the final interview for the Facebook study you have been participating in.

### B.2.2 Interview introduction

First, let's quickly go over how today's portion of the study is going to work. For the last week you have been reporting on Facebook posts that you thought about sharing but decided not to post and filling out nightly surveys. Today we are going to ask you some questions about those posts and your answers to those nightly surveys. I expect this interview to last approximately one hour.

If you agree to participate in this interview we'll ask you some additional questions about the posts you described, your survey answers, what you reported posting on Facebook and some general questions about your social network site usage and demographics. As you answer the questions, we will make an audio recording of the interview. Only the researchers will have access to the recording, and we will only use it for this study. If we use part of your recording, or any of the posts you reported, as part of a paper or presentation, your name will not be associated with the material in any way.

Although I do not expect this to occur, if you become uncomfortable at any point during today's session, please let me know so that we can stop the interview or move on to a different question. Do you have any questions at this time?

### B.2.3 Consent

I have this consent form here. If you sign it, it means that you give me permission to use your recording in my research, and it tells you whom to contact if you want to report any objections. I'll give you two copies - one is for you to keep, and the other is for you to sign and return to me.

### B.2.4 Notice of others' privacy

Before we get started, I'd like you to remember that during this interview we will ask you questions that may relate to other people. When answering these questions, please only identify other people by first name or nickname. Please do not tell us other people's full names, Facebook names, email addresses, phone numbers, or addresses.

### B.2.5 Discussion of unshared posts

First, we'd like to ask you a general question. Do you use Facebook Friend Lists or Google+ Circles for friend grouping? *[ASK RELEVANT QUESTIONS FOR ONES(s) USED]*

Thank you. At this point, I'd like to discuss the various content that you reported thinking about sharing but decided not to post on Facebook *[USE CONTENT AND SURVEY ANSWERS FOR REMAINDER OF INTERVIEW]*.

We're going to go through each piece of content and your survey answers, and I'm going to ask you some more detailed questions about the content. Do you have any questions so far?

*[FOR EACH PIECE OF POTENTIAL SHARED CONTENT THAT THE PARTICIPANT SELF CENSORED:]* You said that you thought about sharing *[CONTENT]* on *[DATE]*:

- Please describe this potential post in more detail.
- Why did you think you might want to post this content to Facebook? *[PROBES:]*
  - What were you doing?
  - What were you thinking about?
  - Do you typically think about posting content like this?
  - Do you typically post content like this?

- Can you describe in greater detail why you decided not to post the content on Facebook? *[PROBES:]*
  - Where were you?
  - What were you doing?
  - Do you typically post content like this?
  - Was there something in particular about this piece of content that made you decide not to post it?
- Of the Facebook friends you identified that you would want to share this content with *[IF NECESSARY, REMIND PERSON OF PEOPLE NOTED]*, could you explain in more detail why you felt that these people were the appropriate audience for the content? *[PROBES:]*
  - **Grouping:** *[IF USE FB OR GOOGLE+ GROUPING]* Do you have a Facebook Friends list for these people or a Google+ circle? *[FOR ALL PARTICIPANTS]* Do you share any content specifically with these people or block them from seeing any content? What types?
  - **Content:** Was there something in particular about this content that you thought these people would be interested in?
  - **Other viewers:** Were there any other people whom you wouldn't have minded seeing the content, but that you didn't particularly want to share the content with?
- Of the Facebook friends you identified that you would not want to share this content with *[IF NECESSARY, REMIND PERSON OF PEOPLE NOTED]*, could you explain why you felt that that these people were not the appropriate audience for the content? *[PROBES:]*
  - **Grouping:** Do you currently group these people on Facebook? On Google+? Do you share any content with these people or block them from seeing any content? What types?
  - **Content:** Was there something in particular about this content that you didn't want these people to see?
  - **People:** What do these people have in common?
  - **Other viewers:** Were there any other people who you would not have wanted to view the content but that you would not have actively blocked from viewing it?

*[FIRST TIME THROUGH, INTRODUCE LIKERT SCALE]* We're going to use this scale for the next two questions *[SHOW LIKERT SCALE SHEET]* Imagine that you could have shared this content only with *[PULL IN PEOPLE THAT WANTED TO SHARE WITH]*. On a scale from 1-5 where 1 is very unlikely and 5 is very likely, how unlikely or likely do you think you would have been to post the content on Facebook? *[SHOW SCALE]* Why/why not?

Now, imagine that you could prevent *[PULL IN PEOPLE PARTICIPANT DIDN'T WANT TO SEE CONTENT]*. Again on a scale from 1-5 where 1 is very unlikely and 5 is very likely how unlikely or likely do you think you would have been to post the content on Facebook? *[SHOW SCALE]* Why/why not?

### B.2.6 Discussion of smaller audiences

Thank you. In the next portion of the interview, I'm going to ask you about posts that you indicated that you posted but would have preferred to share with a smaller group of people. *[PULL UP SMALLER AUDIENCES CONTENT]*

*[FOR EACH PIECE OF POTENTIAL SHARED CONTENT THAT THE PARTICIPANT WANTED TO SHARE WITH A SMALLER GROUP:]*

You said that you posted *[CONTENT]* on *[DATE]*:

- Please describe this post in more detail.
- Why did you post this content to Facebook? *[PROBES:]*
  - What were you doing?
  - What were you thinking about?
  - Do you typically think about posting content like this?
  - Do you typically post content like this?
- You indicated that you shared this content with *[PULL IN PEOPLE]*, but wanted to share it with *[PULL IN PEOPLE]*.
  - Please describe why this occurred.
  - Why did you decide to share the content anyway
  - How did you decide to share the content with the broader group?

  *[AFTER COMPLETING ALL APPLICABLE PIECES OF CONTENT]* Were there any other pieces of content that you shared that you would have preferred to share with a smaller audience? *[PROBES:]*
  - Why did you decide to share the content anyway

- Please describe the group you would have preferred to share with and/or block
- How did you decide to share the content with the broader group?

### B.2.7 Discussion of posts posted without restriction

Thank you. In the next portion of the interview, I'm going to ask you about posts that you indicated that you posted and did not prefer to be shared with a smaller audience.

*[FOR EACH PEICE OF SHARED CONTENT THAT THE PARTICIPANT INDICATED THEY DIDN'T WANT TO SHARE WITH A SMALLER GROUP:]*

You said that you posted *[CONTENT]* on *[DATE]*:

- Please describe this post in more detail.
- Would you have changed the content of the post at all if it was shared with a particular group of people?
- Do you think your preference for who can see this might change in the future?
- Regardless of whether or not you would restrict the audience, can you think of any reason that you might consider restricting?

### B.2.8 General questions

- Please look at this set of posts you submitted as having shared this week. *[SHOW THE PARTICIPANT A LIST OF THE POSTS]* Are these posts typical of the content you regularly share?
  - Topic?
  - Frequency of posting?
  - Types of posts (photos, videos, status updates, etc)?
  - People shared with?
  - What do you typically use Facebook for?
- What social networking sites do you use?
- How do you protect your privacy on social networks? (*[PROBE:]* Do you use the privacy settings?)
- Do you find Facebook friend lists and/or Google+ circles useful? *[PROBES:]*
  - How do you use them?
  - How have you heard about your friends using them?

- Do you think you changed your Facebook usage habits while participating in this study? *[PROBES:]*
  - How?
  - Why?
  - How much?
  - Do you think you'll continue to behave that way after the study?
- What do you consider the potential benefits to posting content on social networks?
- What do you consider the potential risks or ramifications to posting content on social networks?

# C | Channel choices in sharing: user study materials

## C.1 Initial interview (semi-structured protocol)

### C.1.1 Introduce self

Hello. My name is *NAME*. I'll be running today's interview, and *[INTRODUCE OTHER PERSON]* is also here to take notes . Today we'll be conducting the preliminary interview for the study you signed up to participate in.

### C.1.2 Introduce study

First, let's quickly go over how today's interview and the rest of the study are going to work. Today we're going to spend about an hour asking you about how you typically share files and who you typically share them with.

After this interview you'll receive an email with instructions about installing an application on your smartphone that will send you short, about 30 second long, diary-like surveys approximately five times per day. The surveys will ask you about your content sharing activities over the course of a seven-day period. If you respond to at least ten of the surveys you will be invited to participate in a final interview about the responses, that you're currently scheduled for on *DATE*.

In today's interview we will ask questions about the types of devices you use, the types of files you typically share, the types of services and tools you use to share them, and who you typically share them with. We will make an audio recording of the interview. Only the researchers will have access to the recording, and we will only use it for this study. If we use part of your recording as part of a paper or presentation, your name will not be associated with the material in any way.

Although I don't expect it to occur, if you become uncomfortable at any point during today's session, please let me know so we can stop the interview or move on to a different question. Do you have any questions at this time?

### C.1.3 Discuss devices

First, we'd like to talk to you about the devices you typically use to connect to the Internet.

- Could you please tell us about all the devices you typically use for personal use, that is non-work purposes? Examples might include laptops, tablets, or smartphones. If you have more than one of something, for example two laptops, please let us know
- Thanks, now we're going to go through each of those devices. For each, please tell us what you typically use it for, for example "work" or "entertainment and playing games" and who else you share the device with, if anyone *[FOR EACH DEVICE]*

### C.1.4 Discuss online content sharing

Now we'd like to talk to you about online content sharing. Online content sharing includes anytime you create content and share it. For example, if you take a photo and share it on a website, create a budget spreadsheet and email it to your partner, or take a picture and share it over a text message. It also includes times when other people you know or interact with create content and then share it with you. For example, if a friend sends you a document by email or your mother tags you in a photo on Facebook. It can also include times when you access content that multiple people own, for example if you're working on a document in a cloud service with multiple people.

We're not interested in times when you look at or share content that's publicly shared by people you don't know or interact with, for example content you read on news sites or when you repost links to articles. Do you have any questions?

For this section, please think about content you typically share for personal use, that is outside of work. I'm going to ask you about different services - let me know if you use each. If you don't, that's fine, we'll go on to the next one.

*[ASK ABOUT EACH CHANNEL, CONTINUE WITH PROBES IF THEY USE IT]* Do you ever use: *Google Drive/Docs, Dropbox. email attachments, Instagram. other photo sharing services, Facebook (messaging, Groups, general), Google+ (if not included in Drive), instant messaging, Snapchat, repository services (e.g., svn, Github, or cvs). text messaging, Tumblr, physical devices or storage (for example a thumb drive or portable hard drive), showing someone a device (for example showing someone a picture on your phone or a document on your computer)*

*[PROBE ON ADDITIONAL CHANNELS FOR SHARING OR ACCESSING:]* recipes, exercise, health info, videos, music, game sites, meetup or dating sites, genealogy, blogging, and discussion groups

**For all services:**

- What do you typically use *SERVICE* for? Why do you use *SERVICE*? Please describe how/why you typically use service.
- What device do you typically use to share on *SERVICE*? What device do you typically use to access *SERVICE*?
- Why did you start using that service (vs others)

**For Google Drive/Dropbox/cloud storage/photo sites/repository services**

- Do you ever use *SERVICE* to share content you create with other people? *[IF YES PROBE:]*
  - Approximately how many pieces of content (i.e., documents, photos) total have you shared in the last month? *[NONE, LESS THAN FIVE, MORE THAN FIVE BUT LESS THAN FIFTY, MORE THAN FIFTY BUT LESS THAN FIVE HUNDRED, MORE THAN FIVE HUNDRED]*
  - Was this a typical number? What's your typical sharing pattern? For example do you share a lot of items all at once and then not share for a while or do you share at relatively constant levels?
  - What type of content do you typically share using *SERVICE*? (For example, videos, photos, spreadsheets, word documents, etc.)
  - When you use *SERVICE* do you typically share content publicly or with specific people or groups of people? *[IF SPECIFIC PEOPLE:]* About how many people/groups of people do you typically share with? Is it a countable number of groups or people? Could you go through and name the people or give names to the groups?Can you please describe the people/groups of people you typically share with?
  - Why do you use *SERVICE* to share content? Type of content? People? Security?
  - Once you have used *SERVICE* to share content, do you ever go back and edit it? *[IF YES]* Please describe how you typically edit items.
  - How do you know when other people access or edit content?
- Do other people using *SERVICE* ever use it to share content with you that they created *[IF YES PROBE:]*
  - Approximately how many pieces of content (i.e., documents, photos,) total have other people shared using *SERVICE* that you have received or accessed in the

last month? *[NONE, LESS THAN FIVE, MORE THAN FIVE BUT LESS THAN FIFTY, MORE THAN FIFTY BUT LESS THAN FIVE HUNDRED, MORE THAN FIVE HUNDRED]*

- Was this a typical number? What's the typical pattern? For example do people typically share a bunch of items with you one time and then not share with you for a while or is it relatively constant?
- What type of content do you typically receive or access using *SERVICE*? (For example, videos, photos, spreadsheets, word documents, etc.)
- What people or groups typically share content that you share/access using this service? Are these the same people or groups you share with?
  - How many people or groups typically share content that you share or access using *SERVICE*? Please describe these people/groups?
  - Do they share it specifically with you, with certain groups of people, or publicly? *[IF CERTAIN GROUPS]* Who do they share with? Are they the only people who can see it, or could other people access it?
- How do you know when content is available for you to access on *SERVICE*?
- Do you typically use *SERVICE* to look at the same items multiple times or do you use it to look at something once and then never again? (Does this vary baed on the type of content? Person sharing?)

#### For social networking sites

- How many followers do you have/who do you follow
- How are your followers/people you follow/friends different on X than other SNS
- What do you use *SERVICE* for (vs other SNS)
- *[FACEBOOK]* Do you use Facebook Groups? How do you use Facebook Groups?
- *[IF APPLICABLE]* Do you use the messenger service? How do you use the messenger service? (FB messenger, Google+ Hangouts, Twitter messenger,e tc.)
- Do you ever use *SERVICE* to share content you create with other people? *IF YES PROBE:*
  - Approximately how many pieces of content (i.e., documents, photos) total have you shared in the last month? *[NONE, LESS THAN FIVE, MORE THAN FIVE BUT LESS THAN FIFTY, MORE THAN FIFTY BUT LESS THAN FIVE HUNDRED, MORE THAN FIVE HUNDRED]*

- Was this a typical number? What's your typical sharing pattern? For example do you share a lot of items all at once and then not share for a while or do you share at relatively constant levels?
- What type of content do you typically share using *SERVICE*? (For example, videos, photos, spreadsheets, word documents, etc.)
- When you use *SERVICE* do you typically share content publicly or with specific people or groups of people? *[IF SPECIFIC PEOPLE:]*
  - About how many people/groups of people do you typically share with? Is it a countable number of groups or people? Could you go through and name the people or give names to the groups? Can you please describe the people/groups of people you typically share with?
  - Do you post generally or share with specific people? Do you tag people? Do post on peoples' walls? Do you tell people to go look at content you share?
- Why do you use *SERVICE* to share content? Type of content? People? Security?
- Once you have used *SERVICE* to share content, do you ever go back and edit it? *[IF YES]* Please describe how you typically edit items.

- Do you use *SERVICE* to look at content other people have created (e.g., read tweets, browse Facebook, etc.) *[IF YES PROBE:]*
  - How do you typically look at content other people create on *SERVICE*? When you read content on *SERVICE*, do you look at specific people or groups' content or do you generally browse?
  - Approximately how many pieces of content (i.e., documents, photos,) total have other people shared using *SERVICE* that you have received or accessed in the last month? *[NONE, LESS THAN FIVE, MORE THAN FIVE BUT LESS THAN FIFTY, MORE THAN FIFTY BUT LESS THAN FIVE HUNDRED, MORE THAN FIVE HUNDRED]*
  - Was this a typical number? What's the typical pattern? For example do people typically share a bunch of items with you one time and then not share with you for a while or is it relatively constant?
  - What type of content do you typically receive or access using *SERVICE*? (For example, videos, photos, spreadsheets, word documents, etc.)
  - What people or groups typically share content that you share/access using this service? Are these the same people or groups you share with?

  - How many people or groups typically share content that you share or access using *SERVICE*? Please describe these people/groups?
  - Do they share it specifically with you, with certain groups of people, or publicly? *[IF CERTAIN GROUPS]* Who do they share with? Are they the only people who can see it, or could other people access it?
- *[IF CONTENT IS DIRECTED]* How do you know when content is available for you to access on *SERVICE*?
- Do you typically use *SERVICE* to look at the same items multiple times or do you use it to look at something once and then never again? (Does this vary baed on the type of content? Person sharing?)

**For email attachments/physical devices/instant messaging/showing devices**

- Do you ever use *SERVICE* to share content you create with other people? *[IF YES PROBE:]*
  - *[EMAIL ONLY]* What email service(s) do you use? Which do you use most frequently for sharing attachments?
  - *[PHYSICAL DEVICES ONLY]* What physical storage devices do you use?
  - *[SHOWING DEVICE ONLY]* What devices do you show to other people?
  - *[IM ONLY]* What instant messaging service(s) do you use? Which do you use most frequently for sharing photos or files?
  - Approximately how many pieces of content (i.e., documents, photos) total have you shared in the last month? *[NONE, LESS THAN FIVE, MORE THAN FIVE BUT LESS THAN FIFTY, MORE THAN FIFTY BUT LESS THAN FIVE HUNDRED, MORE THAN FIVE HUNDRED]*
  - *[IF HAVE TROUBLE WITH NUMBER, E.G., FOR PHYSICAL DEVICES]* Approximately how much content, in size, have you shared in the last month using *SERVICE*?
  - Was this a typical number? What's your typical sharing pattern? For example do you share a lot of items all at once and then not share for a while or do you share at relatively constant levels?
  - What type of content do you typically share using *SERVICE*? (For example, videos, photos, spreadsheets, word documents, etc.)
  - When you use *SERVICE* do you typically share content publicly or with specific

people or groups of people? *[IF SPECIFIC PEOPLE:]* About how many people/groups of people do you typically share with? Is it a countable number of groups or people? Could you go through and name the people or give names to the groups?Can you please describe the people/groups of people you typically share with?

  - Why do you use *SERVICE* to share content? Type of content? People? Security?
  - Once you have used *SERVICE* to share content, do you ever go back and edit it? *[IF YES]* Please describe how you typically edit items.
  - How do you know when other people access or edit content?

- Do other people using *SERVICE* ever use it to share content with you that they created *[IF YES PROBE:]*
  - Approximately how many pieces of content (i.e., documents, photos,) total have other people shared using *SERVICE* that you have received or accessed in the last month? *[NONE, LESS THAN FIVE, MORE THAN FIVE BUT LESS THAN FIFTY, MORE THAN FIFTY BUT LESS THAN FIVE HUNDRED, MORE THAN FIVE HUNDRED]*
  - Was this a typical number? What's the typical pattern? For example do people typically share a bunch of items with you one time and then not share with you for a while or is it relatively constant?
  - What type of content do you typically receive or access using *SERVICE*? (For example, videos, photos, spreadsheets, word documents, etc.)
  - What people or groups typically share content that you share/access using this service? Are these the same people or groups you share with?
    - How many people or groups typically share content that you share or access using *SERVICE*? Please describe these people/groups?
    - Do they share it specifically with you, with certain groups of people, or publicly? *[IF CERTAIN GROUPS]* Who do they share with? Are they the only people who can see it, or could other people access it?
  - How do you know when content is available for you to access on *SERVICE*?
  - Do you typically use *SERVICE* to look at the same items multiple times or do you use it to look at something once and then never again? (Does this vary baed on the type of content? Person sharing?)

Thank you. While we were discussing, *NAME* was taking notes on the services you

use, which we will use in the next part of the study. We'll just briefly go over it with you to check to make sure we understood everything *[GO OVER SHEET]*.

### C.1.5 Instructions for diary study

Thank you. Either later today or tomorrow we will email you a link with instructions for the next portion of the study.

You will need to install an application called Paco on your smartphone. This application will ask you to fill out a diary of times when you share or access content online. To do so, it will send you "ping" notifications approximately five times per day that indicate that you should record times when you create content and share it or when other people you know or interact with create content and then share it with you. You don't need to tell us about this when it occurs in a work environment. If nothing has happened since the previous "ping" notification you can also indicate that nothing happened in the application. We'll ask you to fill out these "pings" over a week-long period.

You should also feel free to "chunk" together multiple items that are similar. For example, if you spend an hour reading Twitter or post 100 photos to Facebook or Twitter, you can just enter each of those as one diary entry instead of entering each one.

You'll also notice that the surveys will be personalized to you - we will pre-populate the options based on what you told us today. If you have a response that falls outside these options, feel free to enter something different. The pre-set options are only intended to try to help you save time.

At the end of the week-long period, if you complete at least 10 of these "pings" we'll interview you again about your diary entries.

## C.2 Template for diary used to record shared and accessed content (Paco)

### C.2.1 Description

When you receive "pings" record the most recent time you shared content online/accessed shared online content for non-work reasons. This includes times when you:

- Created content and shared it online (e.g., took a photo and shared it on a website, emailed a doc, uploaded photos to Facebook, etc.)
- Accessed content other people you know or interact with created (e.g., received a photo in a text message, accessed a friend's doc)
- Accessed jointly owned content (e.g., edited a doc in a cloud drive)

### C.2.2 Logistics

The study was sent to participants randomly, five times per day, using the Paco experience-sampling application.

### C.2.3 Questions

*[MULTIPLE CHOICE RESPONSE TO EACH QUESTION WERE FILLED IN BASED ON THE PARTICIPANT'S RESPONSES IN THE INITIAL INTERVIEW]*

- Which service did you most recently use to share content online or access shared content online for non-work purposes?
- *[LIST OF SERVICES BASED ON INTERVIEW RESPONSES]*
  - Other
  - None, I haven't shared/accessed content since my previous response *[ENTRY COMPLETE]*
- How was the content shared (pick best):
  - I shared the content
  - Someone else shared the content
  - The content is jointly owned and accessed by multiple people (e.g., in a cloud system)
- *[IF PARTICIPANT SHARED]* Who did you share the content with? *[LIST OF PEOPLE/GROUPS PARTICIPANT DESCRIBED]*
- *[IF SOMEONE ELSE SHARED]* Who shared the content *[LIST OF PEOPLE/GROUPS PARTICIPANT DESCRIBED]*
- *[IF SOMEONE ELSE SHARED]* Who did they share the content with? (Select all that apply) *[LIST OF PEOPLE/GROUPS PARTICIPANT DESCRIBED]*
- *[IF CONTENT WAS OWNED/ACCESS BY MULTIPLE PEOPLE]* Who else could access the content (Select all that apply) *[LIST OF PEOPLE/GROUPS PARTICIPANT DESCRIBED]*
- What type of content was it? *[LIST OF CONTENT TYPES PARTICIPANT DESCRIBED]*
- What device did you use most recently to share/access the content? *[LIST OF DEVICES THE PARTICIPANT DESCRIBED]*
- Please briefly describe the content you shared/accessed (e.g., "10 photos of my dog I wanted my brother to see") *[FREE RESPONSE]*

## C.3 Final Interview (Semi-structured protocol)

### C.3.1 Introduce self

Hello. If you don't remember me, my name is *NAME*. I'll be running today's interview, and *[INTRODUCE OTHER PERSON]* is here to take notes. Today we'll be conducting the final interview for the file-sharing study you've been participating in.

### C.3.2 Introduce interview

Today we're going to spend about an hour going over the diary entries you shared with us over the study *PERIOD*. As you answer the questions we will make an audio recording of the interview. Only the researchers will have access to the recording, and we will only use it for this study. If we use part of your recording as part of a paper or presentation, your name will not be associated with the material in any way.

Although I don't expect it to occur, if you become uncomfortable at any point during today's session, please let me know so we can stop the interview or move on to a different question. Do you have any questions at this time?

### C.3.3 Reminder of others' privacy

Again, before we get started, I'd like you to remember that during this interview we will ask you questions that may relate to other people. When answering these questions, please only identify other people by first name or nickname. Please do not tell us other people's full names, email addresses, phone numbers, or addresses.

### C.3.4 Discussion of Paco diary items

First, were there any items that you didn't include in the diary? *[PROBES:]*

- About how many?
- Why?
- Was there anything it was difficult to include in the diary?

Now, we'd like to go over the items that you shared with us this week. We're going to go through each item and ask you some more detailed questions about it. Do you have any questions?

*[REPEAT FOR EACH SHARED DIARY ITEM. PROBE ON RELEVANT ITEMS]*

- Please describe the content you shared in more detail
- *Audience-related questions:*

- Please describe who you specifically wanted to share this content with. How much access did you give them? How did they know the content was available?
- Was anyone else able to access the content? How much access did they have? How would they find it? Please describe.
- Did anyone else access the content who you did not specifically intend to share it with? How did this make you feel?
- Did the person/people you want to access the content access it? Did they look at it immediately or later? Did they just look at it or edit it? Did they have any difficulty getting access?
- Was this content you created or was this content that had previously been shared with you?
- Do you expect to access this content again in the future?

- *Affordance-related questions:*
  - You used *CHANNEL* to share the content. Please explain why you used *CHANNEL*.
  - Do you typically use *CHANNEL* to share content like this? Please describe why/why not? (*PROBES:* that group of people, that type of content, when you want to limit the audience in that manner)
  - What settings did you use to share that content? Is that typical? Why/why not?

*[REPEAT FOR EACH ACCESSED DIARY ITEM. PROBE ON RELEVANT ITEMS]*

- Please describe the content you accessed in more detail
- *Audience-related questions:*
  - Who shared this content with you? How much access did you have? Please describe.
  - Who else was able to access the content? How much access did they have? Please describe.
  - Was anyone able to access the content who you think was not specifically intended to access it?
  - How did you find out this content was available? Did you look at it right away or wait until later?
  - Do you expect you will look at this content again in the future?
- *Affordance-related questions:*

    - You used *CHANNEL* to share the content. Did *PERSON* use *CHANNEL* to share the content with you? Please describe why you think *PERSON* used *CHANNEL* to share the content with you.
    - Please describe why you used *CHANNEL* to access the content.
    - Do you typically use *CHANNEL* to access content like this? Please describe why/why not.
- Please think about the items we just discussed. Were there any situations where sharing or accessing content didn't work out as you expected? *[POTENTIAL PROBES:]*
    - Any times when someone could view the content that you didn't want them to? Edit the content? Had too much or too little access?
    - Any times when accessing or viewing content took too much time?
    - Any times when someone was unable to access content you wanted them to access?
    - Any times when it took too long for someone to know content was available?
- *[IF THEY USED MORE THAN ONE CHANNEL FOR PEOPLE/TYPE OF CONTENT PROBE ON IT]* I see that you used *CHANNEL* to share with *PEOPLE*/to share *TYPE OF FILE* as well as *OTHER CHANNEL*. Can you explain why you chose each?

### C.3.5 General use follow-up

Thank you. We asked you to record your online behavior over *PERIOD* We'd like to ask you a few questions about this period.

- Were there any pieces of content you wanted or intended to share during this *PERIOD* but decided not to? Why?
- In the initial interview, you mentioned using each of several services. I'm going to go through each and ask you a few questions. *[FOR EACH]* In the last week did you use the service *[MORE THAN USUAL, THE SAME AS USUAL, LESS THAN USUAL]*. (If applicable) Please describe why or why not.
- In general, was your online sharing behavior typical over this *PERIOD*? Why or why not?

# D | Topic-based sharing: user study materials

## D.1 Topic-based sharing: pre-interview retrospective diary survey

### D.1.1 Introduction

Thank you for agreeing to participate in the CMU Facebook sharing study. Please complete the following survey at least 24 hours prior to your interview. The survey will take approximately one hour to complete.

The responses will be used for discussion during the interview, so please be as detailed as possible. There are no right or wrong answers.

You will be asked to describe things you shared over the course of the past week. If you're uncomfortable describing something in detail, please describe it at the level you are comfortable with. Please only describe content - don't include the actual content in the survey.

Also, some sections of the survey may touch on information that relates to other people. Please only refer to other people by first name or nickname. Don't include full names, addresses, phone numbers, etc. Feel free to use placeholders like 000-000-0000 or "my house" instead.

To complete this survey, please have the computer, phone, and other devices you used over the past week to share with others, for personal (non-work-related) reasons, available. As you go through the survey, you will be asked to use them to jog your memory.

*[PARTICIPANTS WERE THEN PRESENTED WITH THE CONSENT FORM]*

We will now ask you a number of questions about your online sharing activities.

Please answer based on your online sharing activities from the past week (including computer, smartphone, etc.). We are only interested in things (e.g., messages, photos, videos, etc.) you shared for personal (non-work-related) reasons.

### D.1.2 Devices

What devices did you use over the past week to share with others for non-work purposes (e.g., messages, photos, videos, etc.)?

Please describe the device(s) (e.g., desktop, laptop, phone, tablet, etc.) and what you used them for. If you used more than one of the same type of device, please enter them separately. *[FOR EACH:]*

- Describe the device (e.g., Apple desktop, Android tablet, etc.)
- What did you use the device for? (e.g., gaming and editing documents)

### D.1.3 Services used in the past week

Next, please think about all the services/platforms you used to share with others in the past week (e.g., messages, files, photos, videos, etc.). In the past week, which of the following did you use to share with others (e.g., messages, files, photos, videos)? (Select all that apply)

- Facebook Groups
- Facebook Messenger
- Facebook (other than Groups or Messenger)
- Email
- Google Drive (Docs or other Drive features)
- Google Hangouts
- Google+ (other than Google Drive/Hangouts)
- Dropbox
- Twitter
- Instagram
- LinkedIn
- Tumblr
- Pinterest
- Music sharing site(s) (e.g., SoundCloud, BandCamp, etc.)
- Snapchat
- Text messaging or SMS services (e.g., iMessage, WhatsApp, GroupMe, etc.)
- Repository services (e.g., svn, csv, Github)

- YouTube
- Other blogging site(s) - Please specify
- Other social networking site(s) - Please specify
- Discussion board(s) or forum(s) (e.g., Reddit, Slack, Quora, etc.)- Please specify
- Other photo sharing service(s) (e.g., Flickr, Photobucket, etc.)- Please specify
- Other - Please specify

### D.1.4 Instructions about services

Next, you will be asked you to describe everything you shared, over the past week, for each of these different services. For each, please open up the service on your phone or computer to jog your memory.

We will use your responses to these questions during your interview to ask you about what you shared over the past week. Please provide as much detail as possible - there are no right or wrong answers.

*[PARTICIPANTS WERE PRESENTED WITH QUESTIONS FOR THE SERVICES THEY USED IN THE PAST WEEK]*

### D.1.5 Facebook

Please open Facebook now and look at the posts you made over the last week to answer the following questions.

Describe everything you posted to **Facebook Groups** in the last week (status updates, photos, videos, events, etc.). You don't need to tell us about comments you made or content you "liked" but didn't post. In this section, please don't include anything sent as Facebook messages (we'll ask you about those next). If you posted a set of very similar items (e.g., 100 vacation photos), feel free to include them as one entry.

If you posted more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, status update, video, etc.)
- What was the post about? (e.g., description of my day with a picture of my cat)
- When did you post it? (date, approx. time)
- How did you post it? (reshare, took a picture on my phone, etc.)

- Why did you use Facebook Groups to post it?
- What FB Group did you post it in?
- Who could view it? (just the group, public, etc.)

---

Describe everything you posted to **Facebook** in the last week (status updates, photos, videos, events, etc.). You don't need to tell us about comments you made or content you "liked" but didn't post. In this section, please don't include anything posted to FB Groups, or sent as FB messages. If you posted a set of very similar items (e.g., 100 vacation photos), feel free to include them as one entry.

If you posted more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, status update, video, etc.)
- What was the post about? (e.g., description of my day with a picture of my cat)
- When did you post it? (date, approx. time)
- How did you post it? (reshare, took a picture on my phone, etc.)
- Why did you use Facebook to post it?
- Who could view it? (just the group, public, etc.)

---

Describe all your conversations using **Facebook Messenger** from the past week. In this section, please don't include anything posted more generally to your Facebook Newsfeed. You can include each "conversation" as one item. If you had multiple similar conversations (e.g., talked to a spouse daily about similar topics), feel free to include them as one entry.

If you had more than 20 conversations, please describe the 20 most recent and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, status update, video, etc.)
- What was the conversation about? (e.g., talked about my day and sent pictures of my cat)
- When did the conversation occur? (date, approx. time)
- Why did you use Facebook Messenger?

- Who did you have the conversation with?

(If you posted more than 20 items in the last week): Approximately how many items did you post in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.6 Email

Please open your email now to answer these questions.

Describe everything you shared using email in the last week (text, files, photos, videos, etc.). If you had a conversation (e.g., emailed back and forth with a friend), or shared a set of very similar items (e.g., 100 vacation photos), feel free to combine them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content in the email (e.g., text only, receipt, photo(s), PDF, etc.)
- What was the email about? (e.g., description of my day with a picture of my cat, receipt from a store, etc.)
- When did you send it? (date, approx. time)
- How did you send it ?(forwarded it, attached photo from my phone, etc.)
- Why did you use email?
- Who did you send it to? (which friends/how many etc.)

(If you shared more than 20 items): Approximately how many items did you send in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.7 Google Drive/Google+/Google Hangouts

Please open Google Drive, Google+, and/or Google Hangouts now to answer the following questions.

Describe everything you posted to Google+ in the last week (status updates, photos, videos, etc.). You don't need to tell us about comments you made or content you "liked" but didn't post. In this section, please don't include anything shared using Google Drive but not posted to Google+ or shared over Google Hangouts (we'll ask you about those next). If you posted a set of very similar items (e.g., 100 vacation photos), feel free to

include them as one entry.

If you posted more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, status update, video, etc.)
- What was the post about? (e.g., description of my day with a picture of my cat)
- When did you post it? (date, approx. time)
- How did you post it? (reshare, took a picture on my phone, etc.)
- Why did you use Google+ to post it?
- Who could view it? (public, friends, etc.)

---

Describe everything you shared using Google Drive/Docs in the last week (files, photos, videos, events, etc.). In this section, please don't include anything shared only as part of a Google Hangout (we'll ask you about those next). If you shared a set of very similar items (e.g., 10 files shared as part of a class project), feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, status update, video, etc.)
- What was the content? (e.g., set of files shared for a class project)
- When did you share it? (date, approx. time)
- How did you share it? (e.g., sent a link)
- Why did you use Google Drive to share it?
- Who did you share it with? (a group of friends, co-workers, etc.)

---

Describe all your conversations using Google Hangouts from the past week. You can include each "conversation" as one item. If you had multiple similar conversations (e.g., talked to a spouse daily about similar topics), feel free to include them as one entry.
If you had more than 20 conversations, please describe the 20 most recent and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content included in the conversation (e.g., text only, photo, video, links, etc.)

- What was the conversation about? (e.g., talked about my day and sent pictures of my cat)
- When did the conversation occur? (date, approx. time)
- Why did you use Google Hangouts?
- Who did you have the conversation with?

(If you shared more than 20 items): Approximately how many items did you post in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.8 Dropbox

Please open Dropbox now to answer the following questions.

Describe everything you shared using Dropbox in the last week (files, photos, videos, events, etc.). If you shared a set of very similar items (e.g., 10 files shared as part of a class project), feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, status update, video, etc.)
- What was the content? (e.g., set of files shared for a class project)
- When did you share it? (date, approx. time)
- How did you share it? (e.g., sent a link)
- Why did you use Dropbox to share it?
- Who did you share it with? (a group of friends, co-workers, etc.)

(If you shared more than 20 items): Approximately how many items did you post in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.9 Social networking sites

Please open Twitter, Instagram, Tumblr, LinkedIn, and/or Pinterest now to answer the following questions.

Describe everything you shared using Twitter in the last week (tweets, retweets, @replies, direct messages, etc). You don't need to tell us about content you "liked" but didn't post. If you posted a set of very similar items (e.g., 100 vacation photos) or had a conversation,

please feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, text, video, link, etc.)
- What was the post about? (e.g., description of my day with a picture of my cat)
- When did you post it? (date, approx. time)
- How did you post it? (retweet, link to photo, direct message, etc.)
- Why did you use Twitter?
- Who could view it? (public, just followers, DM with friend, etc.)

---

Describe everything you shared using Instagram in the last week (photos, videos, etc.). You don't need to tell us about content you "liked" but didn't post. If you posted a set of very similar items (e.g., 100 vacation photos), please feel free to include them as one entry.

If you posted more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, text, video, link, etc.)
- What was the post about? (e.g., description of my day with a picture of my cat)
- When did you post it? (date, approx. time)
- How did you post it? (e.g., from my phone, from a website, from Instagram to Facebook)
- Why did you use Instagram?
- Who could view it? (public, just followers)

---

Describe everything you shared using Tumblr in the last week (You don't need to tell us about content you "liked" but didn't post or reshare). If you posted a set of very similar items (e.g., 100 vacation photos), please feel free to include them as one entry.

If you posted more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, link, video, text)
- What was the post about? (e.g., picture of my cat, link to cat photos)
- When did you post it? (date, approx. time)
- How did you post it? (e.g., reposted from a website, posted a link, reshared, etc.)
- Why did you use Tumblr?
- Who could view it? (public, password-protected, etc.)

---

Describe everything you shared using Pinterest in the last week. If you posted a set of very similar items (e.g., 100 vacation photos), please feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, text, article, etc.)
- What was the post about? (e.g., picture of cat furniture, recipes for cat food)
- When did you post it? (date, approx. time)
- How did you post it? (e.g., pinned it, sent a link, etc.)
- Why did you use Pinterest?
- Who could view it? (public, friends, etc.)

---

Describe everything you shared using LinkedIn in the last week (including items posted to your feed and shared using the messaging service). If you posted a set of very similar items (e.g., 100 vacation photos), please feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, text, status update, article, inMail message, etc.)
- What was the post or message about? (e.g., article about building a cat food business)
- When did you share it? (date, approx. time)
- How did you share it? (e.g., inMail message, posted it in a group, posted it on my feed)
- Why did you use LinkedIn?

- Who could view it? (public, friends, public group, private group, etc.)

(If you shared more than 20 items): Approximately how many items did you post in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.10 Snapchat

Please open Snapchat now to answer the following questions.

Describe everything you shared using Snapchat in the last week (messages, videos, photos, etc.). Please tell us about content you shared to your Story and content you sent to friends.ÊIf you shared a set of very similar items (e.g., 10 vacation photos) or had a long conversation feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, video, text conversation, etc.)
- What was the post about? (e.g., 5 pictures of my cat with stickers)
- When did you share it? (date, approx. time)
- How did you share it? (to a set of friends, to my Story, ect.)
- Why did you use Snapchat?
- Who did you share it with? (all my contacts, five close friends, etc.)

(If you shared more than 20 items): Approximately how many items did you share in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.11 Repository services

Please open any repository services you used in the past week (e.g., Github, svn, cvs) now to answer the following questions.

Describe everything you shared using **repository services** in the last week (files, photos, videos, code, etc.). If you shared a set of very similar items (e.g., 10 files shared as part of a class project) or repeatedly updated the same set of files (e.g., made edits to the same set of code), feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at

the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, document, video, code, etc.)
- What was the content? (e.g., set of files uploaded for a class project)
- When did you share it? (date, approx. time)
- How did you share it? (e.g., uploaded files, sent a link to files, etc.)
- Which repository service did you use?
- Why did you use that service?
- Who did you share it with? (a group of friends, co-workers, public, etc.)

(If you shared more than 20 items): Approximately how many items did you share in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.12 Text messaging

Please open any text messaging or SMS applications (e.g., iMessage, SMS, GroupMe, WhatsApp) you used in the past week now to answer the following questions.

Describe all your conversations using text messaging or SMS applications from the past week. You can include each "conversation" as one item. If you had multiple similar conversations (e.g., talked to a spouse daily about similar topics), feel free to include them as one entry.

If you had more than 20 conversations, please describe the 20 most recent and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content included in the conversation (e.g., text only, photo, video, links, etc.)
- What was the conversation about? (e.g., talked about my day and sent pictures of my cats)
- When did the conversation occur? (date, approx. time)
- Which text messaging or SMS application did you use?
- Why did you use that application?
- Who did you have the conversation with?

(If you shared more than 20 items): Approximately how many items did you share in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.13 Music and video sharing sites

Please open any music sharing site(s) you use (e.g., SoundCloud, BandCamp) and/or YouTube now to answer the following questions.

Describe everything you shared using **music sharing sites, excluding YouTube** in the last week (music, music events, playlists). If you shared a set of very similar items (e.g., 10 songs from the same album), feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., music, playlist, event, etc.)
- What was the content? (e.g., a song by my band)
- When did you share it? (date, approx. time)
- How did you share it? (e.g., uploaded the song, posted a link to Facebook, posted an event, etc.)
- What service did you use?
- Why did you use that service to share it?
- Who did you share it with? (a group of friends, the public, etc.)

---

Describe everything you shared using YouTube in the last week (music, music events, playlists). You don't need to include anything you "liked" or commented on but didn't share. If you shared a set of very similar items (e.g., 10 songs from an album), feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., video, TV show, movie)
- What was the content? (e.g., a video of my cat)
- When did you share it? (date, approx. time)
- How did you share it? (e.g., reshared a video I found online, uploaded a video, etc.)
- Why did you use YouTube?

- Who did you share it with? (a group of friends, the public, etc.)

(If you shared more than 20 items): Approximately how many items did you post in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.14 Discussion boards or forums

You said you used discussion boards or forums in the past week, including: *[SERVICES]*

If you haven't yet described the content you shared on that site/those sites, please open those services now.

Describe everything you shared using **these discussion boards or forums** in the last week (messages, videos, photos, etc.). If you shared a set of very similar items (e.g., 10 vacation photos) or had a long conversation feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, video, text conversation, etc.)
- What was the post about? (e.g., a description of my day with a picture of my cat)
- When did you share it? (date, approx. time)
- How did you share it? (posted it on my phone, reshared it, etc.)
- Which service did you use?
- Why did you use that service?
- Who did you share it with? (all my contacts, the public, a group, etc.)

(If you shared more than 20 items): Approximately how many items did you share in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.15 Other social networking sites

You said you used other social networking sites in the past week, including: *[SERVICES]*

If you haven't yet described the content you shared on that site/those sites, please open those services now.

Describe everything you shared using **other social networking sites** in the last week

(messages, videos, photos, etc.). If you shared a set of very similar items (e.g., 10 vacation photos) or had a long conversation feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, video, text conversation, etc.)
- What was the post about? (e.g., a description of my day with a picture of my cat)
- When did you share it? (date, approx. time)
- How did you share it? (posted it on my phone, reshared it, etc.)
- Which service did you use?
- Why did you use that service?
- Who did you share it with? (all my contacts, the public, a group, etc.)

(If you shared more than 20 items): Approximately how many items did you share in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.16 Other blogging sites

You said you used other blogging sites in the past week, including: *[SERVICES]*

If you haven't yet described the content you shared on that site/those sites, please open those services now.

Describe everything you shared using other blogging sitesÊin the last week (messages, videos, photos, etc.). If you shared a set of very similar items (e.g., 10 vacation photos) or had a long conversation feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, video, text conversation, etc.)
- What was the post about? (e.g., a description of my day with a picture of my cat)
- When did you share it? (date, approx. time)
- How did you share it? (posted it on my phone, reshared it, etc.)
- Which service did you use?

- Why did you use that service?
- Who did you share it with? (all my contacts, the public, a group, etc.)

(If you shared more than 20 items): Approximately how many items did you share in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.17 Other photo sharing services

You said you used other photo sharing services in the past week, including: *[SERVICES]*

If you haven't yet described the content you shared on that site/those sites, please open those services now.

Describe everything you shared using **these photo sharing services** in the last week (messages, videos, photos, etc.). If you shared a set of very similar items (e.g., 10 vacation photos) or had a long conversation feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, video, text conversation, etc.)
- What was the post about? (e.g., a description of my day with a picture of my cat)
- When did you share it? (date, approx. time)
- How did you share it? (posted it on my phone, reshared it, etc.)
- Which service did you use?
- Why did you use that service?
- Who did you share it with? (all my contacts, the public, a group, etc.)

(If you shared more than 20 items): Approximately how many items did you share in the last week? Were the additional items different than those listed here? If so, please explain.

### D.1.18 Other services

You said you used other services in the past week, including: *[SERVICES]*

If you haven't yet described the content you shared on that site/those sites, please open those services now.

Describe everything you shared using these services in the last week (messages, videos, photos, etc.). If you shared a set of very similar items (e.g., 10 vacation photos) or had a long conversation feel free to include them as one entry.

If you shared more than 20 items, please enter the most recent 20 and make a note at the bottom. *[PARTICIPANTS WERE PRESENTED WITH A GRID WITH THE FOLLOWING COLUMNS:]*

- Type of content (e.g., photo, video, text conversation, etc.)
- What was the post about? (e.g., a description of my day with a picture of my cat)
- When did you share it? (date, approx. time)
- How did you share it? (posted it on my phone, reshared it, etc.)
- Which service did you use?
- Why did you use that service?
- Who did you share it with? (all my contacts, the public, a group, etc.)

(If you shared more than 20 items): Approximately how many items did you share in the last week? Were the additional items different than those listed here? If so, please explain.

## D.2 Topic-based sharing: final interview

### D.2.1 Introduction

Hi. My name's *[NAME]*. Today I'm doing the interview for the study you signed up for. First, let's quickly go over how today's interview is going to work. We're going to spend about an hour discussing how you share online and a prototype for sharing on Facebook. I'm going to ground part of the discussion around your pre-interview survey, which I have on this computer here and on these print outs here.

*[IF THE PARTICIPANT AGREED TO RECORDING] I'm going to make an audio recording of the interview, as well as a video recording of your interactions with a prototype we'll discuss with you later in the study. At no point will we record your face - only your voice and hands. Only the researchers will have access to the recordings, and we will only use them for this study. If we use part of your recording as part of a paper or presentation, your name will not be associated with the material in any way.*

Although I don't expect it to occur, if you become uncomfortable at any point during today's session, please let me know so we can stop the interview or move on to a different question. Do you have any questions at this time?

### D.2.2 Consent

We sent you a consent form with the pre-interview survey in which you agreed to participate in this study and *[IF THE PARTICIPANT AGREED TO RECORDING]* gave permission for us to use your recordings in our research. I have another copy here, if you'd like to take a look at it.

Do you have any questions about the consent form?

*[IF THE PARTICIPANT AGREED TO RECORDING] Thank you - I'm going to begin audio recording now. I'll let you know when I begin video recording.*

### D.2.3 Other peoples' privacy

Before we get started - during this interview I will ask you questions that may relate to other people. When answering these questions, please only identify other people by first name or nickname. Please do not tell me other people's full names, email addresses, phone numbers, or addresses. Do you have any questions?

### D.2.4 Discussion of general topics

First, I'd like to talk to you about content you typically share online. I'd like you to focus on things you share for personal reasons, so things that are primarily not work related. Do you have any questions about that?

#### Topic elicitation

First, please think about content you typically share on Facebook. These can be things you shared this week, or things you just tend to share more generally. Can you think of about ten topics you tend to share about on Facebook? You can use your description of what you shared this last week for reference. *[PROBES FOR EACH]*

- What's that?
- What kinds of things do you share related to that?
- Who do you share with (public, group, etc.)?
- When you share on that topic, who are you intending it for? Is there anyone you particularly want to view it? Anyone you think might be particularly interested in it? Anyone you don't want to view it?
- Who do you think views it? How do you know?
- How happy or unhappy are you with who views content on that topic on Facebook? *[LIKERT]*

- Going back through the things you shared this past week, can you think of any other topics?

Next, out of those topics, or for any other topics you share on Facebook, are there any that you would prefer not everyone knew you share content related to? For example, are there topics you might not want your parents or coworkers to know you share content related to.

- Why is that
- Who wouldn't you want to know
- Are there any topics that you might not mind if people knew you shared content on, but you might not want to call their attention to?

Now, I'm going to go through the other services you said you used this past week. Again, you can use your descriptions as reference. For *[SERVICE]* do you share on any of the topics we just talked about? Do you share on any other topics?

- Who do you share with?
- When you share on that topic, who are you intending it for? Is there anyone you particularly want to view it? Anyone you think might be particularly interested in it? Anyone you don't want to view it?
- Who do you think views it? How do you know?
- How happy or unhappy *[LIKERT]* are you with who views content on *[SERVICE]* related to that topic

Out of those topics, are there any that you would prefer not everyone knew you shared about - for example a topic you might prefer your co-workers or parents not know you shared about.

- Why's that?
- Who wouldn't you want to know?
- Are there any topics that you might not mind if people knew you shared content on, but you might not want to call their attention to?

Finally, are there any topics you tend not to share about online? PROBES:

- Topics you've considered sharing about on Facebook but decided not to?
- Topics you tend to talk to people about in conversation instead of sharing them online?
- Topics you might consider sensitive and don't like to post online
- How do you talk about them instead?

### Topics review

Now I'd like to go back through the topics we talked about for Facebook posting *[THESE ONES]*. I'd like you to imagine that you could share on Facebook and only share with your friends who were interested in the topic. For example, you could share content related to *[TOPIC]* and it would only be visible to people interested in *[TOPIC]*.

For *[TOPIC]*. How would your feelings change if you could post on Facebook for just your friends interested in the topic, compared to how you're currently posting. Would you be happier, unhappier, or would you feel the same? *[FOR EACH, PROBES:]*

- Why or why not?
- Who do you think would be interested in that topic?
- Who do you think might not be interested in that topic?
- Is that different than who views it now? Is that different than who can view it now?
- Would you change anything about how you posted on that topic?

Now I'd like to go through the topics we talked about for other services. I'd like you to again imagine that you could post them on Facebook but share only with the people interested in the topic. I'd first like you to assume that you could post them on Facebook only with people interested in the topic. How likely or unlikely would you be to do to this instead of how you're currently sharing for that topic? How likely or unlikely would you be to do that in addition to how you're currently sharing for that topic?

- Why or why not?
- Who do you think would be interested in that topic?
- Who do you think might not be interested in that topic?
- Would you change anything about how you posted on that topic?

Finally, I'd like to go through the topics you currently don't share online. How likely or unlikely would you be to share about them on Facebook if you could share them only with people who'd indicated an interest in the topic? Please use this Likert scale here, where 1 is very unlikely and 5 is very likely.

- Why or why not?
- Who do you think would be interested in that topic?
- Who do you think might not be interested in that topic?
- How happy or unhappy would you be if *[X]* could view content on that topic and *[Y]* couldn't?
- Would you change anything about how you posted on that topic?

### D.2.5 Introduce interest-based topic-driven sharing

Okay, now I'm going to show you some walkthroughs of mockups for setting up this type of topic-based sharing on Facebook. These are work in progress - if you have any questions, please let me know. The feedback is very helpful. The walkthrough will take place on this screen here.

#### Opt-out topic-based sharing workflow/mockup

First, imagine that you wanted to share content related to food. But, you wanted to be able to share with your friends who were interested in food, and let your friends who weren't interested in your posts related to food opt out of viewing them.

First, you'd create a post that you'd tag as related to food. You'd use this button here to add a tag that said that this post was related to food. When you click on it, you'd see some common topics, and the option to add your own. In this example, you decide you want to post about Food. You select it, and it adds a tag to the post that says it's about food. Then you'd write a post related to food. In this example, you'd decide to share it with all your friends. Then, you'd click on post to post it. It would appear, with a tag that said it was related to food. If you went in, to your topics, on the side over here, you would then see that you're sharing content related to food. You can also see that you previously shared things related to cats.

Now, let's shift perspectives to how one of your friends would view this content. After you posted it, your friend would see the content you shared about food on their Newsfeed, tagged with food. If they're interested in food posts, that's great. But, if they're not interested in pictures about food, they might want to stop viewing it. In that case, they'd go into their topics page, over on this side here. They'd then see that they're currently viewing food content from all their friends. That's currently two of their friends, shown over here by these two pictures, including you. They could go in here, and stop viewing all their friends' food posts.

- Do you have any questions?
- Can you think of any examples of times when this would be useful?
  - Things you typically post on? (That you'd like to let your friends opt out of viewing? Topics we talked about earlier? How would you use it for that?)
  - Times when one of your friends might want to use it? When you'd like them to use it? (Things you typically see in your Newsfeed? Things you might like to opt out of? For everyone or certain friends?)

### Opt-in topic-based sharing workflow/mockup

Thanks. Now I'd like to shift gears a bit. I'd like you to think about how, sometimes, instead of sharing with everyone on a topic and letting them opt out of viewing things if they're not interested, you might want to share on a topic and not share with anyone who didn't opt in to viewing things on that topic. For example, you might want to share food pictures, but not share them with anyone who didn't specifically tell you that they were interested in food.

Now, I'm going to walk you through a slightly different version of the mockup workflow, in which you would create a topic, and then only share content tagged with that topic with friends who opt in to viewing it. This time, you would start by going to your topics page, because you want to create a topic that, when you share things tagged with it, people have to opt in to view. You'd start on the home screen again, and click on the Topics button over here to get to your topics page. On your topics page, you can again see that you're already sharing on the Cats topic. But, you decide that you also want to share things related to Food. This time, however, you don't want to share with anyone unless they say that they want to view things about this topic, which in this case is Food. So, you click on the "New Topic" button,

Once you click on the button, you get a pop up menu that allows you to add a new topic. You can first decide on the topic, either picking from the dropdown menu or adding your own. In this example, you pick "Food." Next, you can decide whether or not you want to notify other people that you're sharing things about this topic. You can decide whether you don't want to notify anyone, you want to notify all your friends, or you want to notify a custom group of friends. In this example, you decide that you don't want to notify anyone. Next, you want to make it so that people have to opt in to view content on this topic. By default content is visible to everyone, and they can opt out of viewing it, like we did last time. In this example, you decide to change it to require opt in. When you select this, people won't see content you tag with Food on their Newsfeeds unless they opt in to viewing it. You then create the new topic, and the Food topic appears on your topics page. You can then go back to your home page, and the food topic will be available to share on. You pick it, and, similarly to last time, write and post a status update about food that is tagged with the food topic. However, this time, it doesn't appear on your friend's Newsfeed, because they haven't opted in to viewing content about Food yet.

This time, if your friend goes into their topics page, they'll see that they have the option to start viewing food content. They can decide between continuing to not view food content, viewing all food posts by friends and public, viewing friends' food posts, and viewing food posts made by a custom set of people. If they wanted to view food posts

by a custom set of people they could go in and define the set of people they would or would not want to view food posts for. However, in this example, your friend decides that they want to view food posts from all of their friends. Then, when they go back to their Newsfeed, they see the status update you previously tagged with "Food."

- Do you have any questions?
- Can you think of any examples of times when this would be useful?
  - Things you typically post on? (That you'd like to let your friends opt in to viewing? Topics we talked about earlier? How would you use it for that?)
  - Times when one of your friends might want to use it? When you'd like them to use it? (Things you typically see in your Newsfeed? Things you might like to opt out of? For everyone or certain friends?)

#### De-identified sharing workflow/mockup

Thanks. Now I'd like to go over one final option. Sometimes you might also like to share things on a topic, but might not like other people to know that you're the one posting on that topic. For example, if you live in Pittsburgh, you might want to share things related to the Boston Red Sox baseball team, but might not want your friends to know that you're the one sharing those things. I'm going to walk you through a slightly different version of the mockup workflow that includes the option to share on a topic without identifying yourself as the person sharing on that topic.

You would again start by going to your topics page, because you want to create a topic, that, when you share things tagged with it, people can opt in to view it, but also it won't be identified as coming from you. You'd again start on the home screen and click on the Topics button over here to get to your topics page. On your topics page, you'd again click on the "New Topic" button, because you want to create a new topic to share about. In this example, let's continue to assume that you want to share things related to food, but this time you don't want your friends to know that you're sharing things related to food. You again get a pop up window that allows you to add a new topic. You again pick "Food" and decide that you don't want to notify anyone about the topic.

You want to make it so that people have to opt in to view the content on this topic. Again, by default content is visible to everyone, and they can opt out of viewing it. In this example, you decide to change it to require opt in. When you select this, people won't see content you tag with Food on their Newsfeeds unless they opt in to viewing it. You then create the new topic, and the Food topic appears on your topics page. However, this time, this no identification option also appears. This time, you don't want to be identified

when sharing food, so you also check the no identification option. You can then go back to your home page, and the food topic will be available to share on. You pick it. This time, however, because you checked the no identification option, when you make posts on this topic, you won't be identified as the person making the posts, indicated by this blank picture here. When you make the posts, it appears with the blank picture, and just says that "a friend" made the post, rather than using your name.

Shifting to your friend's perspective, this time if your friend goes to their topics page, they'll again see that they have the option to start viewing food content. But, this time, it won't show that you're sharing food content. They can decide between continuing to not view food content, viewing all food posts by friends and public, viewing friends' food posts, viewing identified friends' posts and viewing food posts made by a custom set of people. In this example, they decide to view all friends' posts. Then, when they go back to their Newsfeed, they see the status update you previously tagged with "Food" but it's not identified as coming from you.

- Do you have any questions?
- Can you think of any examples of times when this would be useful?
  - Things you typically post on? (That you'd like to let your friends opt in to viewing? Topics we talked about earlier? How would you use it for that?)
  - Times when one of your friends might want to use it? When you'd like them to use it?

#### Facebook use

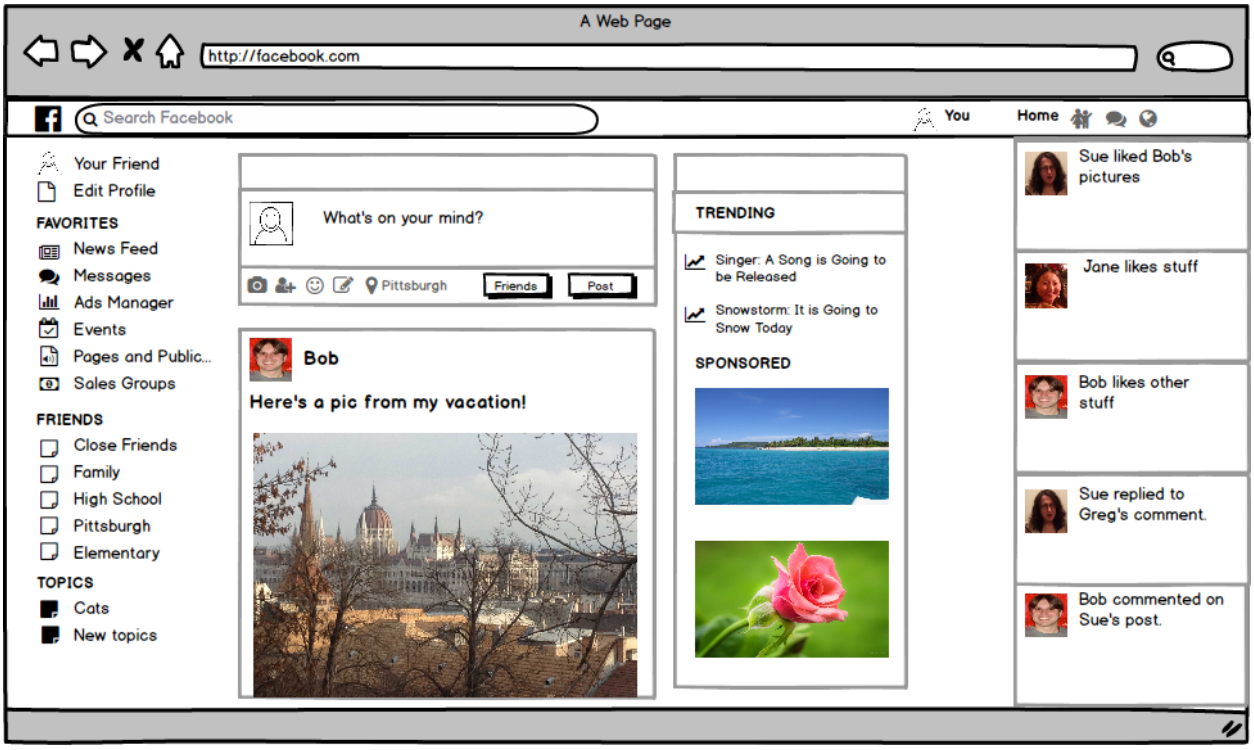
Thank you. *[IF THOUGHT IT WAS USEFUL]* To finish up, we've talked some topics that said you might want to use a topic-based interface on Facebook to share content for: *[LIST]*. Of those, which one do you think you would be most likely to use the interface we just discussed to share? On this scale here, where 1 is very unlikely and 5 is very likely, how likely or unlikely do you think you would be to use it?

- Why/why not?
- How would you use it?

Is there anything that might make you more likely to use this interface? Less likely?

## D.3 Topic-based sharing: full mocked-up workflows

### D.3.1 Screens used for opt-out, topic-based sharing workflow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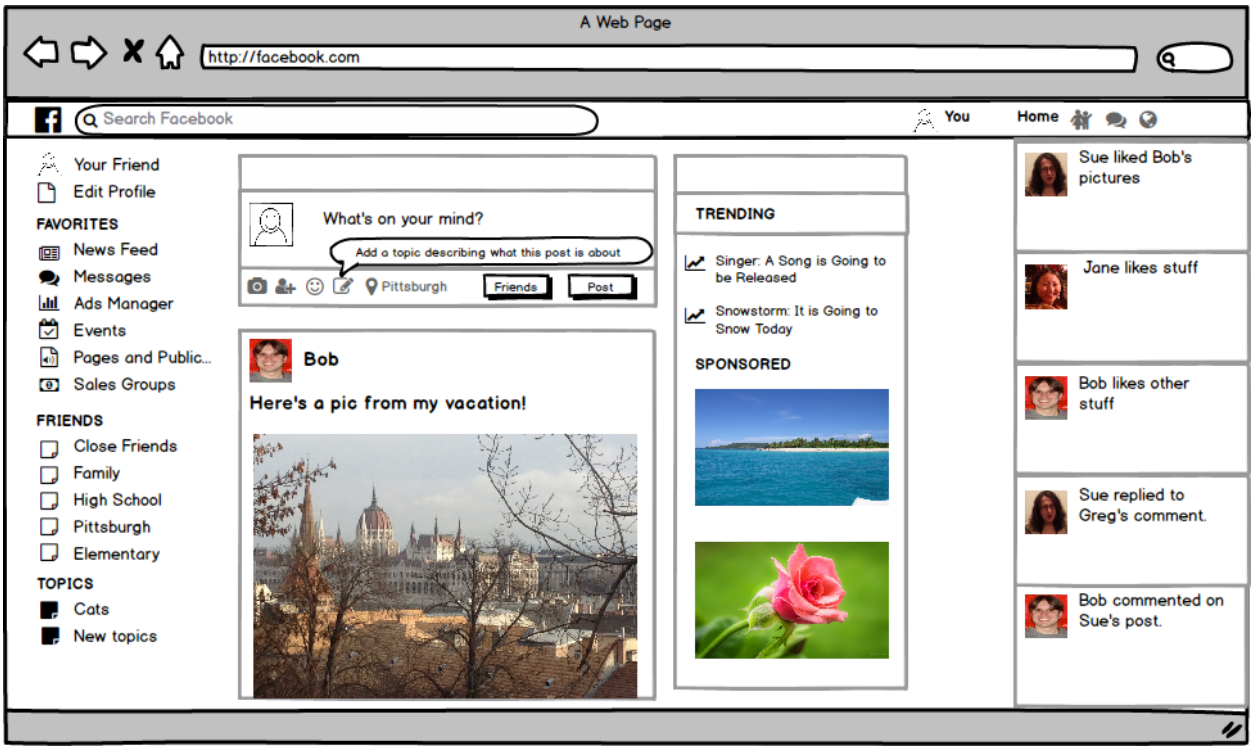
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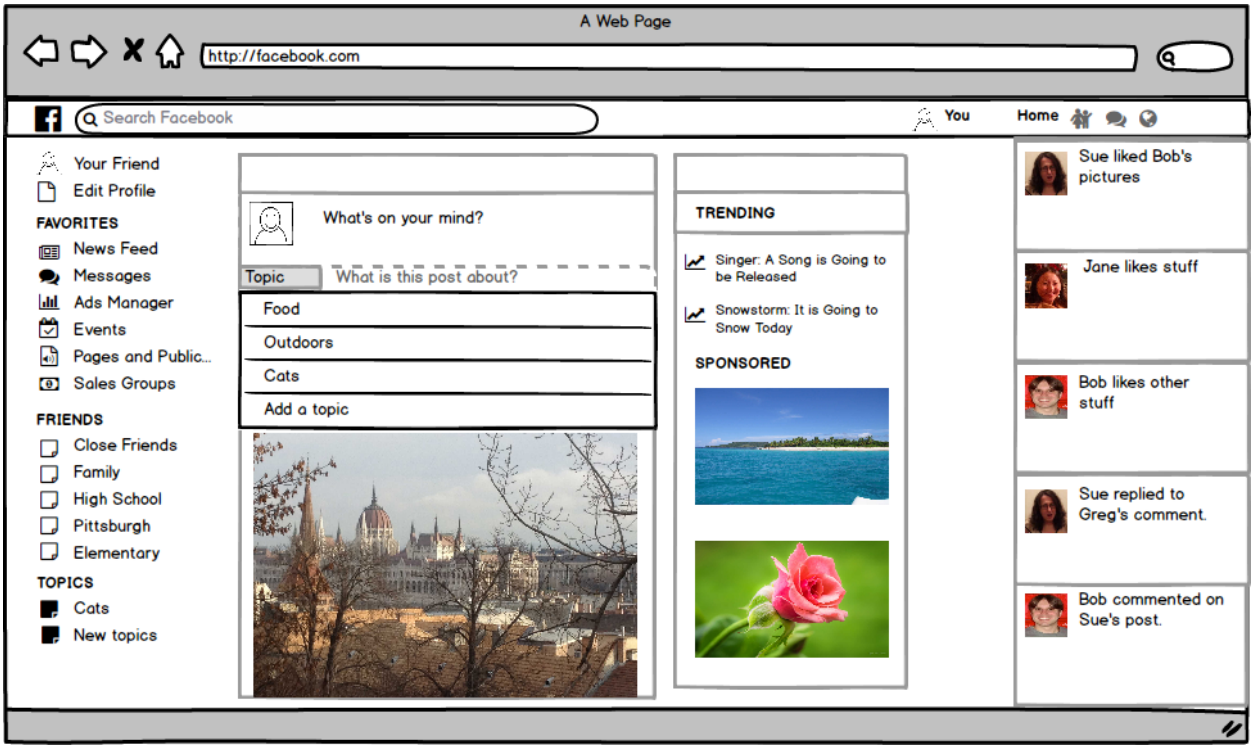
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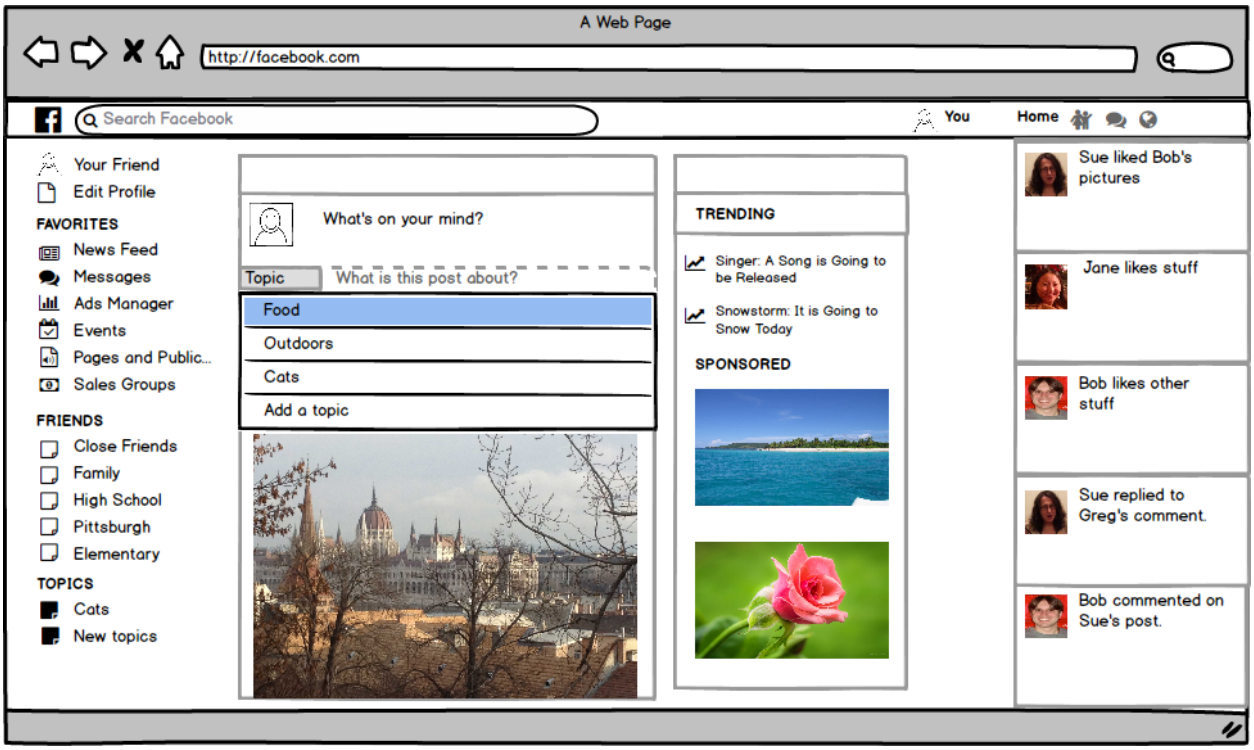
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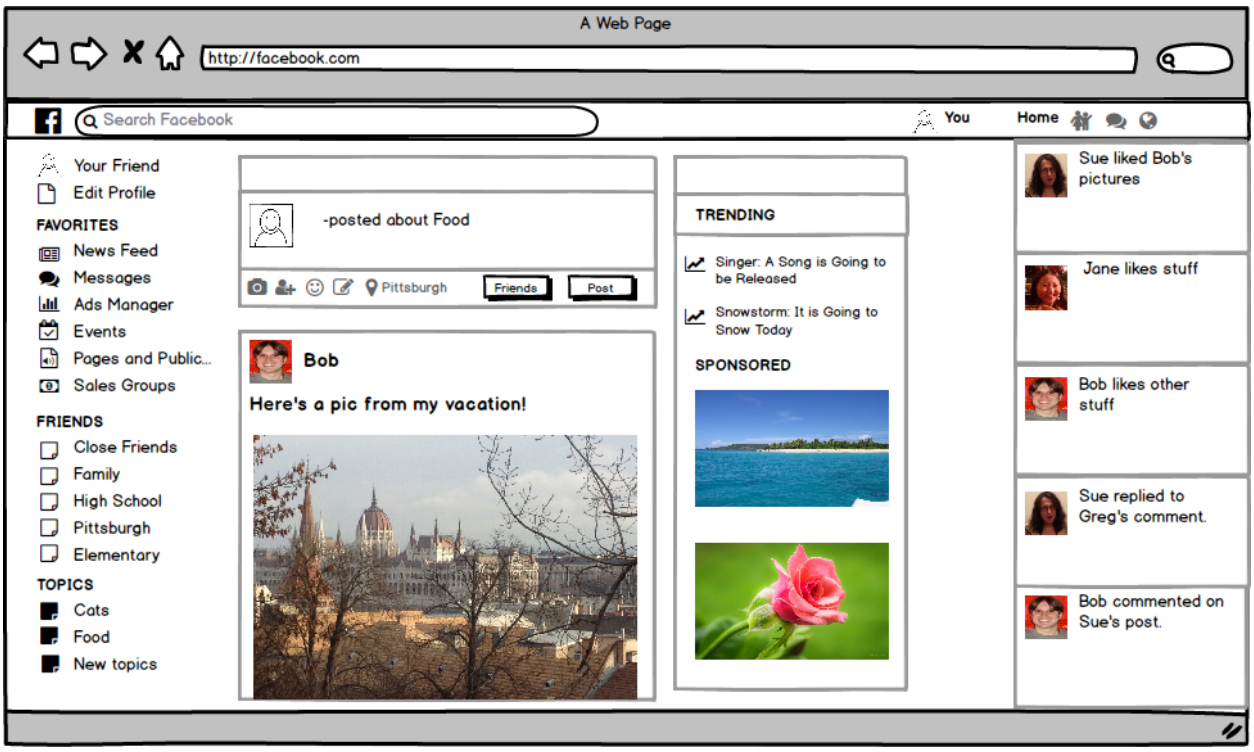
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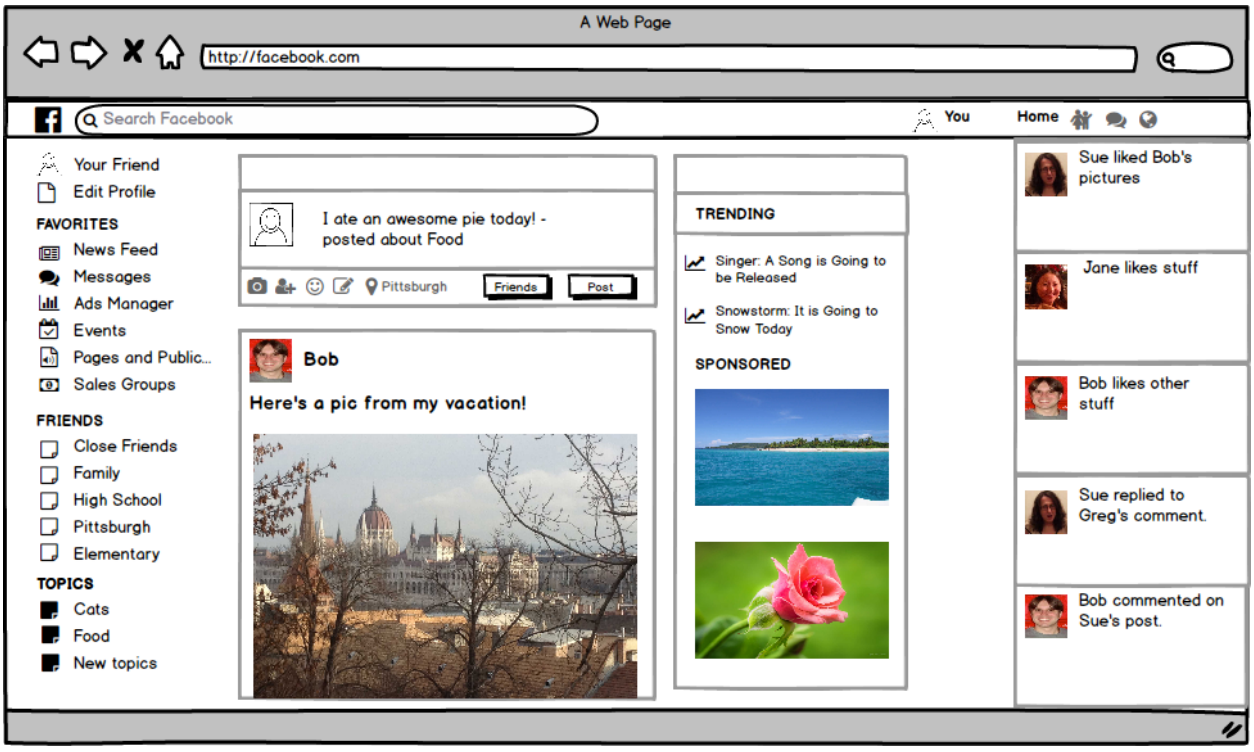
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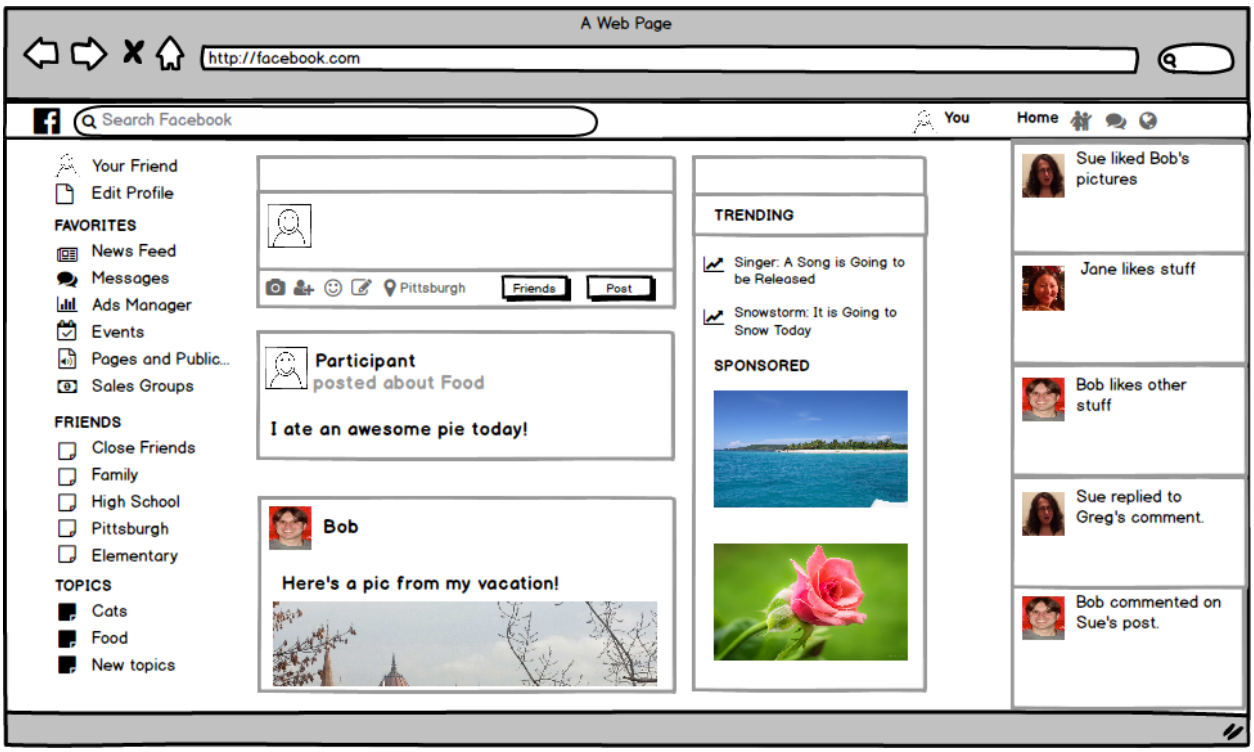
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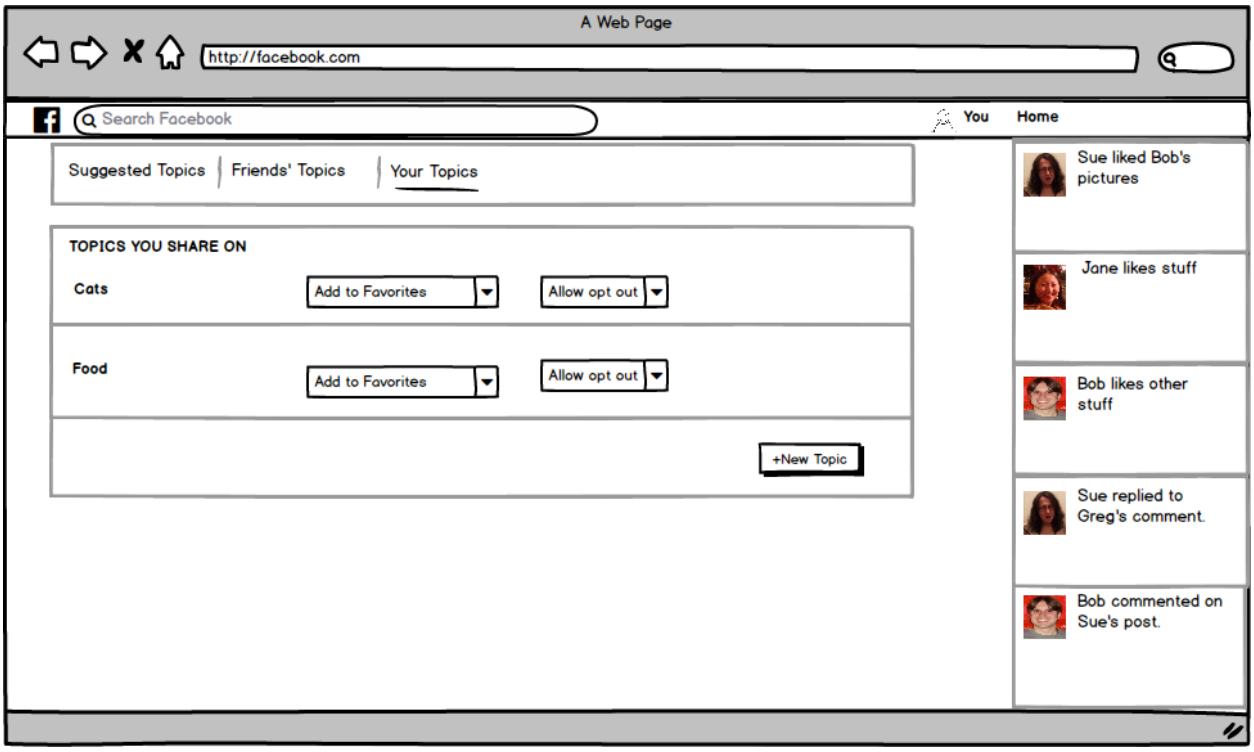
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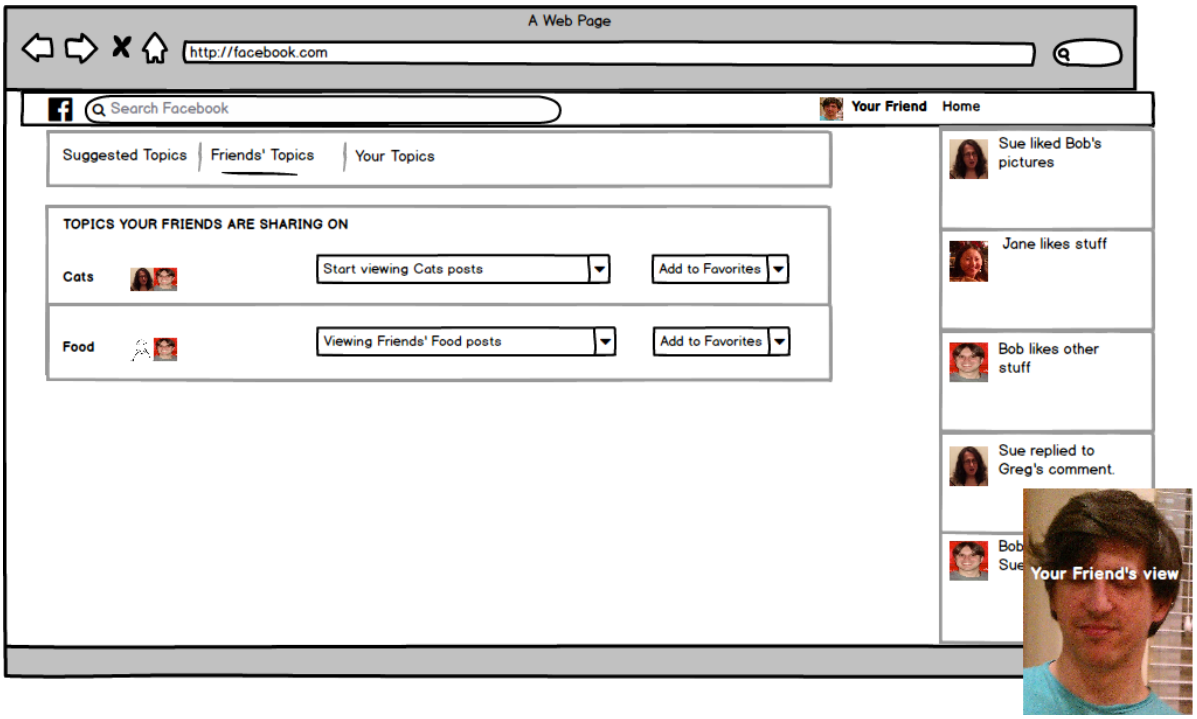
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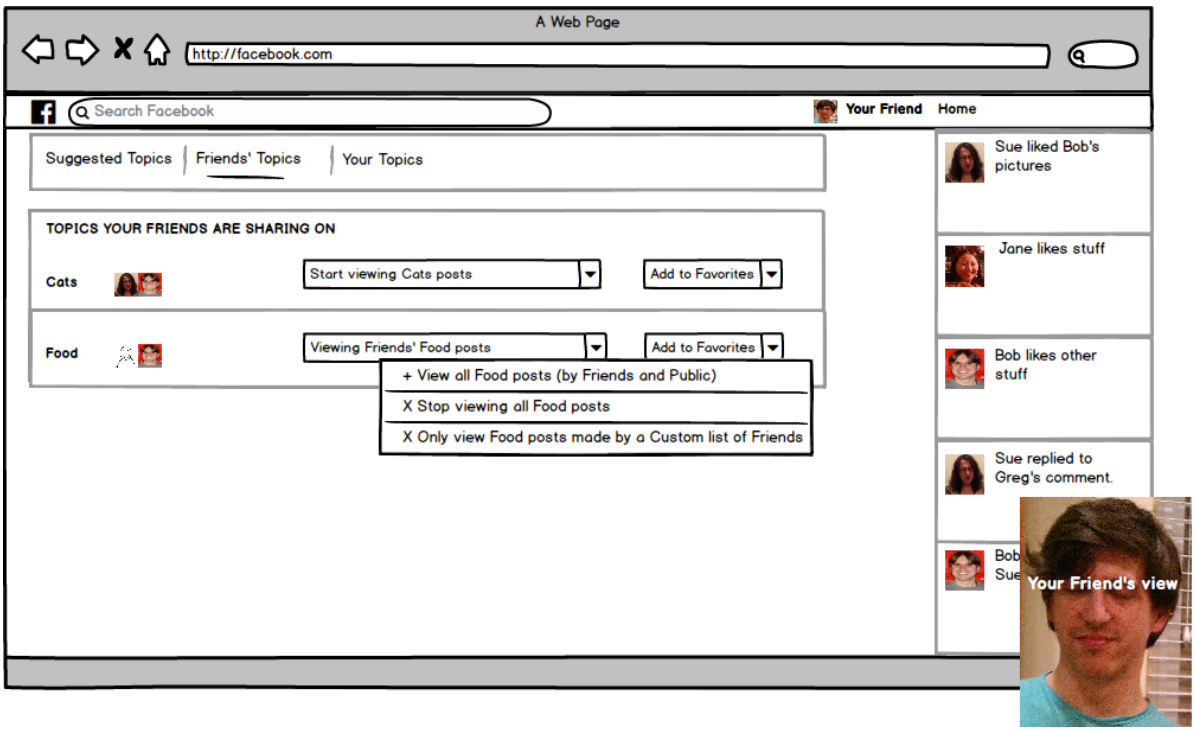
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+ View all Food posts (by Friends and Public)
X Stop viewing all Food posts
+ View Food posts by these people or Lists
Food posts shared by anyone here will appear on your Newsfeed
x Don't view Food posts by these people or Lists
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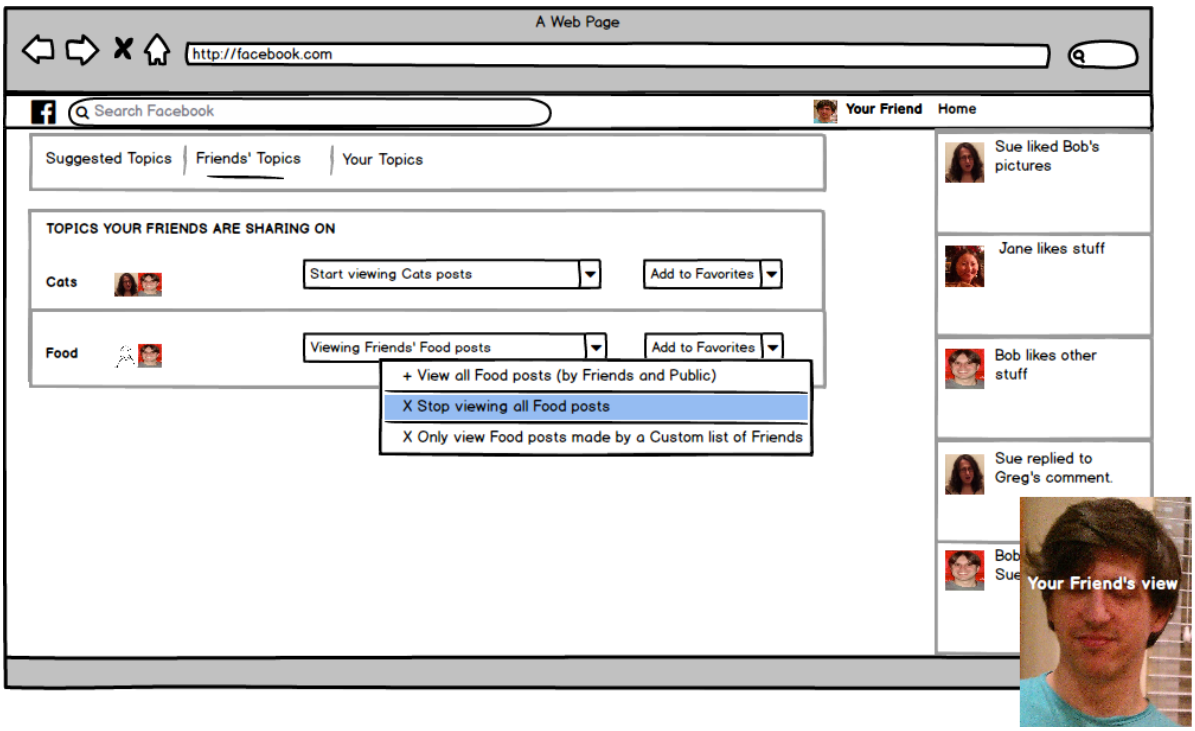
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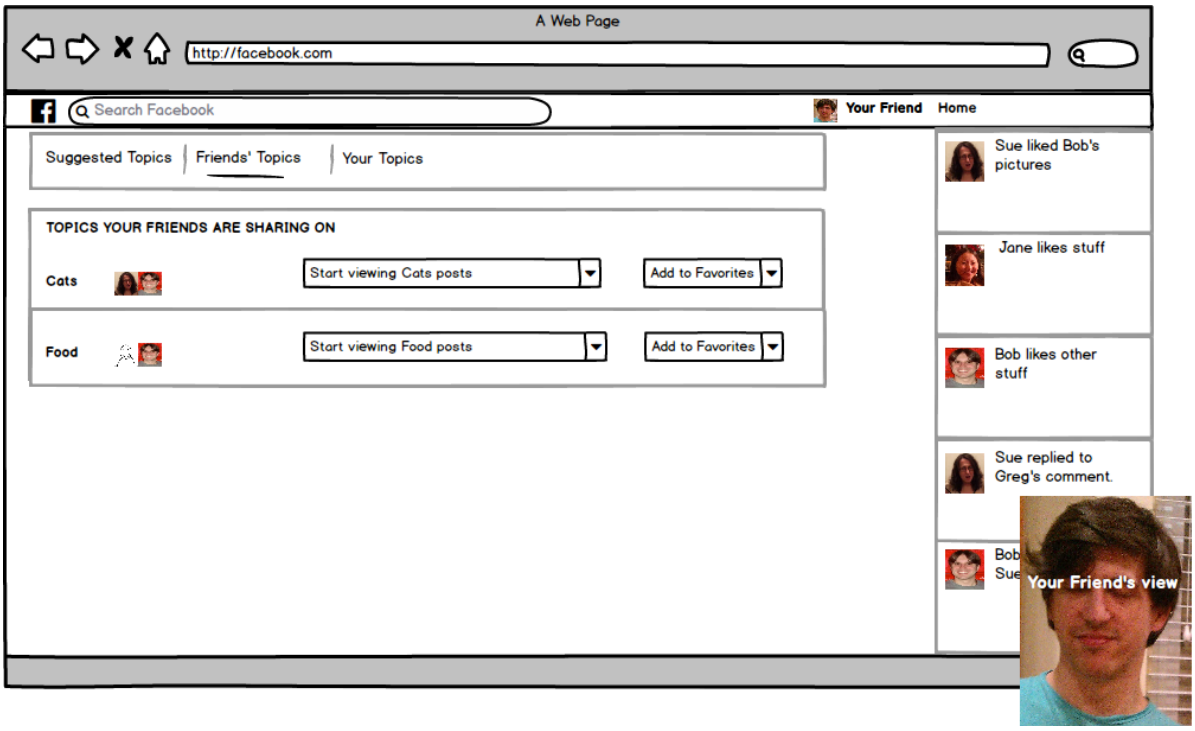
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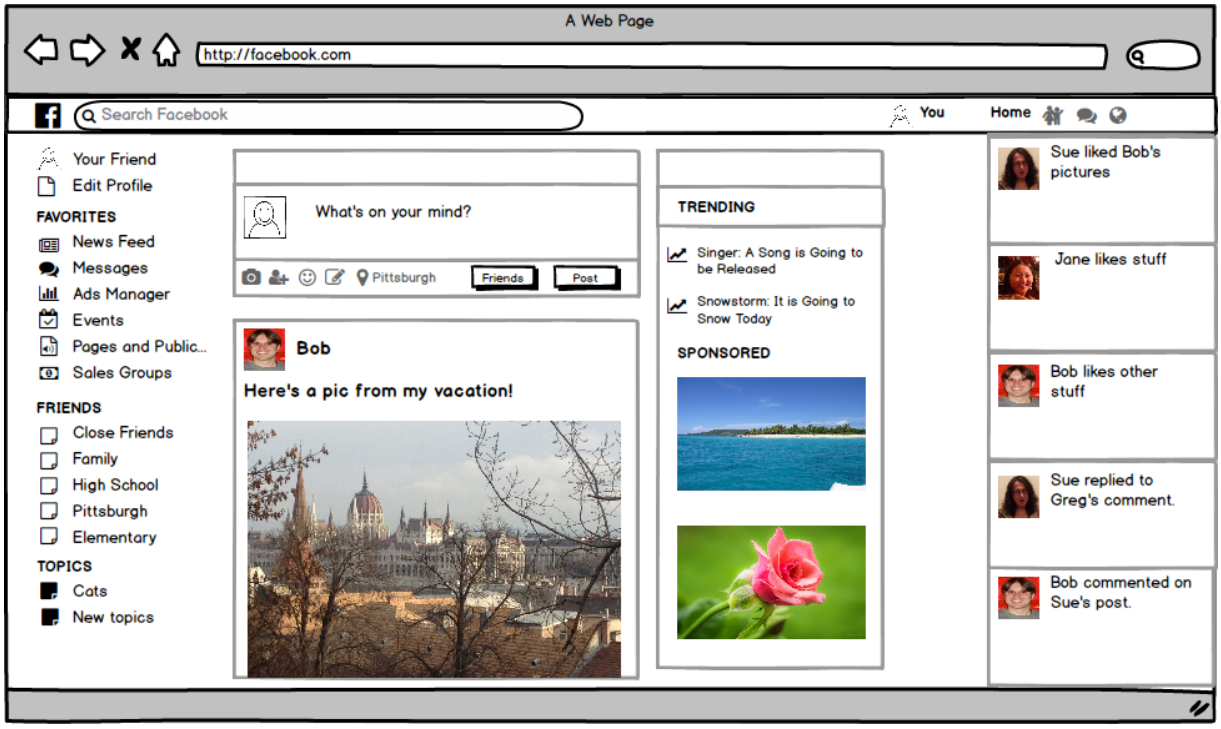
### D.3.2 Screens used for opt-in, topic-based sharing workflow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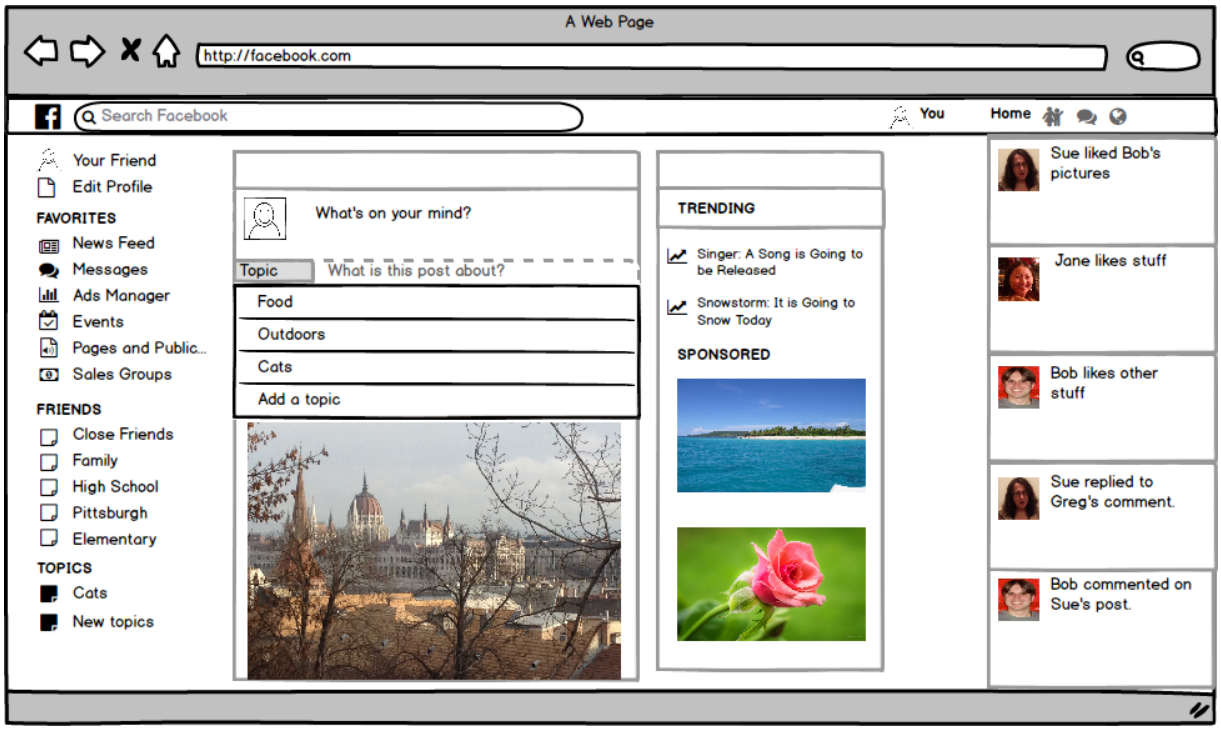
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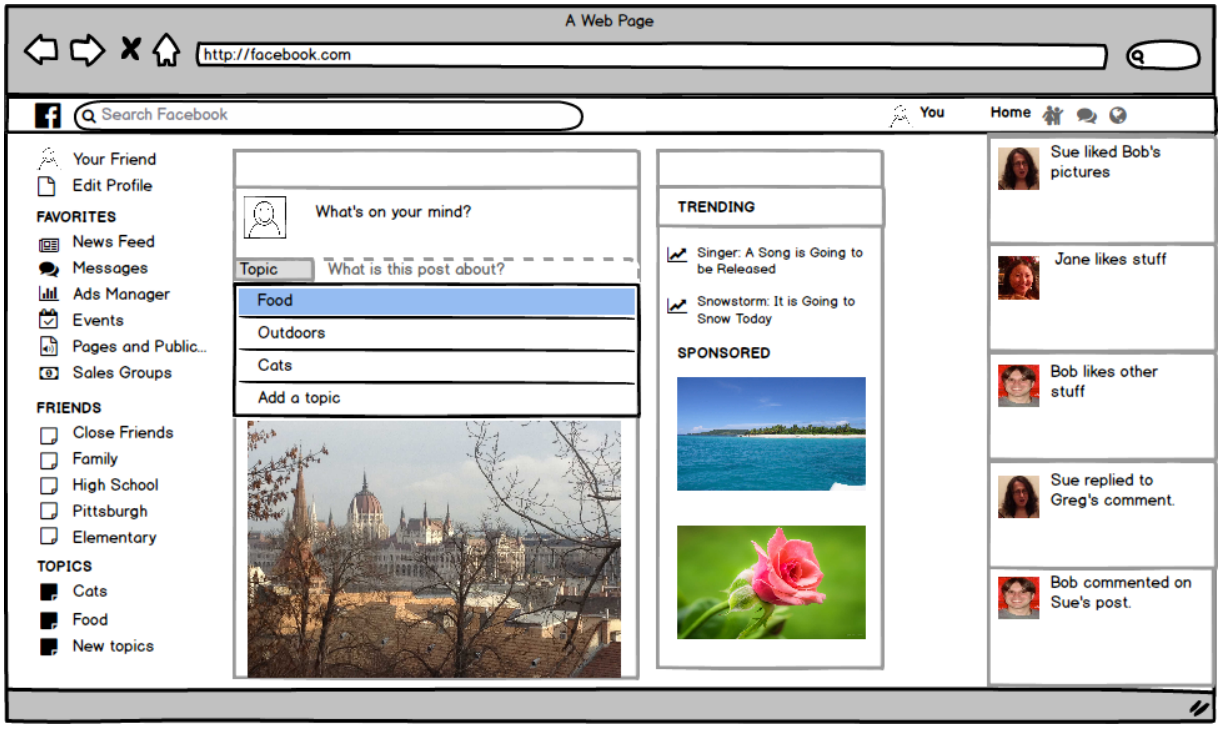
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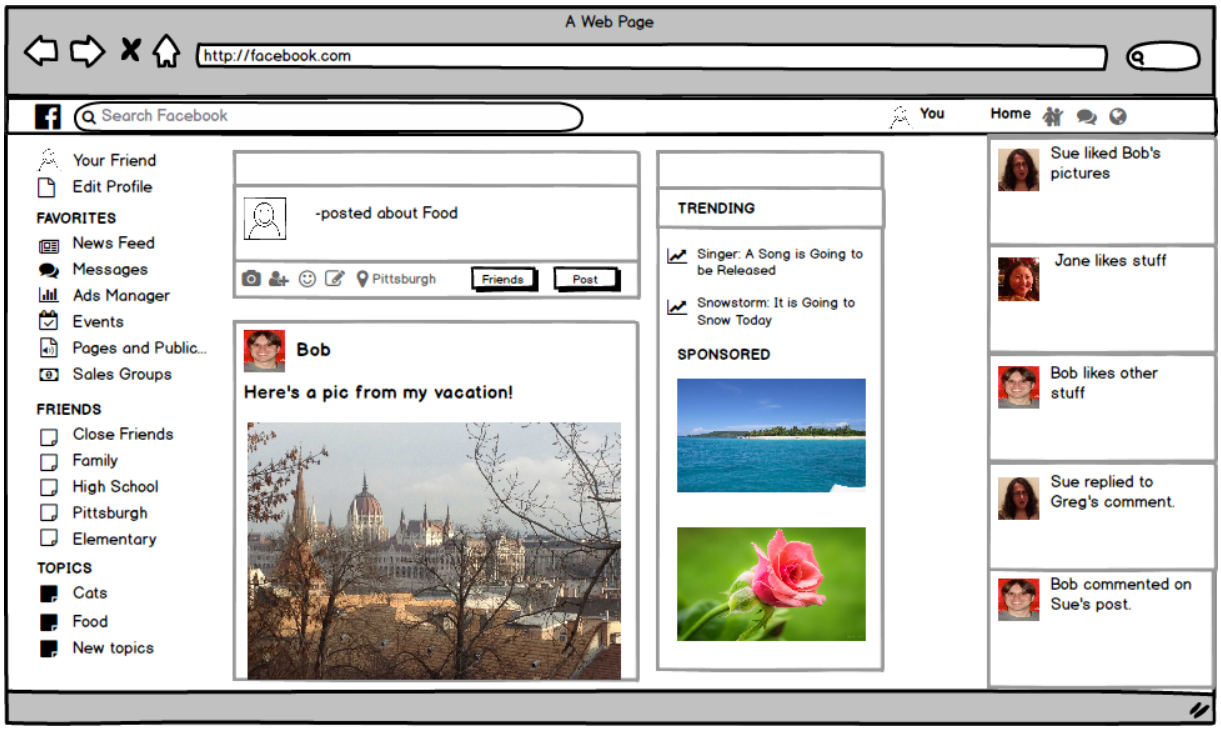
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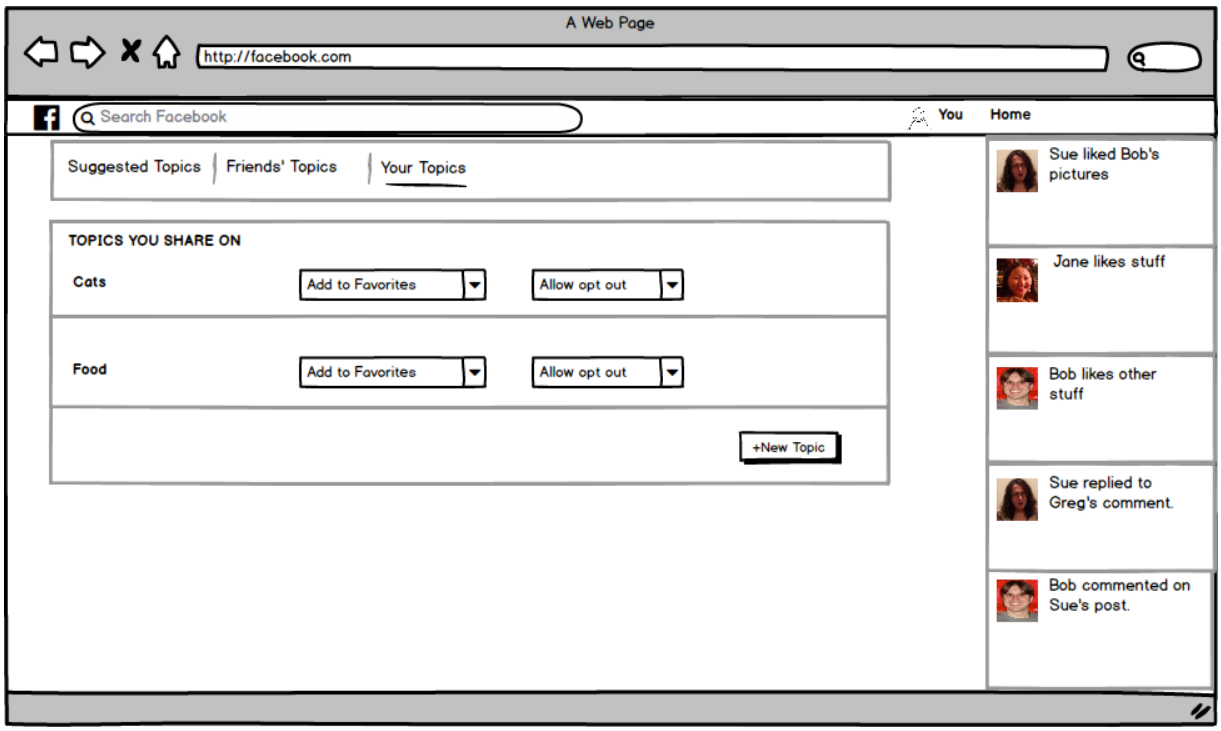
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Suggested Topics
Friends' Topics
Your Topics
TOPICS YOU SHARE ON
Cats
Add to Favorites
Allow opt out
Food
Add to Favorites
Allow opt out
+New Topic
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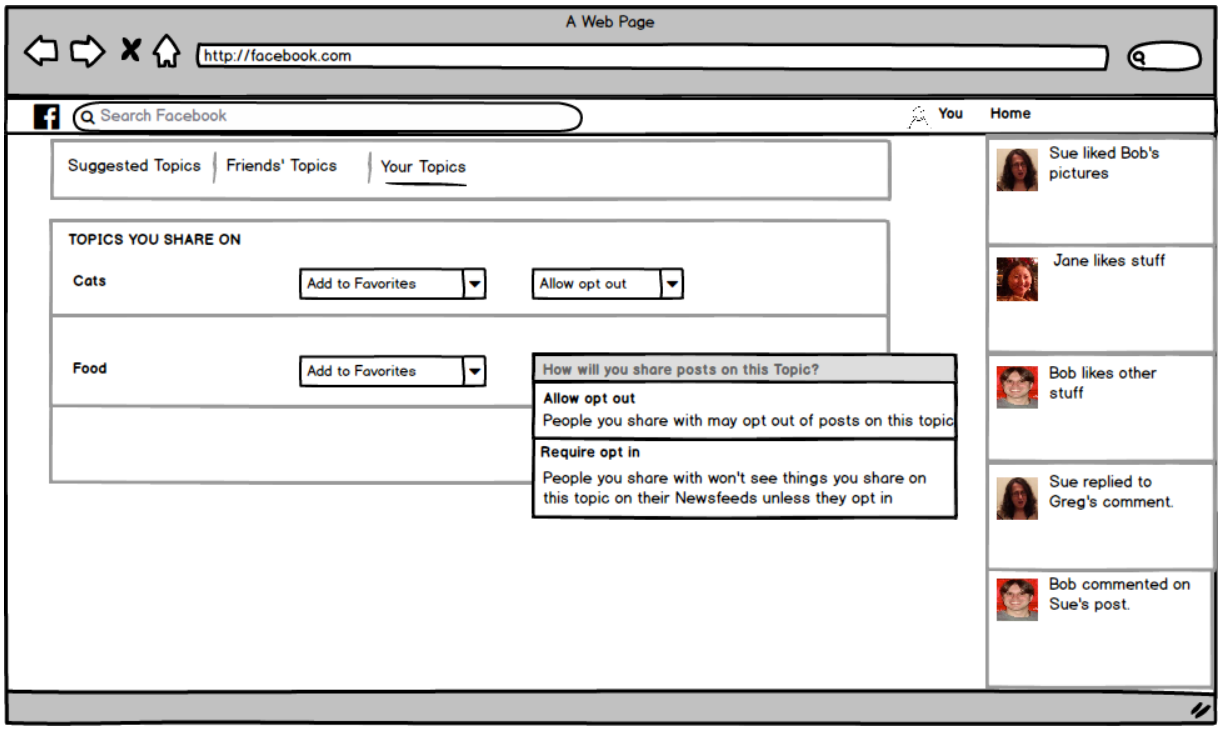
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People you share with may opt out of posts on this topic
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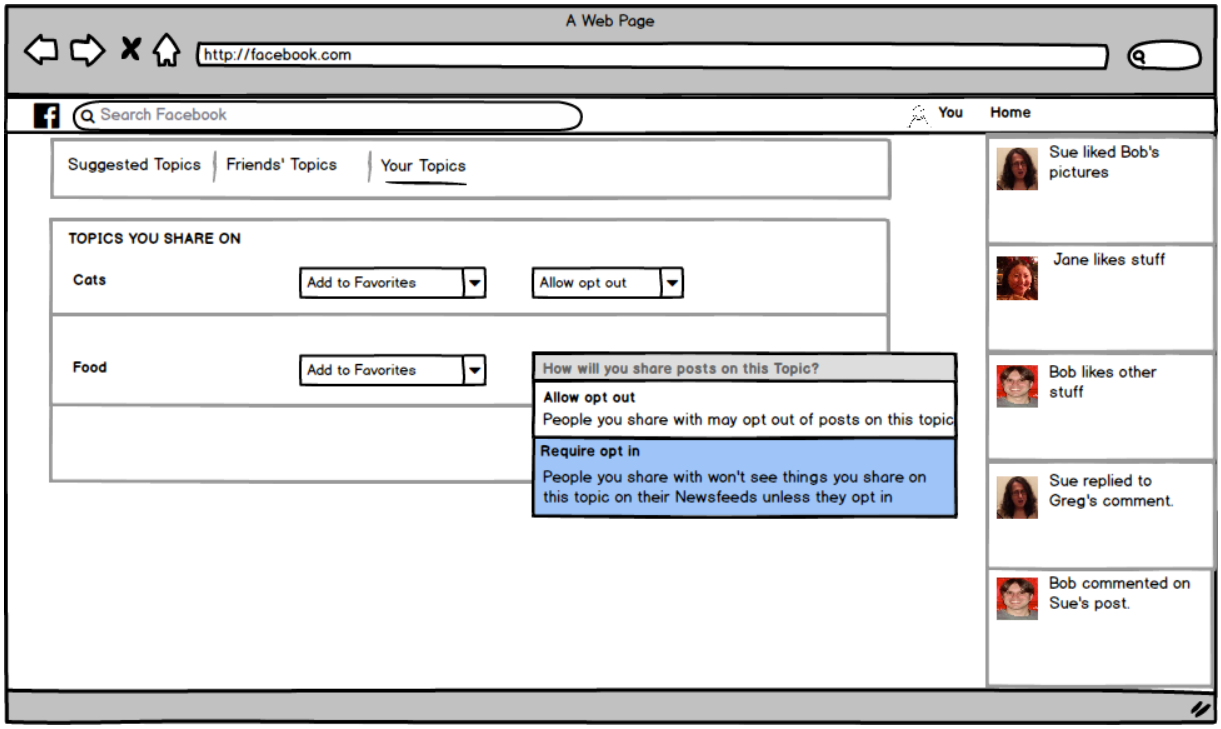
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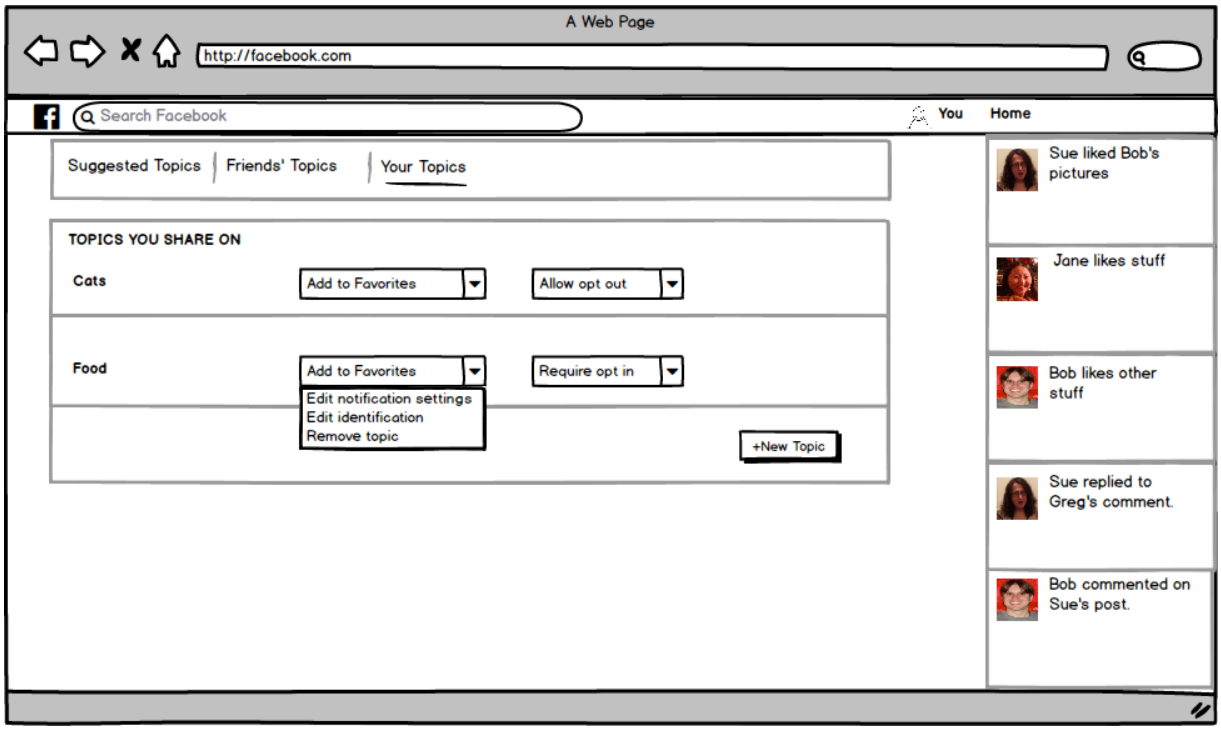
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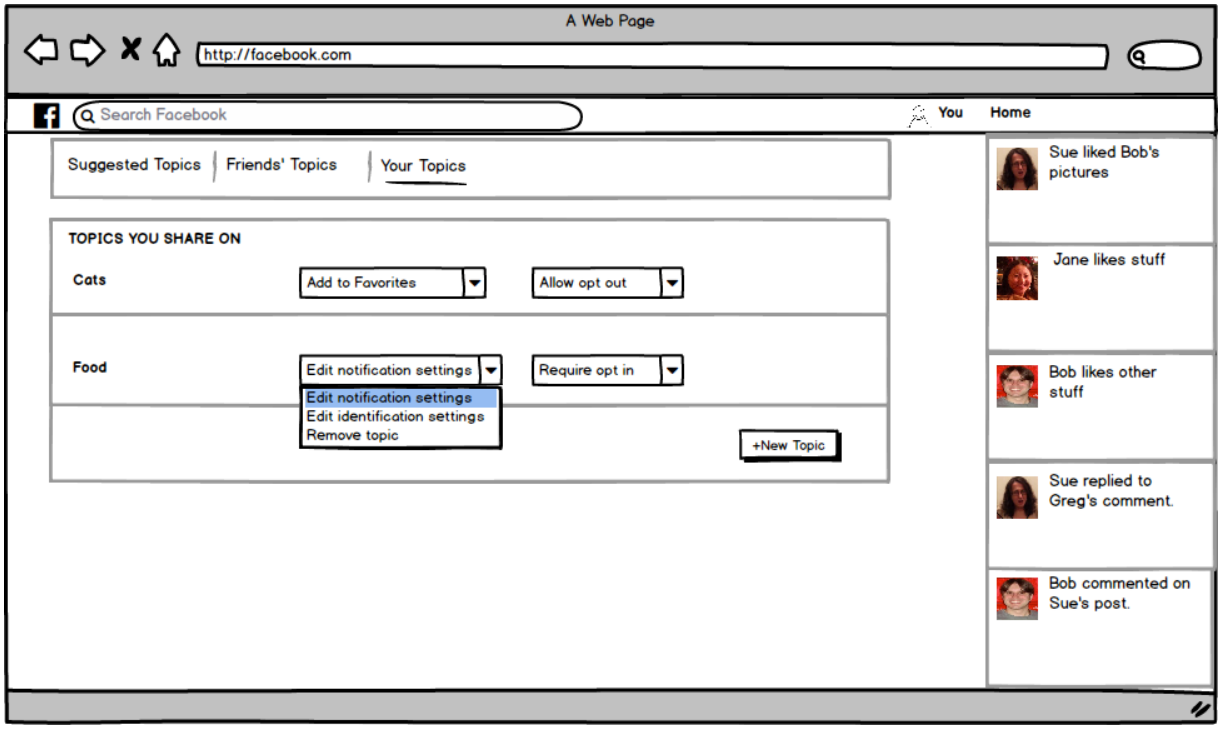
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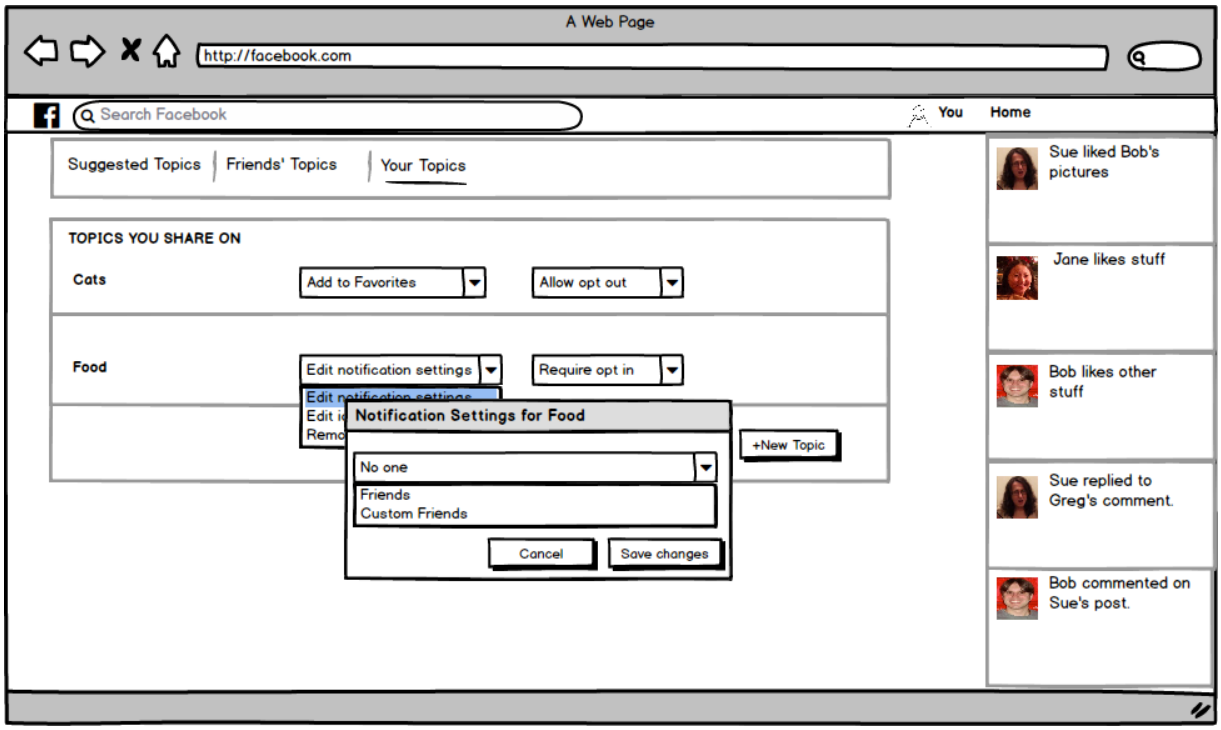
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Edit notification settings
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Notification Settings for Food
No one
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Custom Friends
Cancel
Save changes
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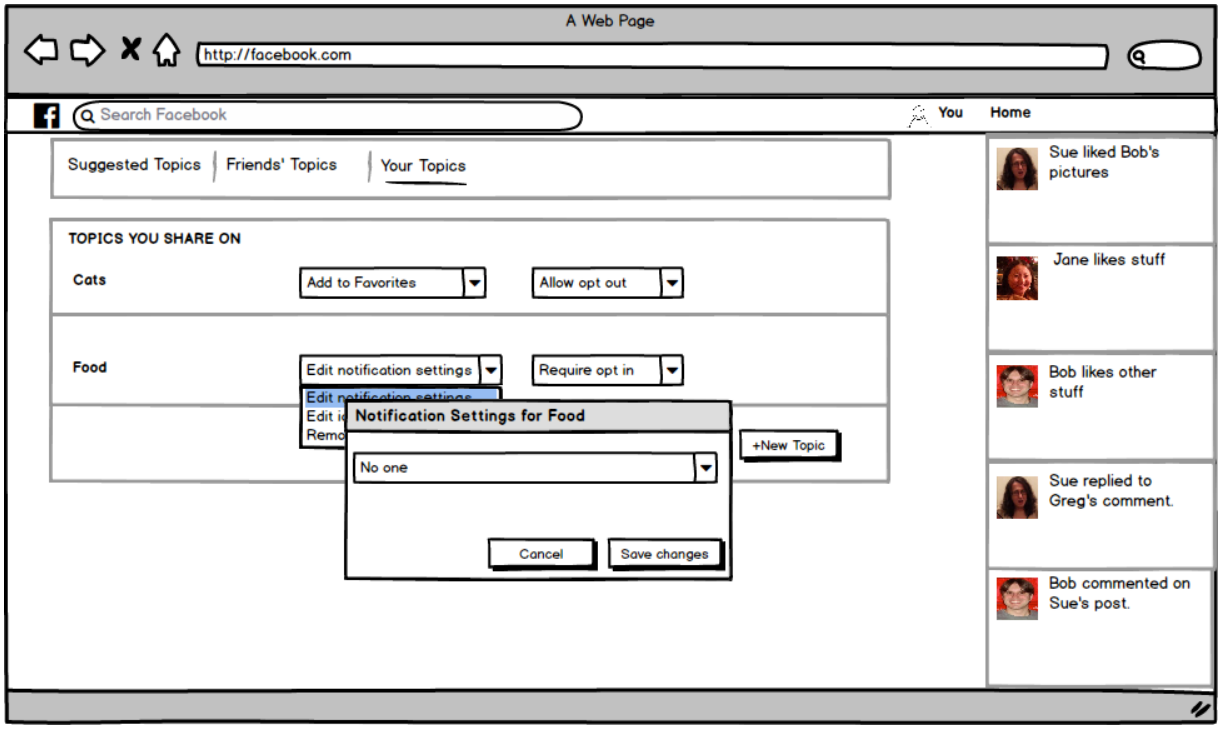
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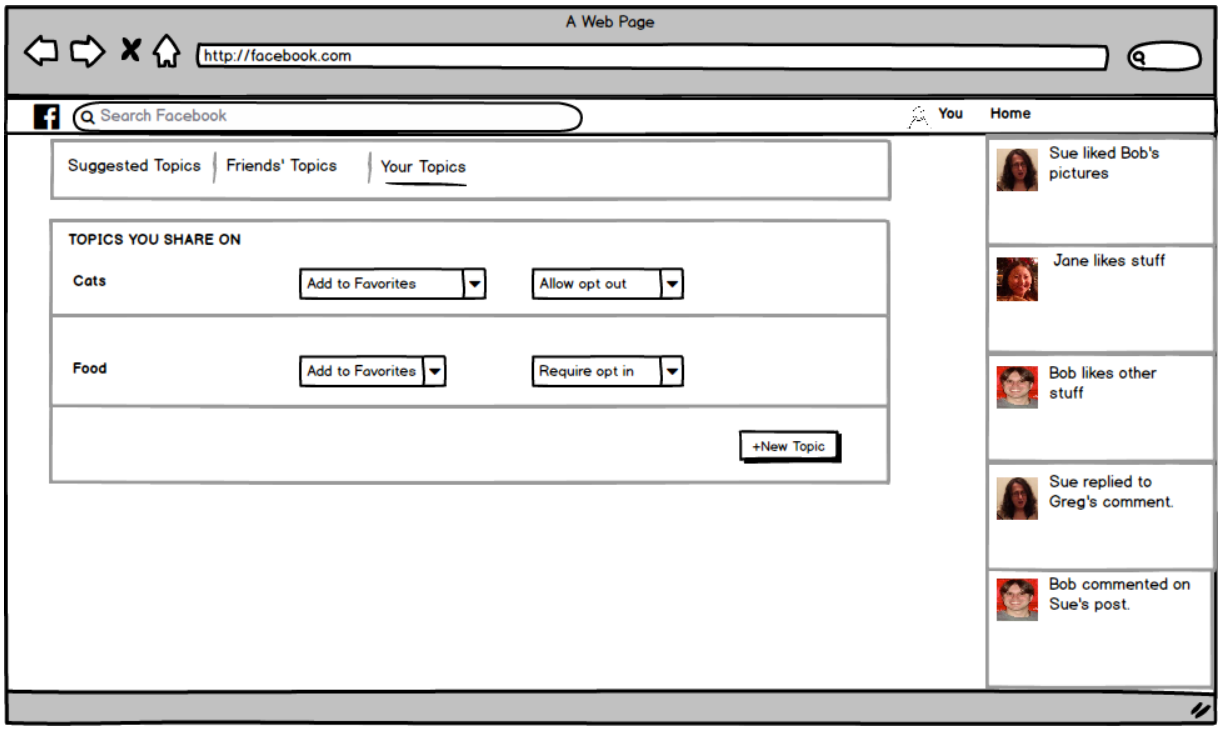
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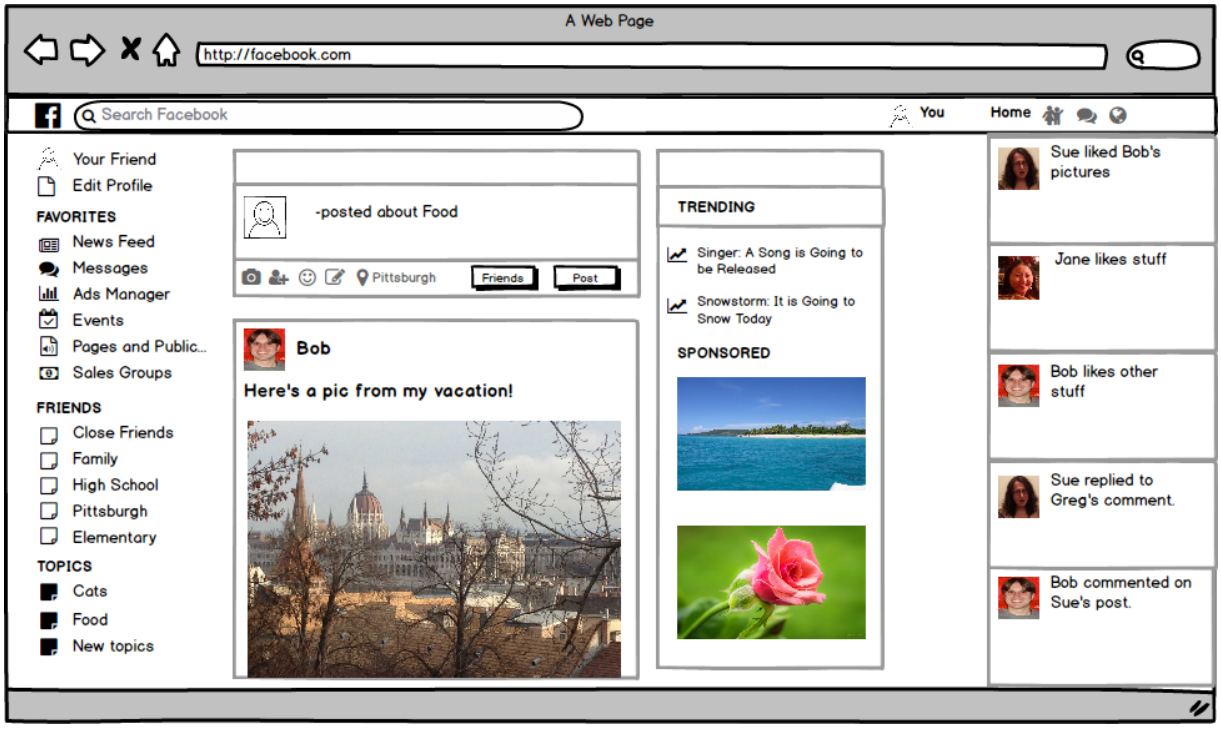
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News Feed
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Ads Manager
Events
Pages and Public...
Sales Groups
FRIENDS
Close Friends
Family
High School
Pittsburgh
Elementary
TOPICS
Cats
Food
New topics
-posted about Food
Pittsburgh
Friends
Post
Bob
Here's a pic from my vacation!
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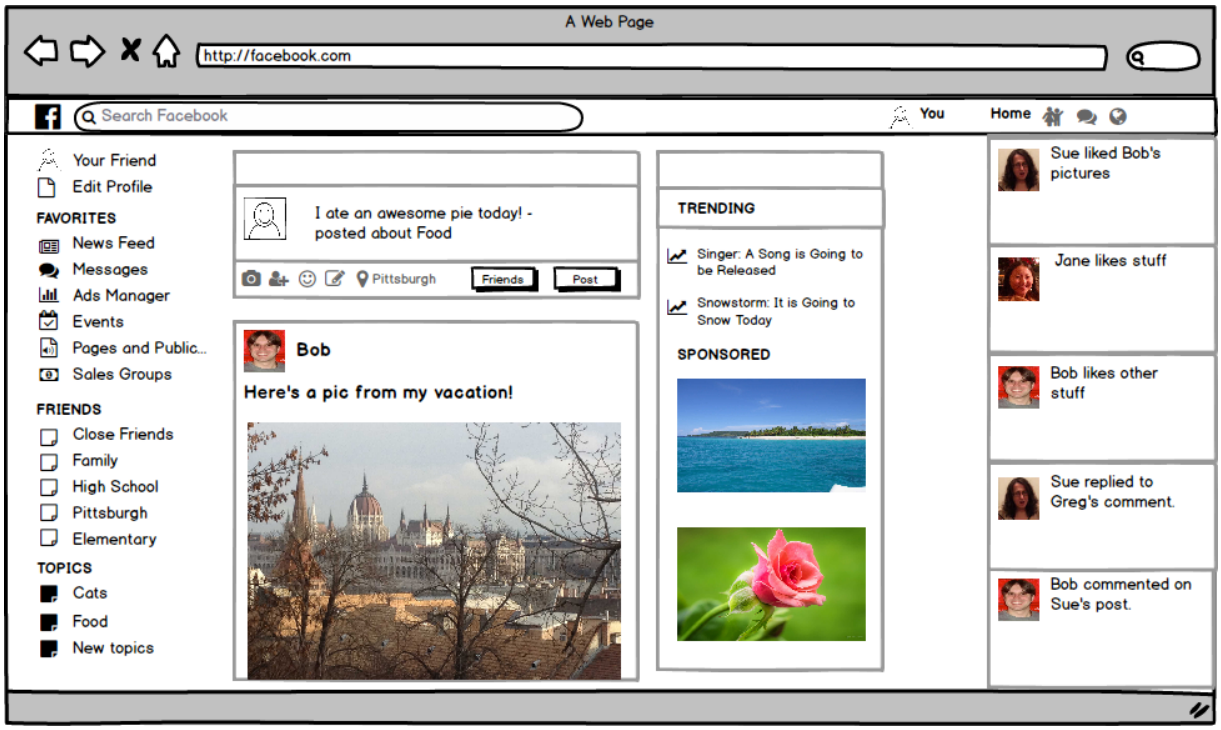
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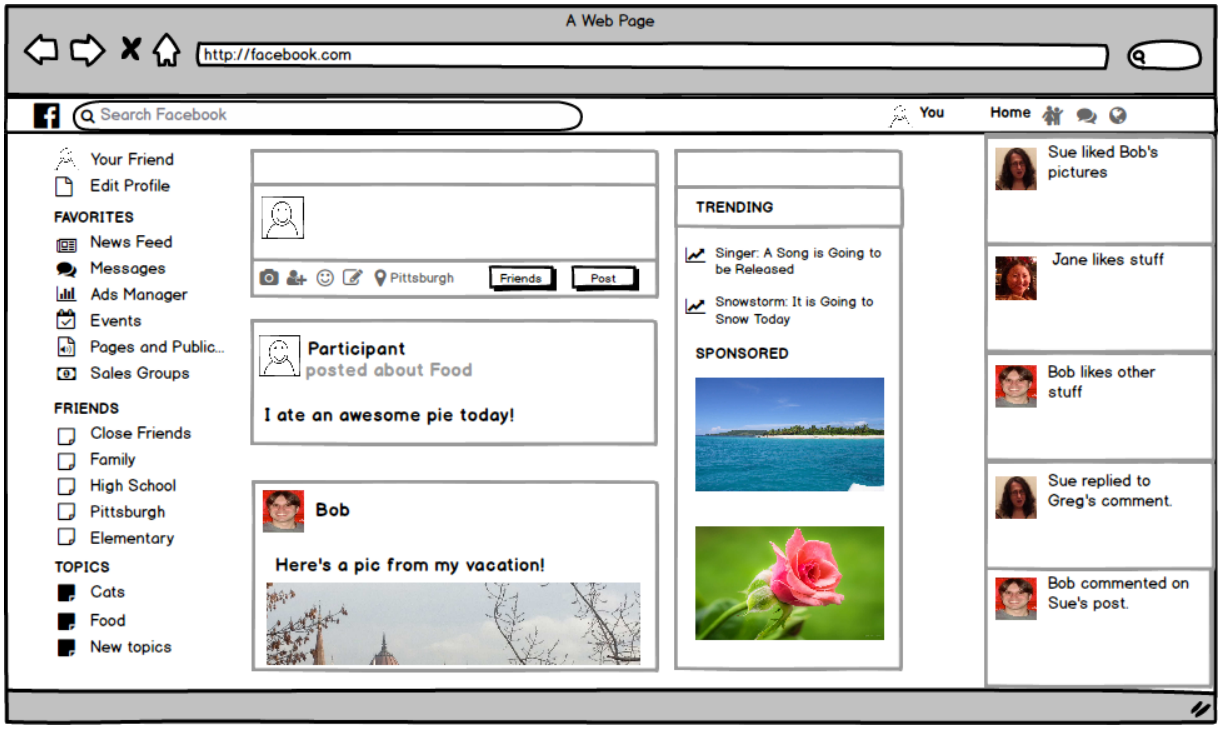
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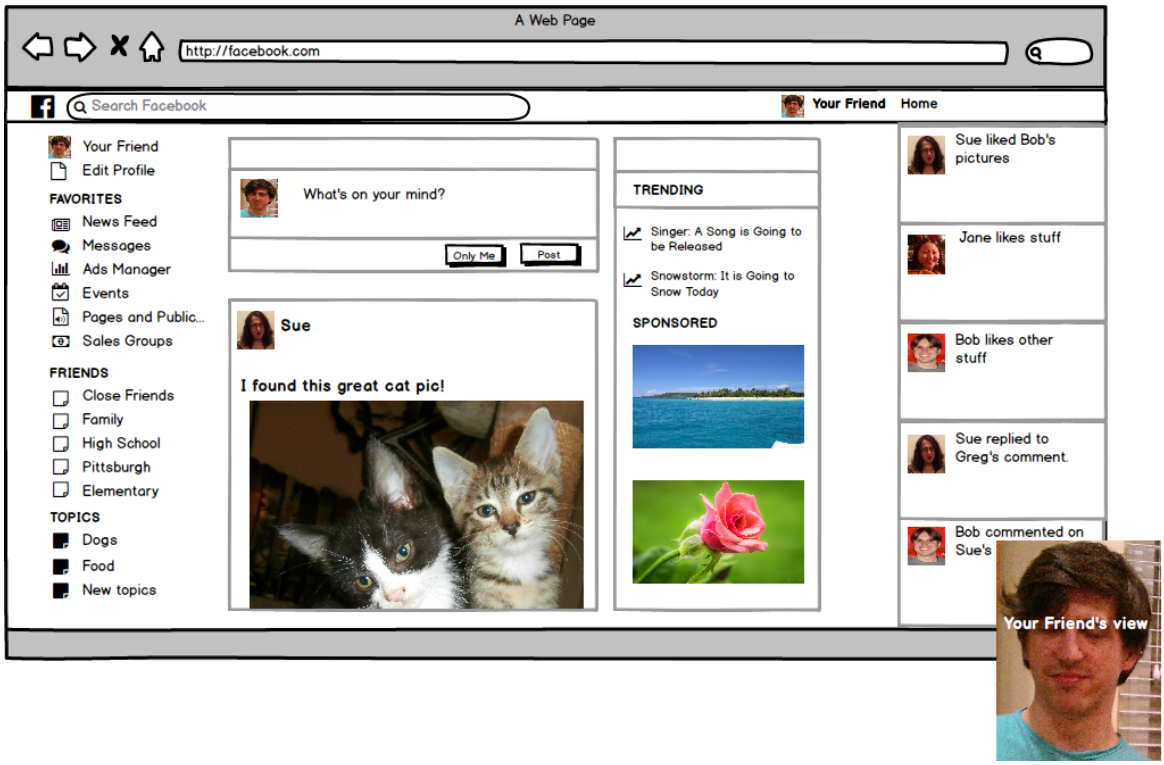
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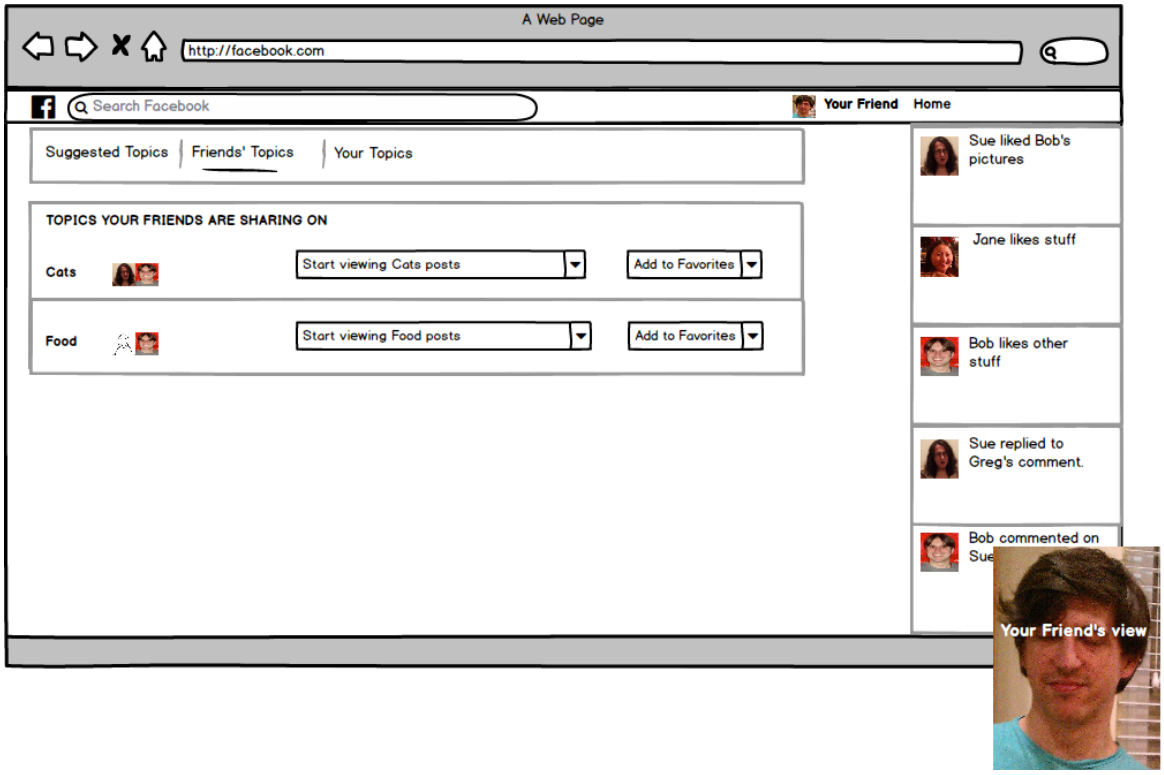
Your Friend's view


A Web Page
http://facebook.com
Search Facebook
Your Friend
Home
Suggested Topics
Friends' Topics
Your Topics
TOPICS YOUR FRIENDS ARE SHARING ON
Cats
Start viewing Cats posts
Add to Favorites
Food
Start viewing Food posts
Add to Favorites
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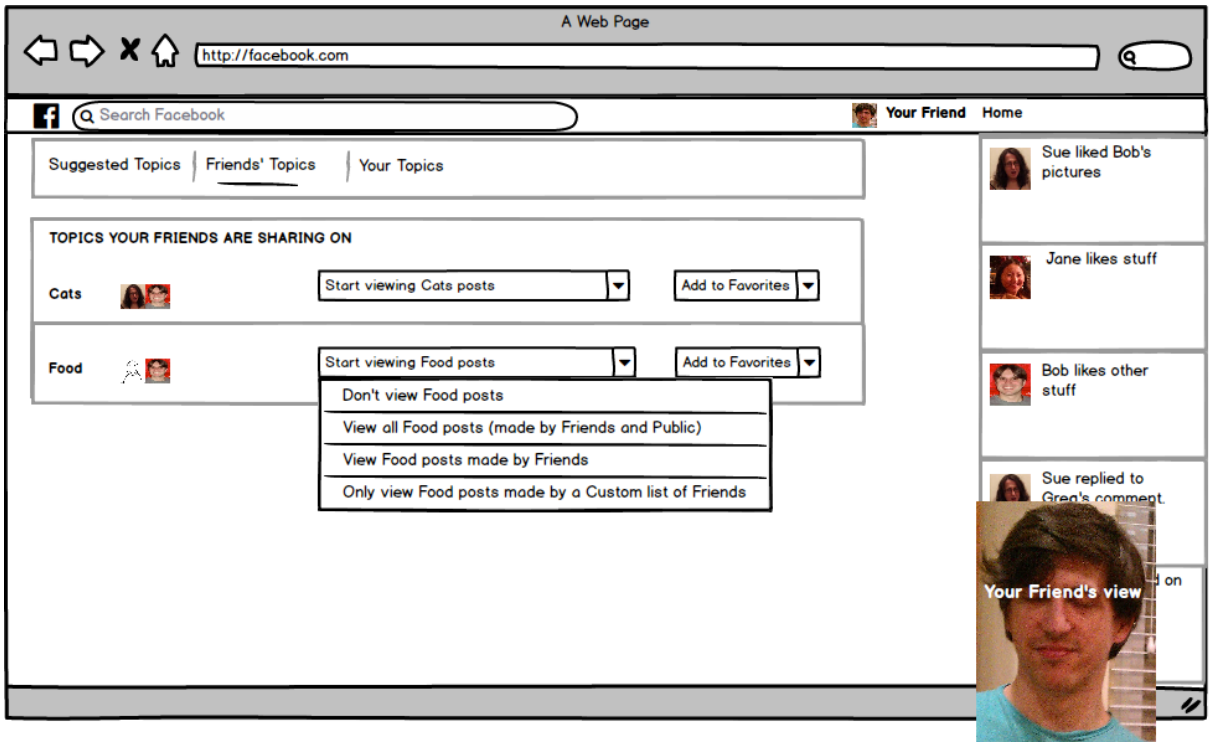
Your Friend's view


A Web Page
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Search Facebook
Your Friend
Home
Suggested Topics
Friends' Topics
Your Topics
TOPICS YOUR FRIENDS ARE SHARING ON
Cats
Start viewing Cats posts
Add to Favorites
Food
Start viewing Food posts
Add to Favorites
Don't view Food posts
View all Food posts (made by Friends and Public)
View Food posts made by Friends
Only view Food posts made by a Custom list of Friends
Sue liked Bob's pictures
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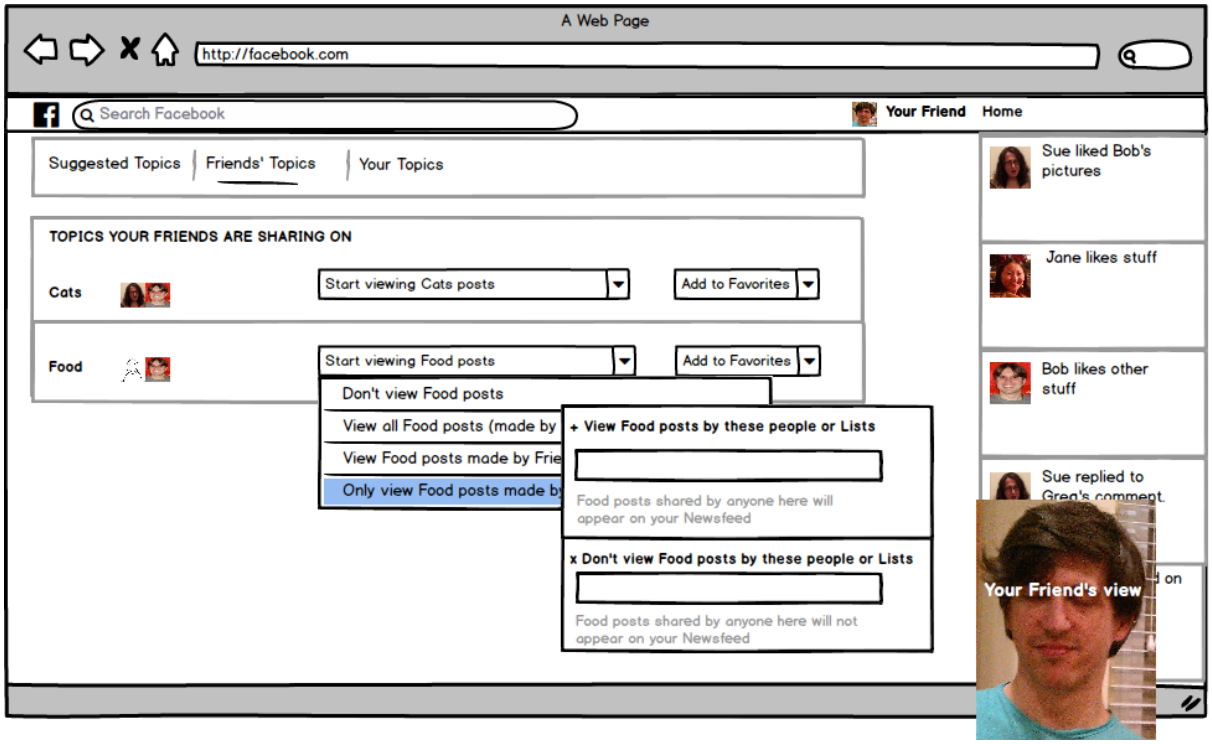
Your Friend's view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Food
Start viewing Food posts
Add to Favorites
Don't view Food posts
View all Food posts (made by
View Food posts made by Frie
Only view Food posts made by
+ View Food posts by these people or Lists
Food posts shared by anyone here will appear on your Newsfeed
x Don't view Food posts by these people or Lists
Food posts shared by anyone here will not appear on your Newsfeed
Sue liked Bob's pictures
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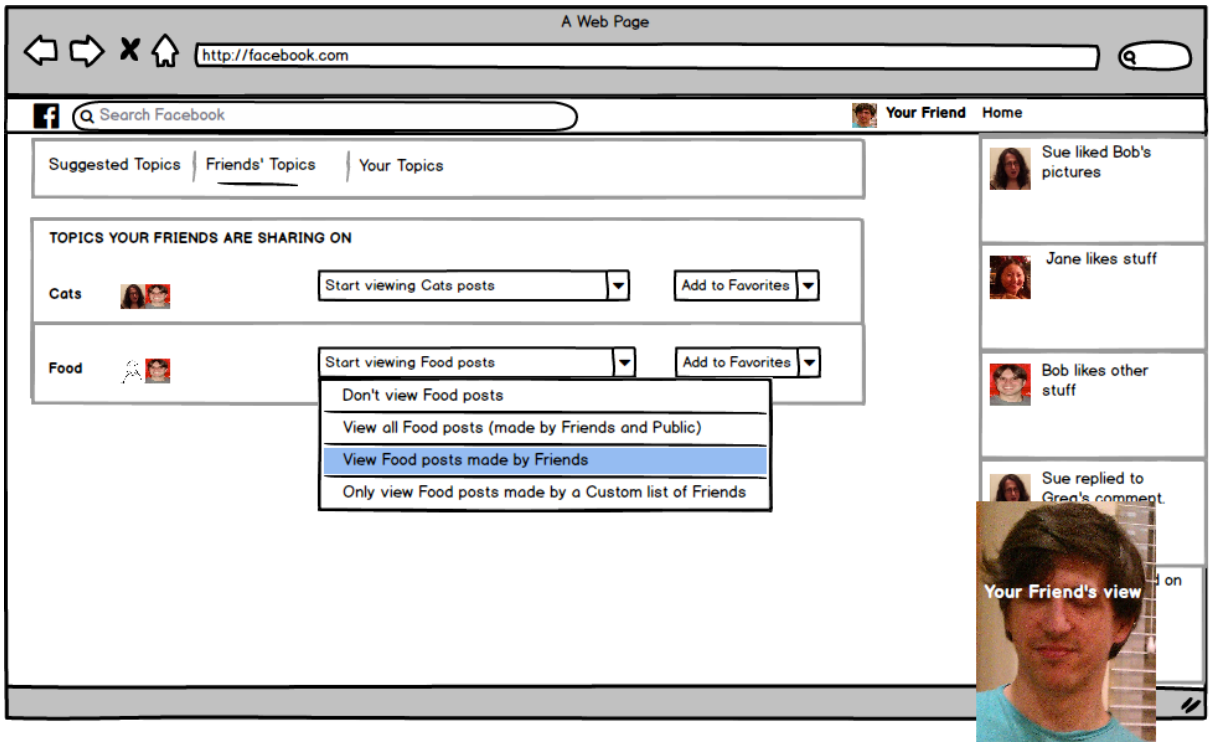
Bob likes other stuff
Sue replied to
Your Friend's view


A Web Page
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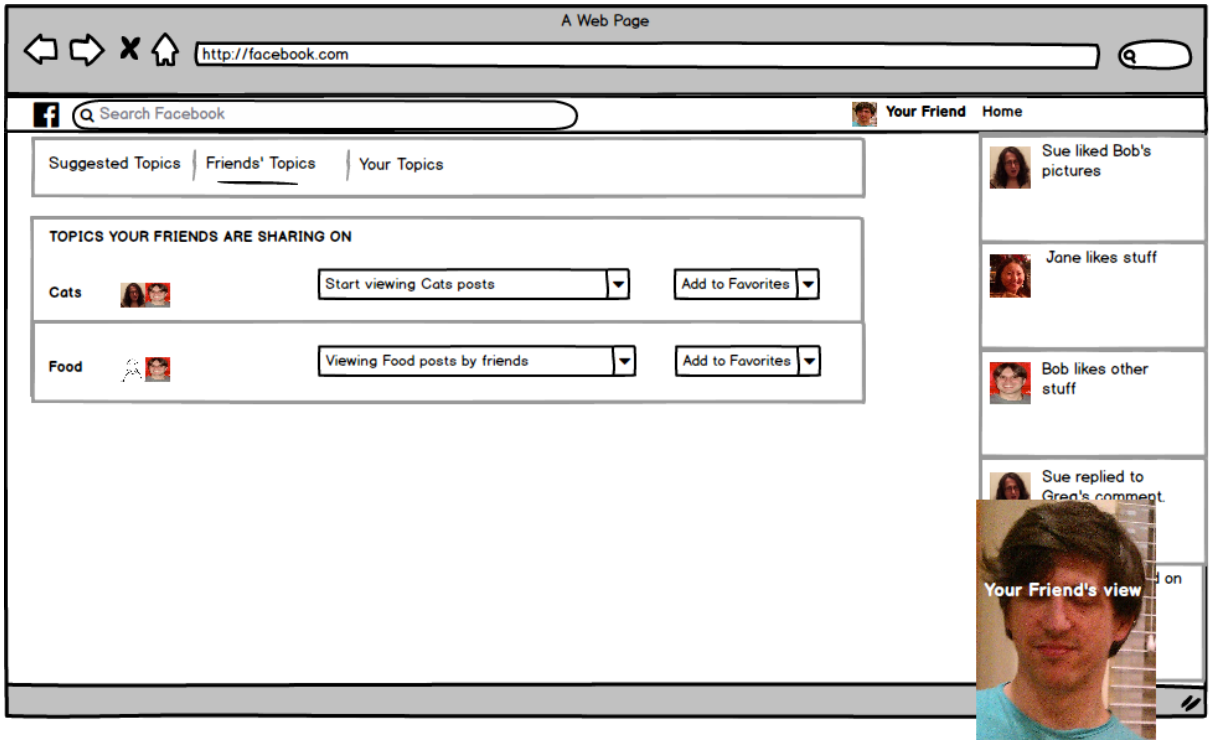
Your Friend's view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Search Facebook
Your Friend
Home
Suggested Topics
Friends' Topics
Your Topics
TOPICS YOUR FRIENDS ARE SHARING ON
Cats
Start viewing Cats posts
Add to Favorites
Food
Viewing Food posts by friends
Add to Favorites
Sue liked Bob's pictures
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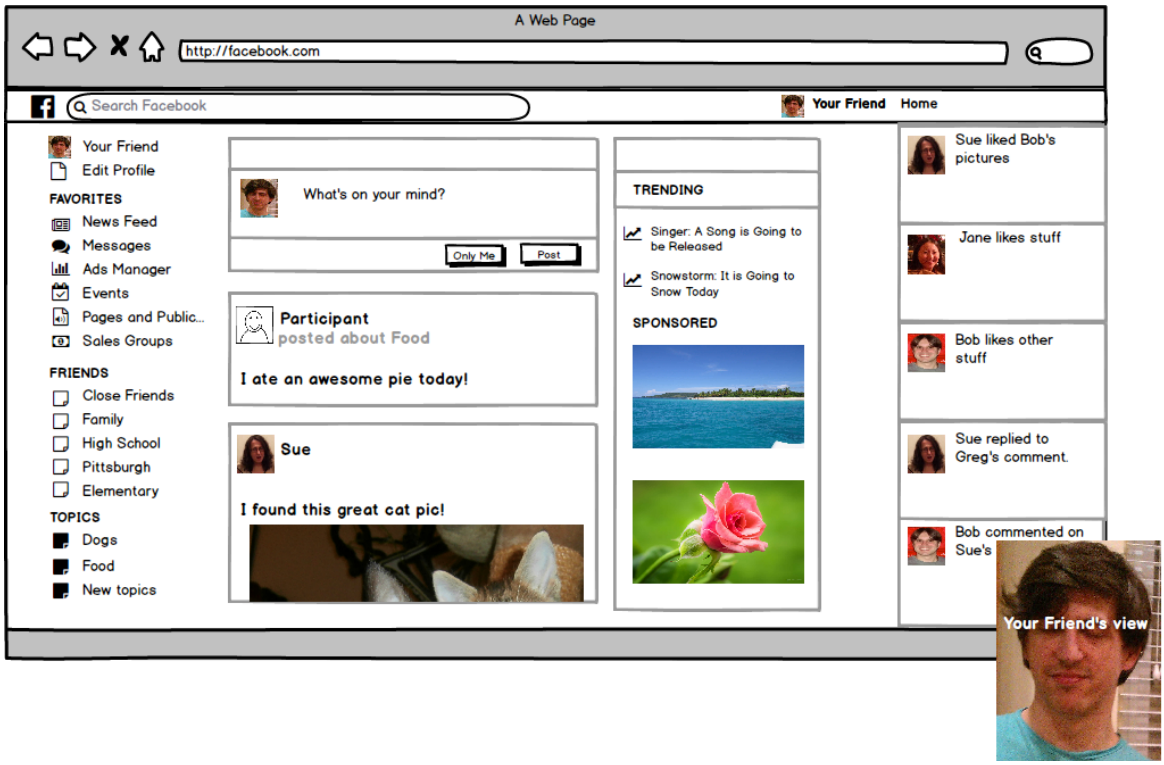
Your Friend's view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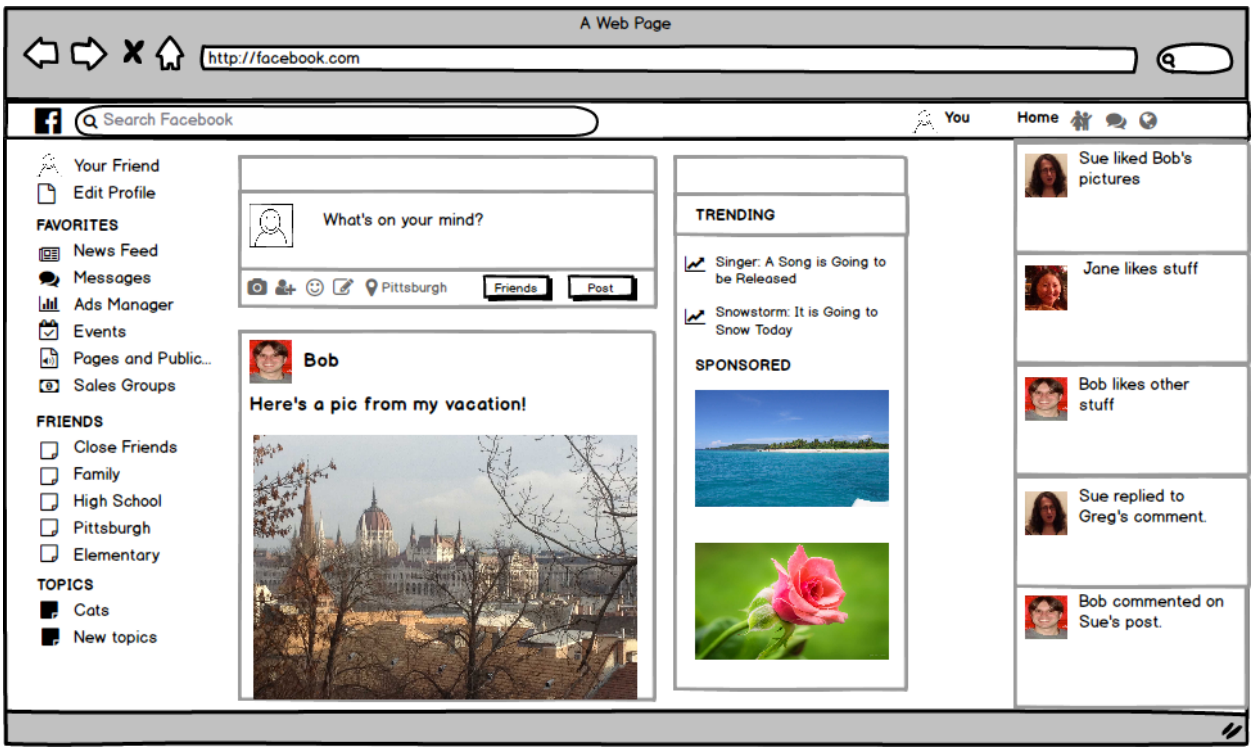
### D.3.3 Screens used for de-identified, topic-based sharing workflow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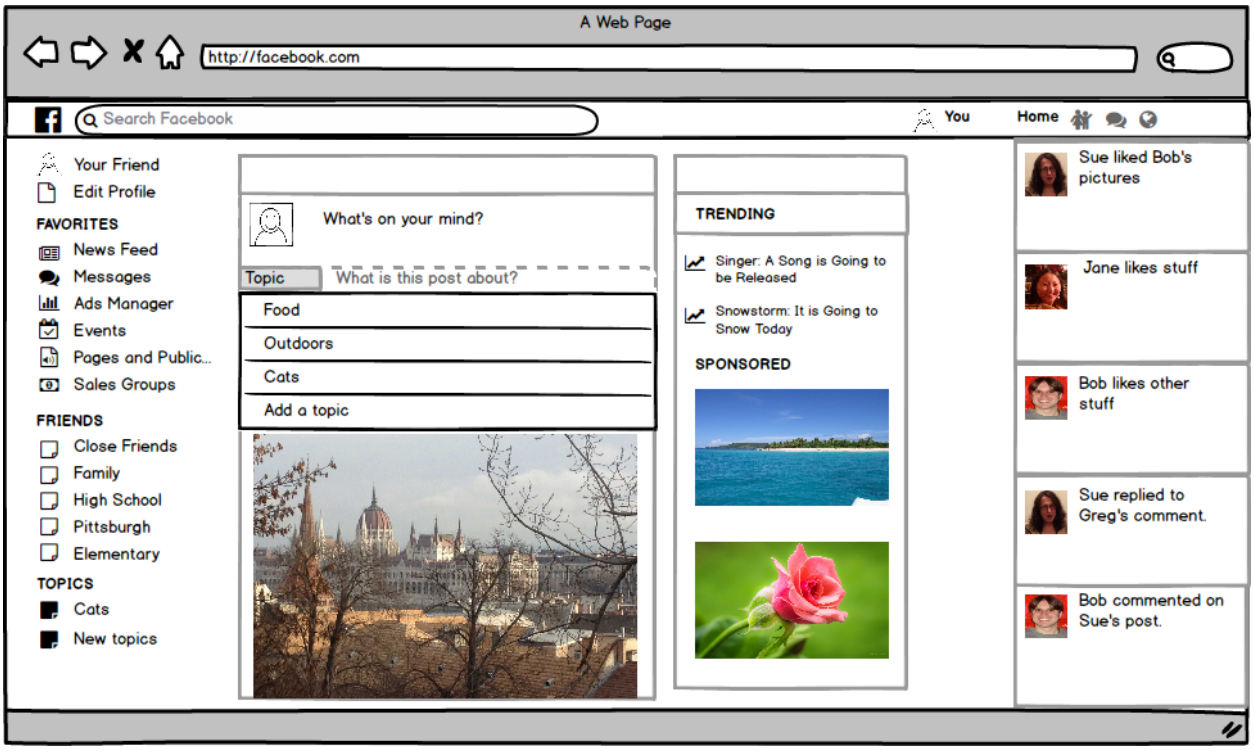
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TOPICS
Cats
New topics
What's on your mind?
Topic
What is this post about?
Food
Outdoors
Cats
Add a topic
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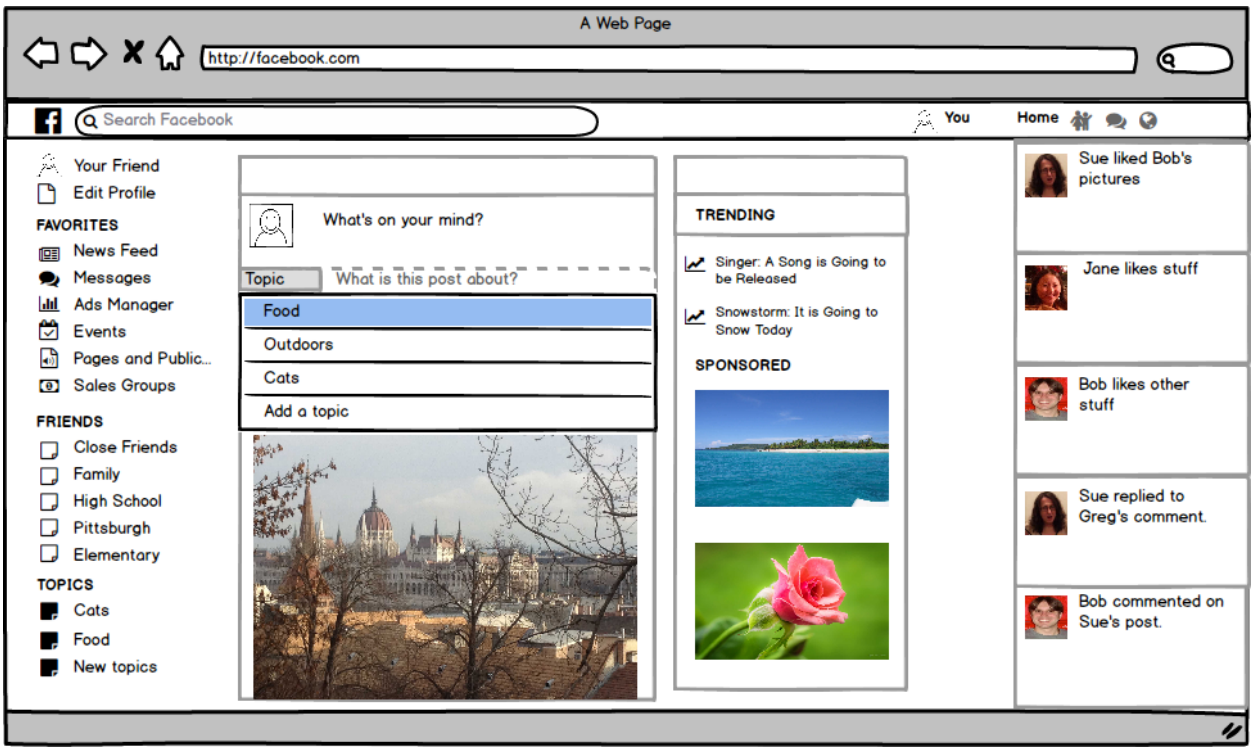
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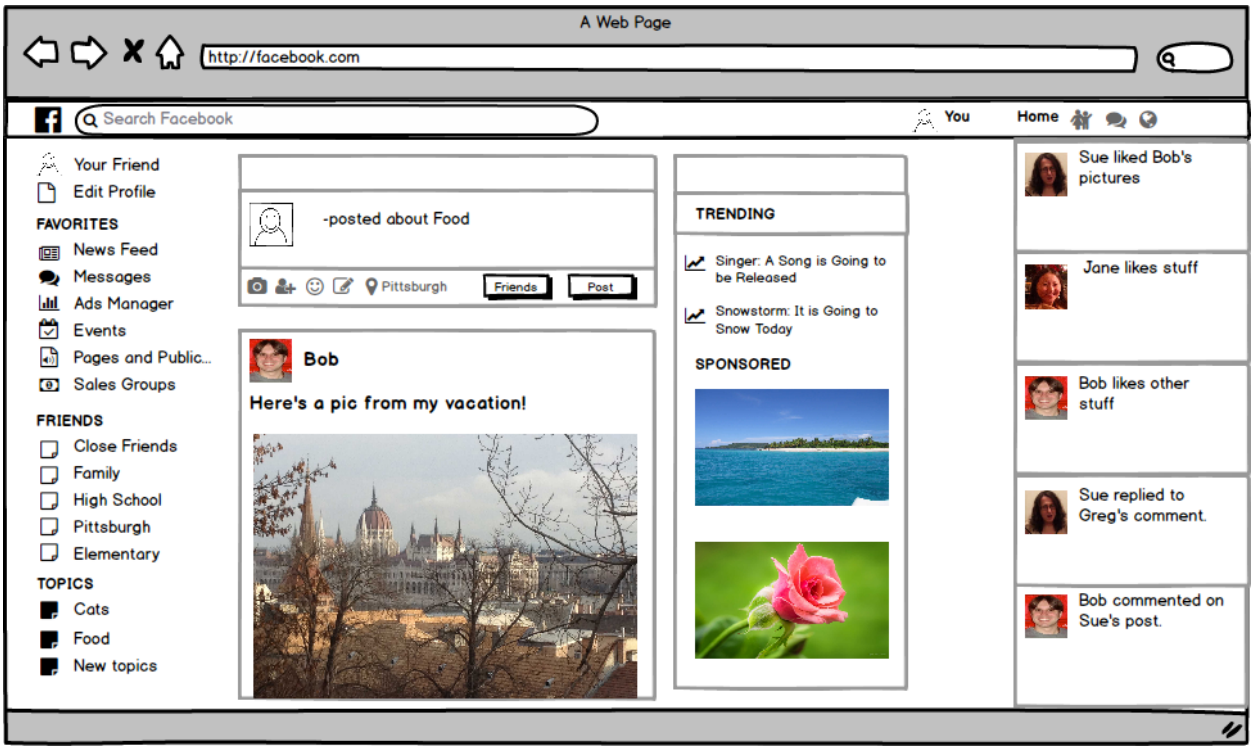
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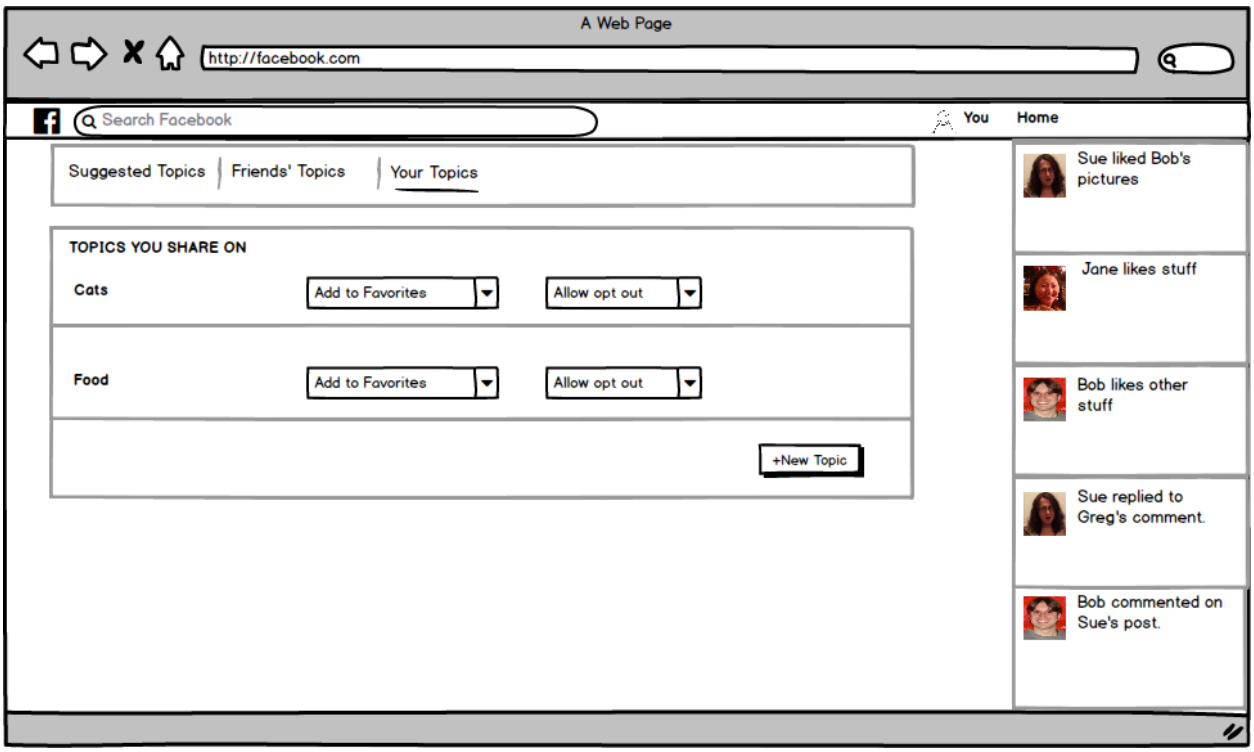
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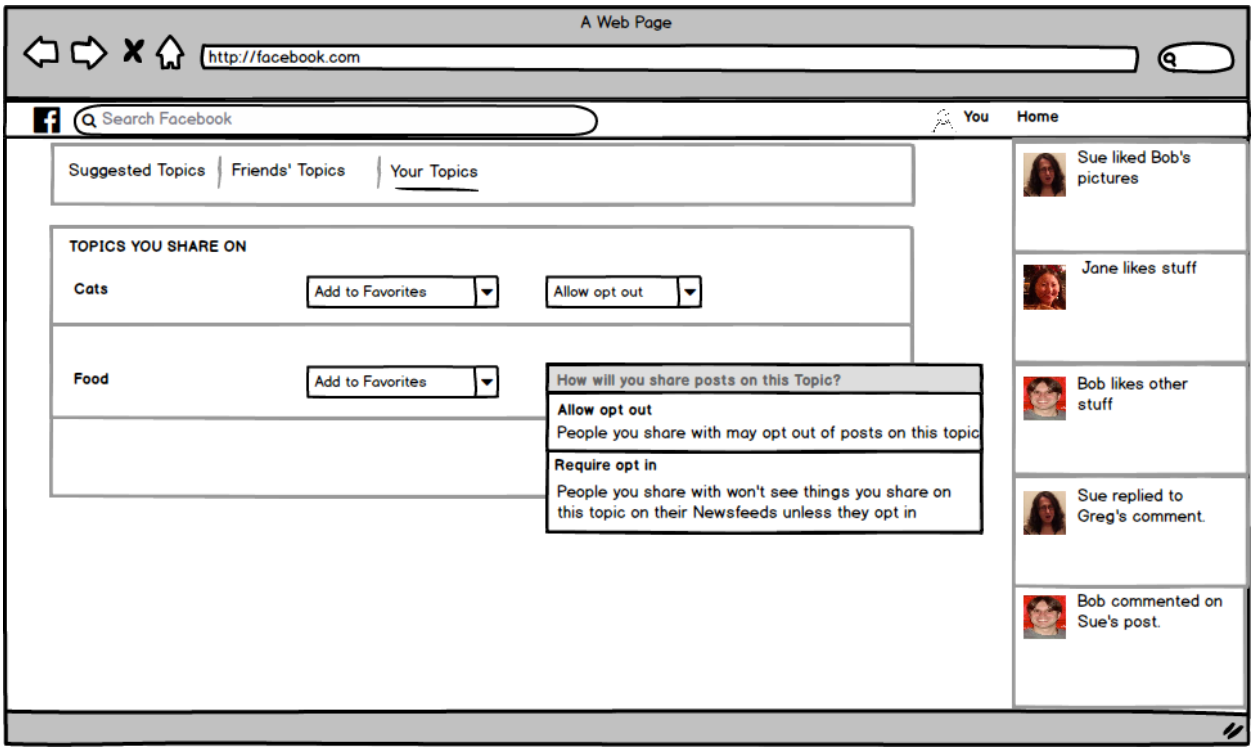
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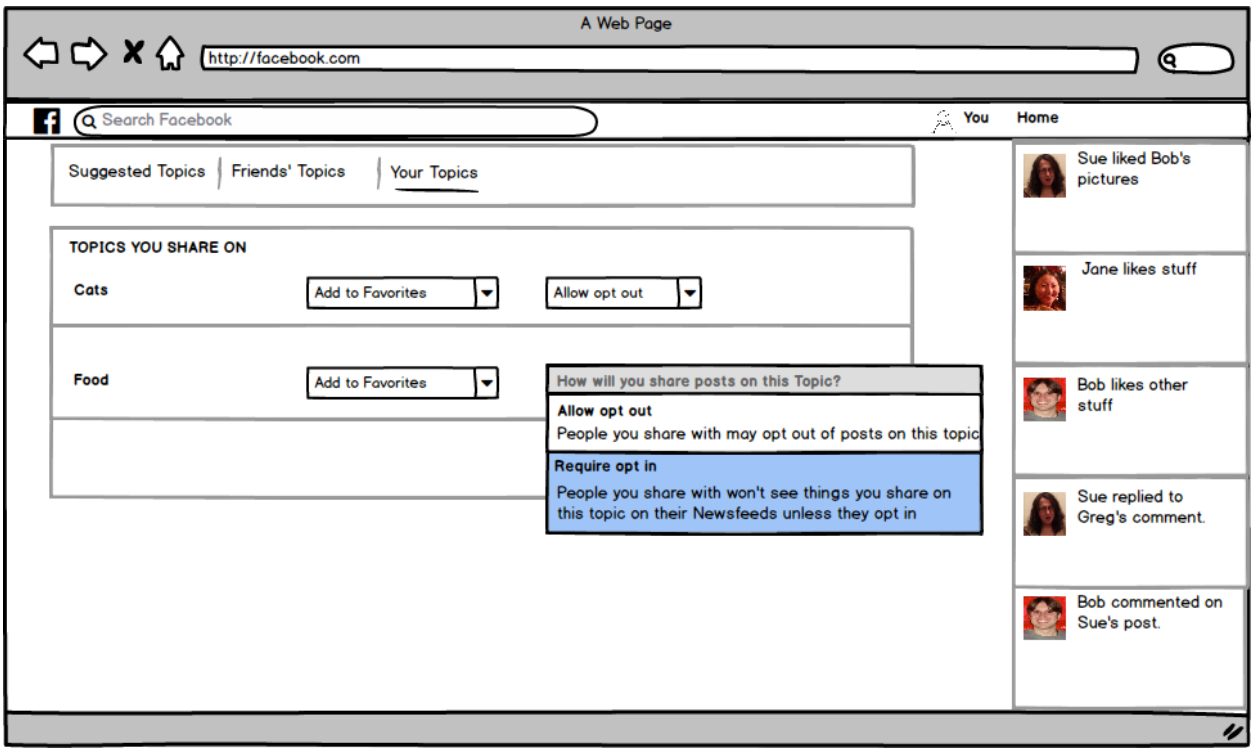
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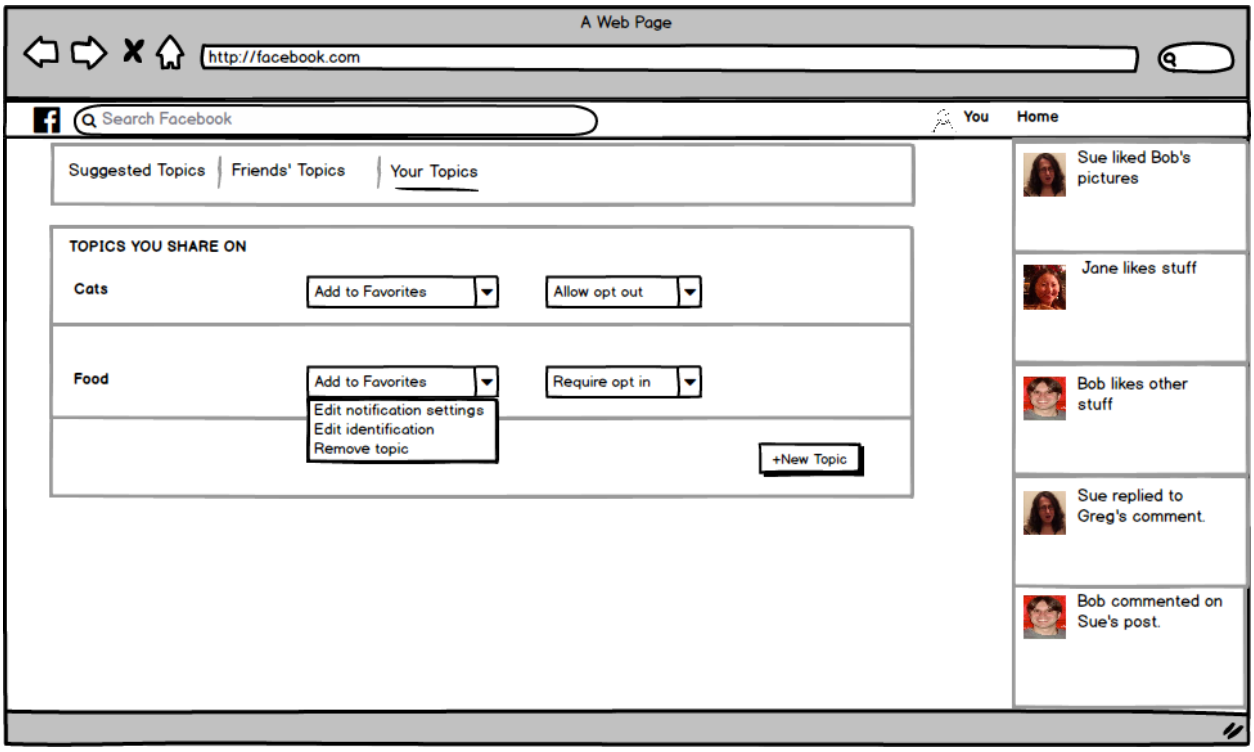
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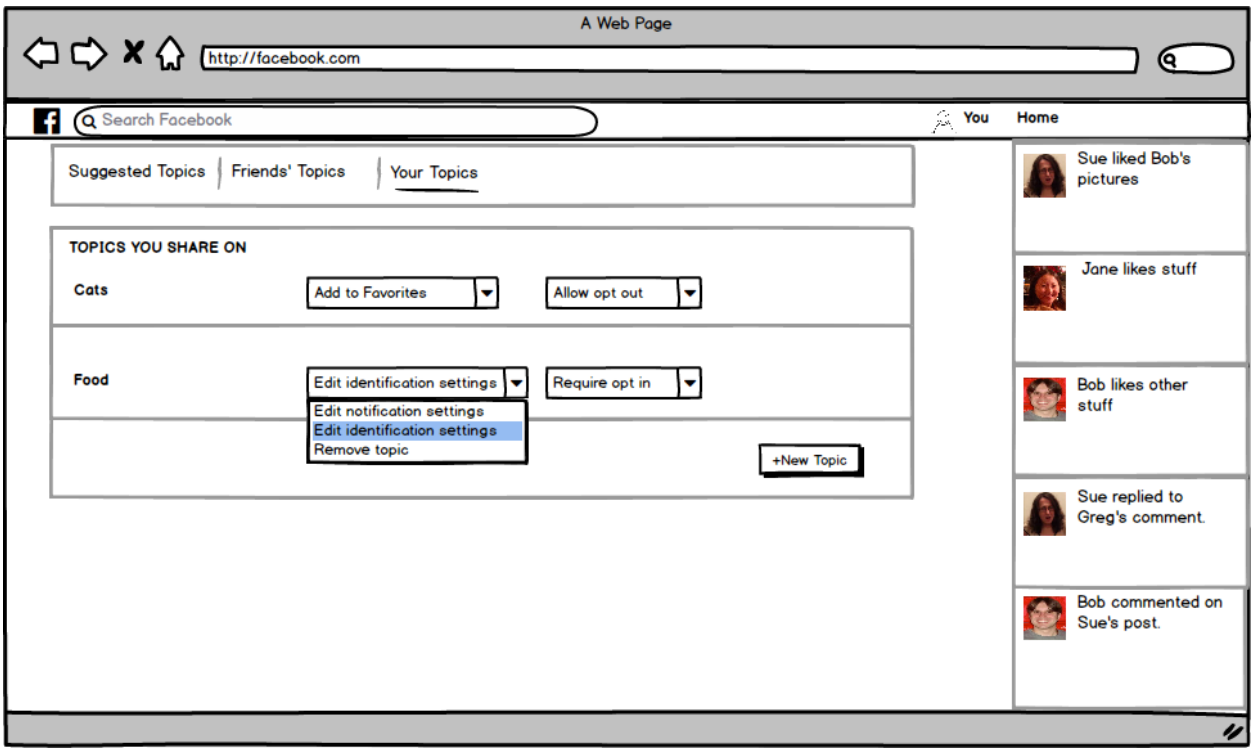
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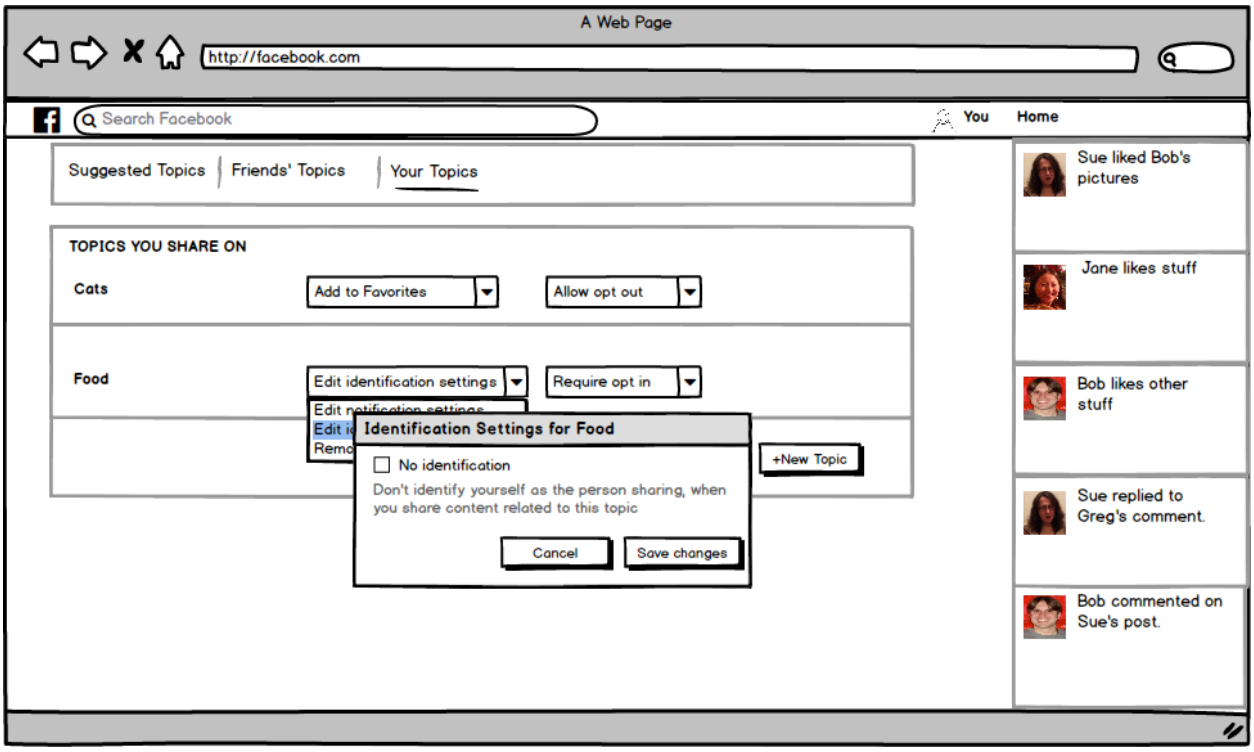
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Suggested Topics
Friends' Topics
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TOPICS YOU SHARE ON
Cats
Add to Favorites
Allow opt out
Food
Edit identification settings
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Identification Settings for Food
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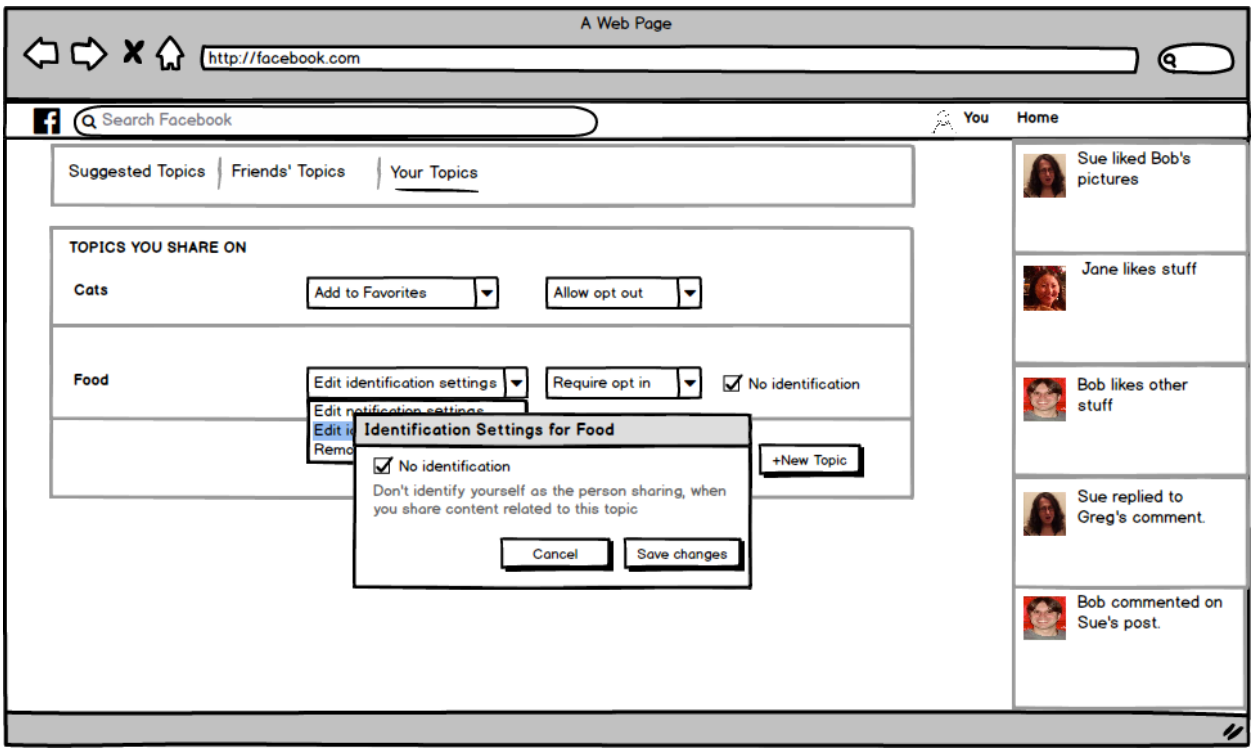
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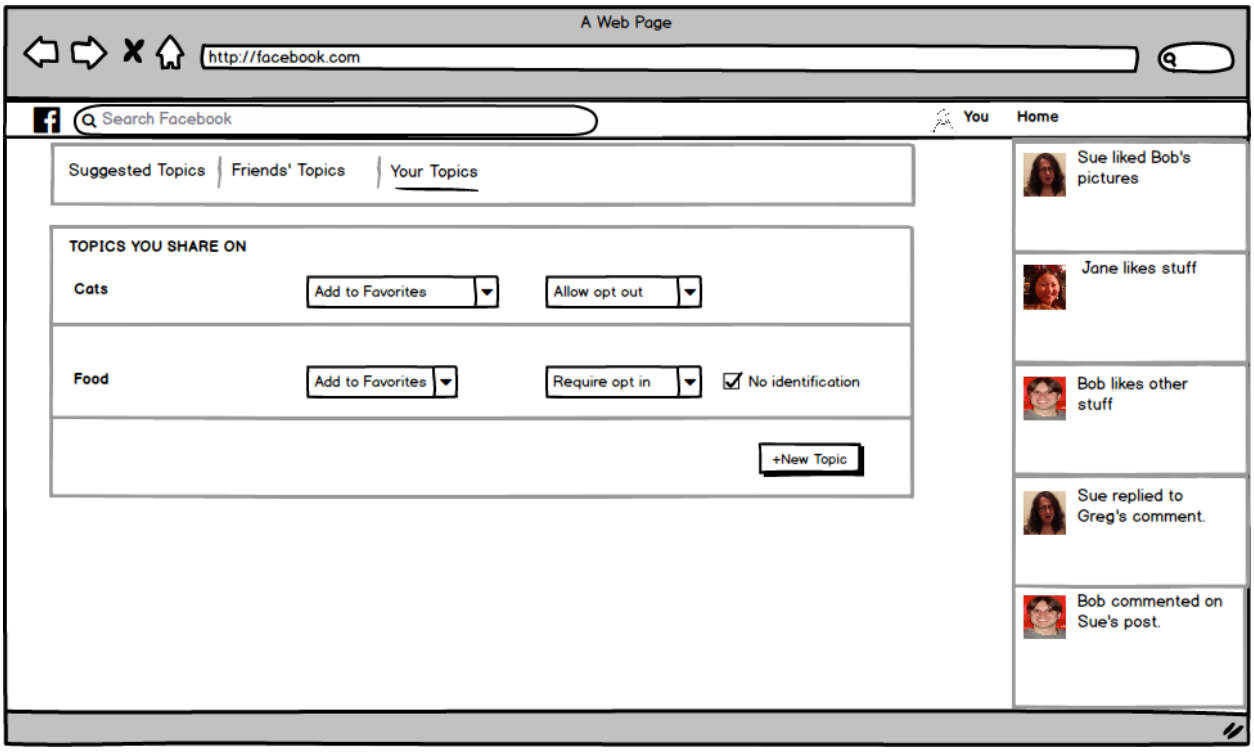
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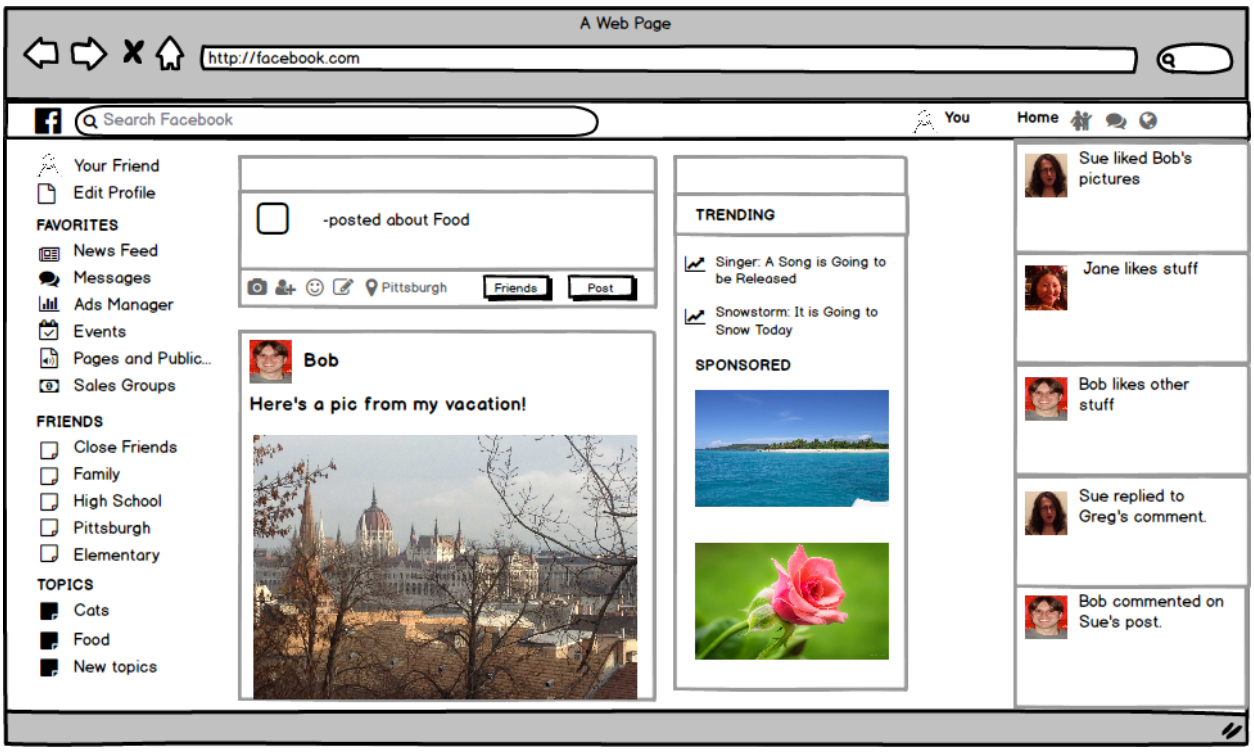
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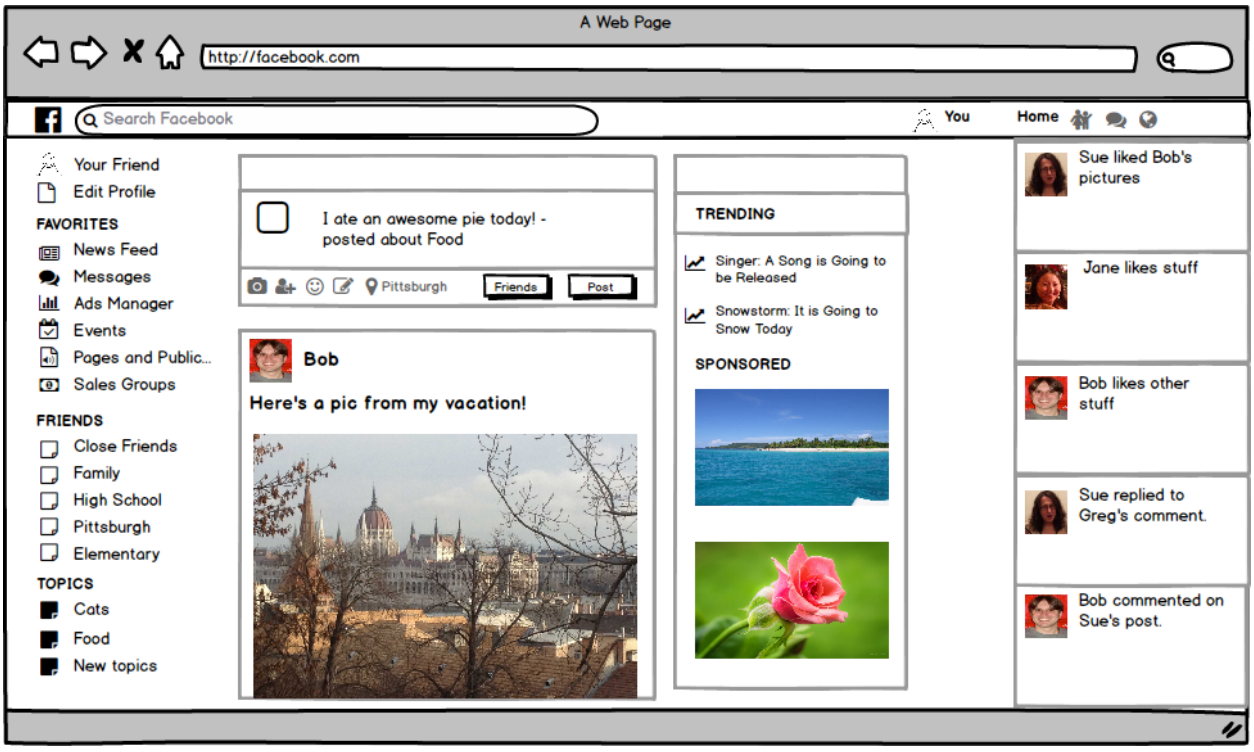
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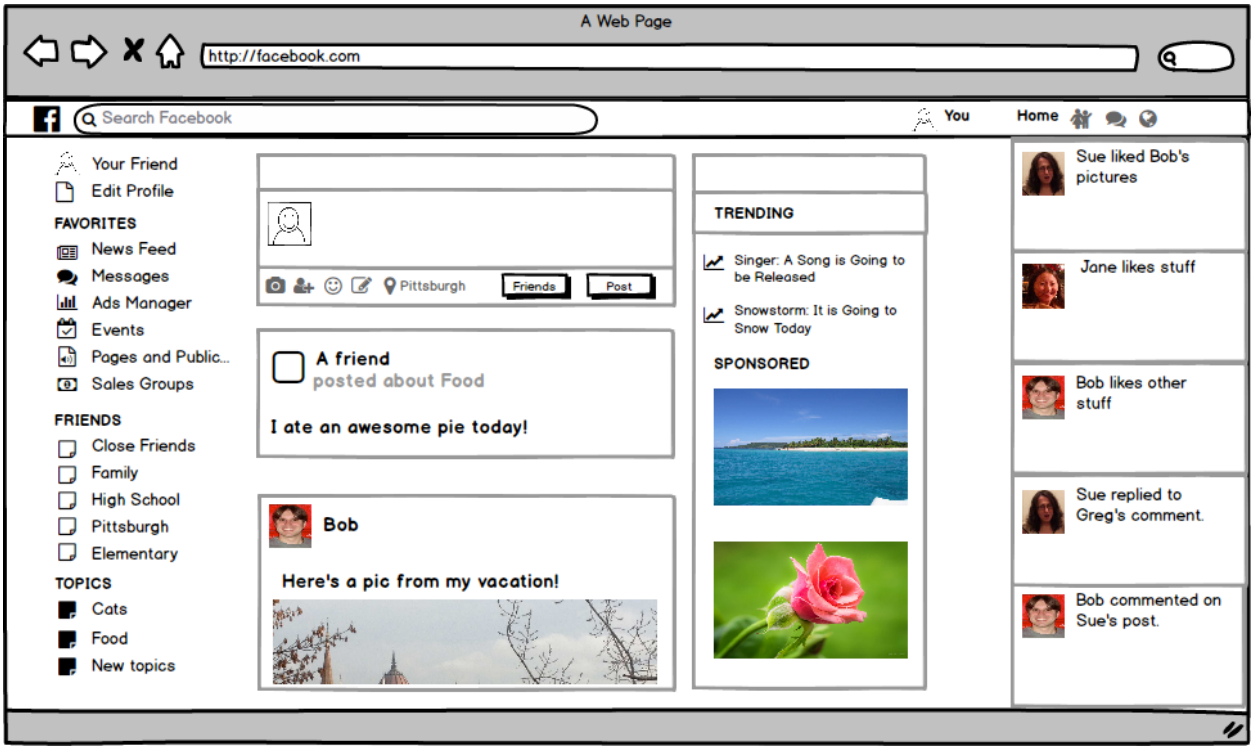
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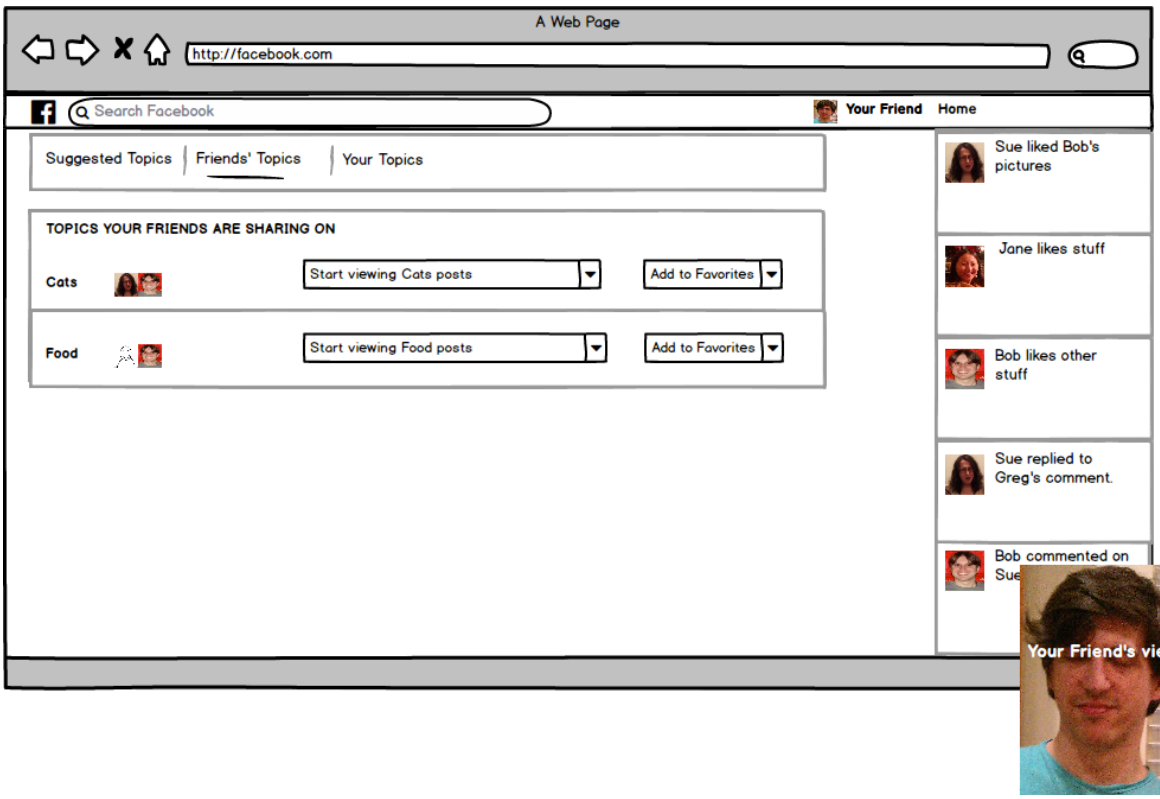
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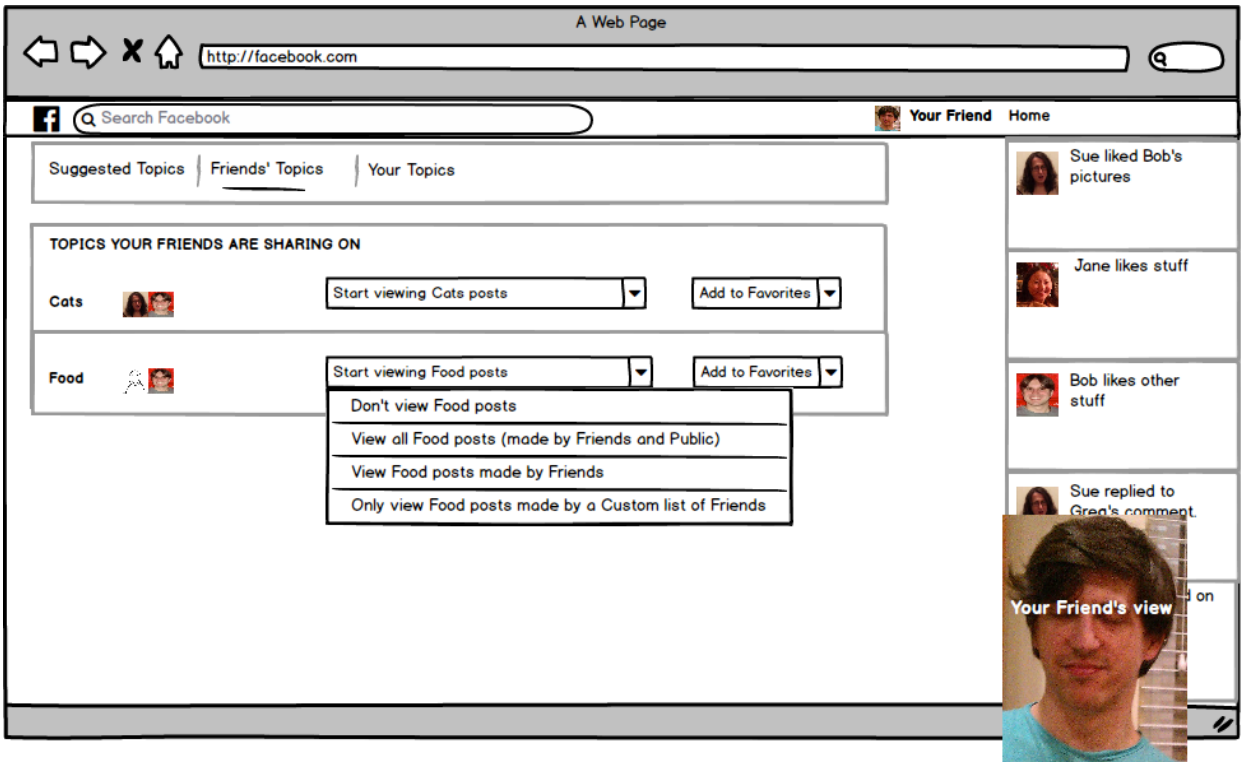
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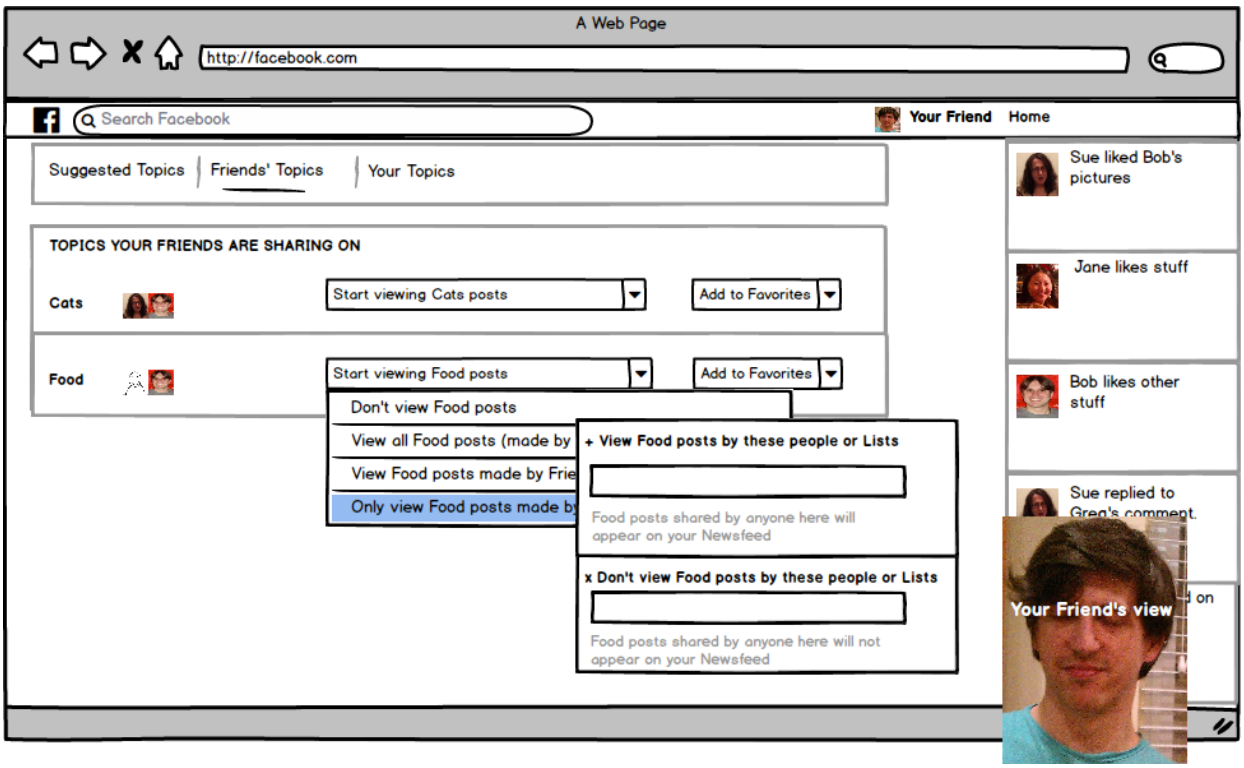
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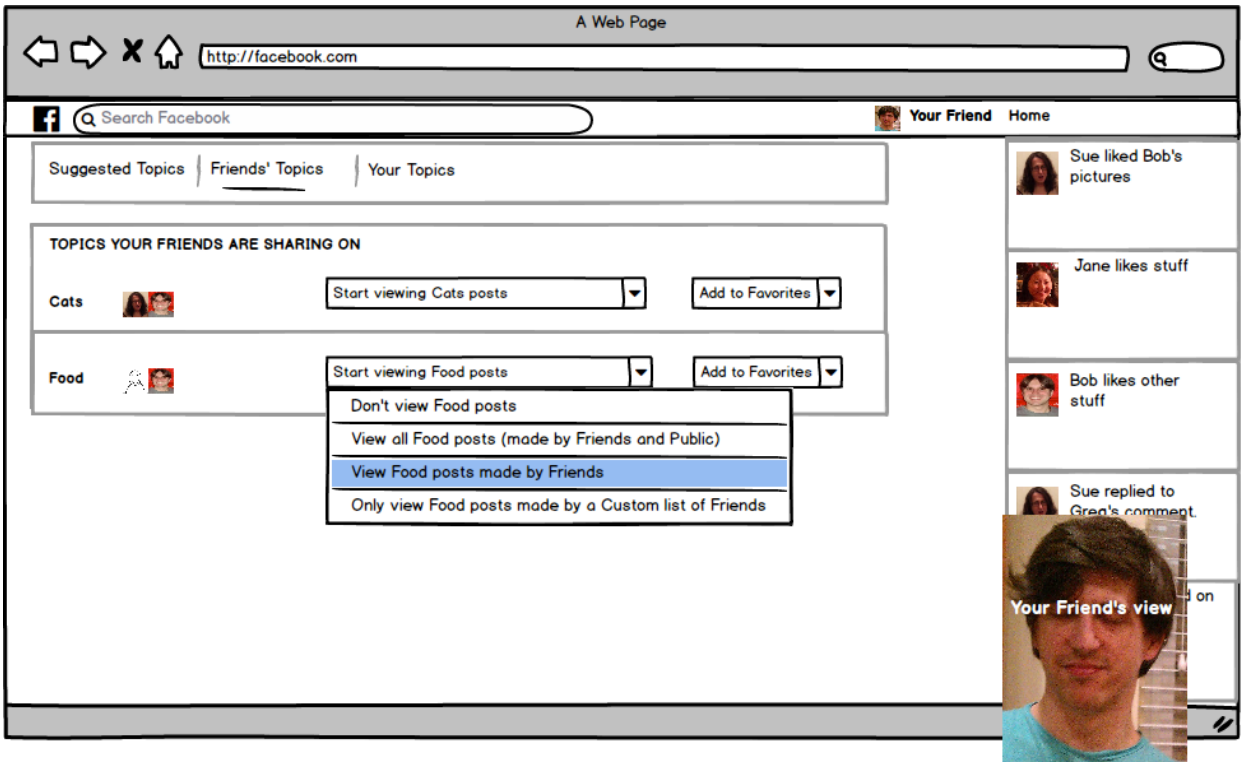
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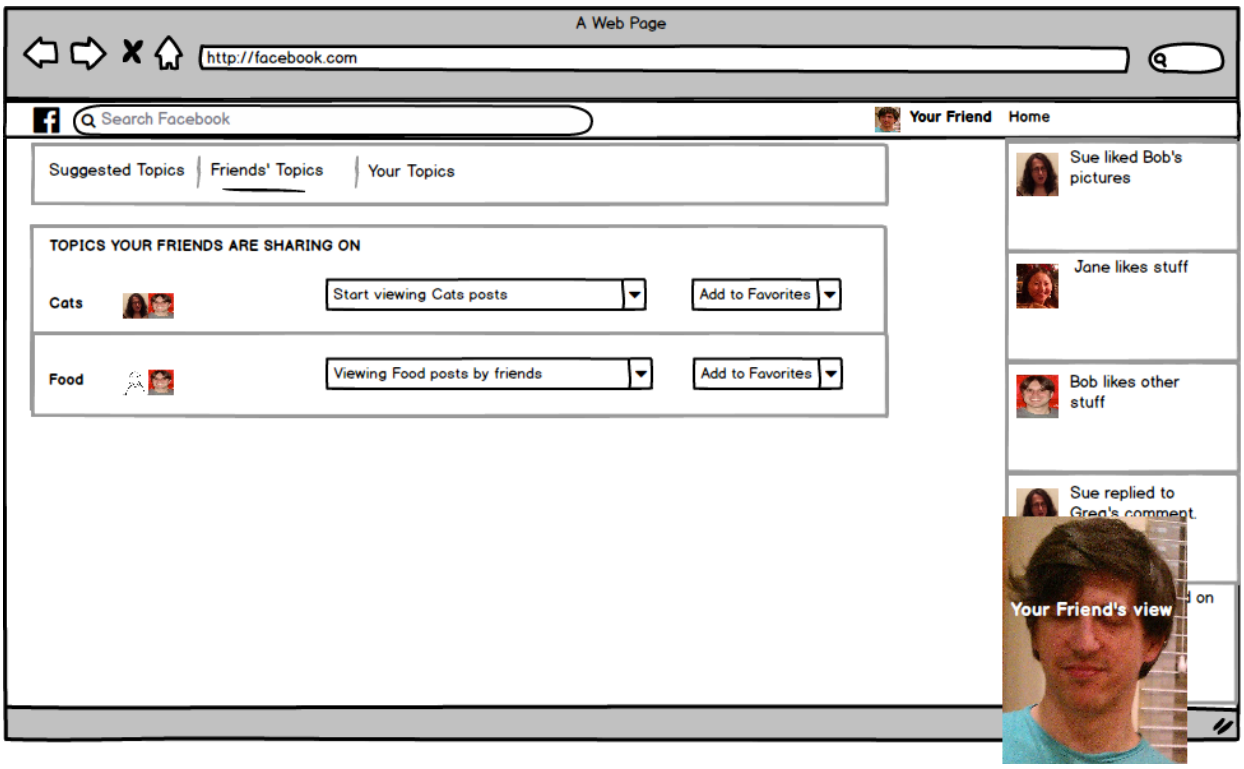
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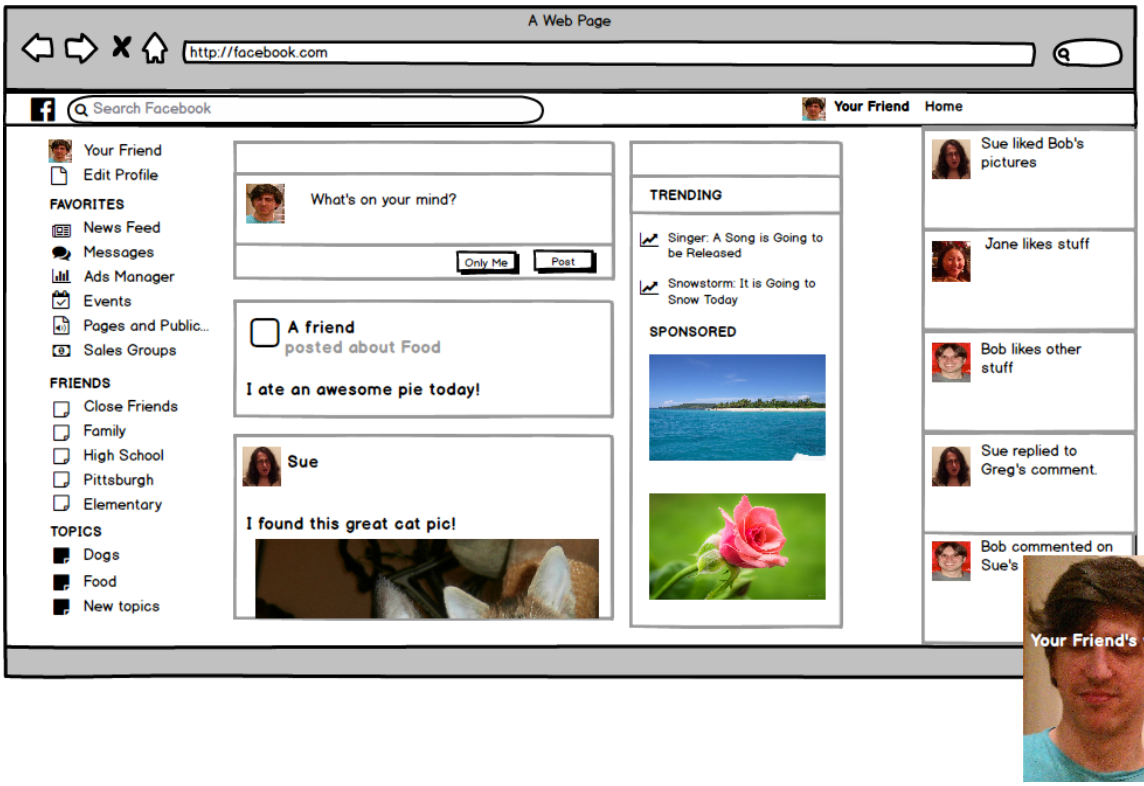
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