Index

A
anonymity phenomenon 5
Applied Sciences Laboratory (ASL) 137
automatic behaviors 178
automatic thoughts 174
avatars 209
axial coding 160

B
behavior 3
behavioral engagement 172
behavioral science knowledge 3
bullying behavior
  and parental monitoring 249

C
Camtasia software 104
cognitive learning strategies 118
cognitive psychology research 8
communication 259
communication sciences research 8
computational literacies 23
Computer-Mediated Communication (CMC) 51, 159, 190-191
Computers in Human Behavior 2
Construction-Integration (CI) 100
cyber behavior 2-4
  future research programs 9
cyber behavior research 6
cyberbullying 247-248
  sex differences in 248
cyberbullying research 249
Cyber Psychology & Behavior 2

depth knowledge assessment 102
depth learning processes 101
developmental stages 2
deindividuation 247
digital library materials 103
digital natives 50
digital resource exploration 104
dissociation 247

disinhibited behavioral effects 247
dissociation 249

E
Educational Testing Services (ETS) 231
elaboration strategies 118
emotional engagement 172
essay revision 104
excessive gaming 69
experiential reporting 195
explanatory graphics 135
eye-tracking 133
  cognitive load 140
  journalism studies 134
  previous research 133
  pupil diameter 140
  results 139

F
factual knowledge assessment 102
feedback 117, 119
  effects on learning strategies 116, 126
G
Game Transfer Phenomena (GTP) 170, 172-174, 183
aggressive/violent play 180
criminal thoughts 181
dangerous thoughts 182
intentional experiences 178
gating features 5
Grounded Theory 158
H
hand potential 191
hand strength 191
human behavior 3
I
Identity Style Inventory (ISI-6G) 212
identity work 21
Index of Problematic Online Experiences (I-POE) 83
Information Technology (IT) 11, 156, 159
International Journal of Cyber Behavior, Psychology and Learning (IJCBPL) 2
Internet Addiction Test (IAT) 83
Internet Related Problem Scale (IRPS) 86
inverted pyramid 135
K
Katz, James 8
L
language reductions 262
learning protocols 117
analysis of 123, 126
leisure boredom 52
life’s developmental stages 2
M
Massively Multiplayer Online Role Playing Games (MMOs) 64-65
motivations of players 66
Multi User Dungeons (MUDs) 207
N
narcissism 52
Net-generation (Net-geners) 50
O
objective reasoning development 197
observable online behaviors 104
online gambling 157, 191
sports wagering 162
online learning
  SRM model application 35
  online learning tasks
    and prior knowledge 99
  online poker 162
  online self-presentation 208
  online selves 207-208
  open coding 160
  opponent modeling 192
  Organismic Integration Theory (OIT) 67
  organizational strategies 118
P
parental monitoring
  and bullying behavior 249
  participatory media 17
  perceptual engagement 172
  poker 191
  skill development 197
previous experience 36
prior knowledge
  and comprehension 98
  and online learning tasks 99
  and Web learning behaviors 106
  and Web learning strategies 107
problematic gaming 69
problematic Internet use
  and psychological wellbeing 84
  and psychosocial health 83
  and psychosocial risk factors 83
  and self-esteem 84
psychological wellbeing
  and problematic Internet use 84
psychosocial health
  and problematic Internet use 83
psychosocial risk factors
  and problematic Internet use 83
R
Regulating Motivation and Performance Online Project (RMAPO) 33, 35
resource selection 104
Rosenberg’s Self-Esteem Scale (RSE) 85
Index

<table>
<thead>
<tr>
<th>S</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>scaffolding feedback 119</td>
<td>technological fluencies 23</td>
</tr>
<tr>
<td>screen recording software 104</td>
<td>texting 259</td>
</tr>
<tr>
<td>Second Life (SL) 205-206</td>
<td>text-speak 260</td>
</tr>
<tr>
<td>activities and avatars 211, 213</td>
<td>gender differences 261</td>
</tr>
<tr>
<td>demographics and use 213</td>
<td>theoretical sampling 160</td>
</tr>
<tr>
<td>selective coding 161</td>
<td>Theory of Planned Behavior (TPB) 6</td>
</tr>
<tr>
<td>Self-Determination Theory (SDT) 67</td>
<td>U</td>
</tr>
<tr>
<td>self-esteem</td>
<td>ubiquitous computing 5</td>
</tr>
<tr>
<td>and problematic Internet use 84</td>
<td>unpredictability 192</td>
</tr>
<tr>
<td>Self-Regulation of Motivation (SRM) model 34</td>
<td>user-generated content (UGC) 49-50</td>
</tr>
<tr>
<td>application to online learning 35</td>
<td>gratifications from 51</td>
</tr>
<tr>
<td>sensory perception alteration 177</td>
<td>motives of Net-geners 54</td>
</tr>
<tr>
<td>Sexually Explicit Internet Material (SEIM) 8</td>
<td>predicting gratifications 56</td>
</tr>
<tr>
<td>shallow learning processes 101</td>
<td>uses and gratifications (U&amp;G) approach 51</td>
</tr>
<tr>
<td>shallow level of knowledge 100</td>
<td>V</td>
</tr>
<tr>
<td>Short Message Service (SMS) 259</td>
<td>Valkenburg, Patti 8</td>
</tr>
<tr>
<td>social cognitive theory 247</td>
<td>Value Added contrast 41</td>
</tr>
<tr>
<td>social digital technologies 17</td>
<td>video games</td>
</tr>
<tr>
<td>social learning resources 24</td>
<td>as interacting mediums/tools 174, 178</td>
</tr>
<tr>
<td>social media 17</td>
<td>daydreaming 180</td>
</tr>
<tr>
<td>social networking demographics 18</td>
<td>studying effects of playing 172</td>
</tr>
<tr>
<td>Social Networking Sites (SNS) 17</td>
<td>virtual communities 193</td>
</tr>
<tr>
<td>social psychology research 7</td>
<td>virtual worlds 206</td>
</tr>
<tr>
<td>socioeconomic status (SES) 232</td>
<td>W</td>
</tr>
<tr>
<td>sociology research 7</td>
<td>Web site credibility determinations 231</td>
</tr>
<tr>
<td>sports wagering 162</td>
<td>Stud.IP 123</td>
</tr>
<tr>
<td>subjective reasoning development 198</td>
<td></td>
</tr>
</tbody>
</table>