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Abstract

The technology that is shaping our future and our children's is not, as many assume, the computer. These machines have been with us for decades and now, with their advanced multimedia capability, they deserve considerable credit for enhancing learning among people of all ages. But I propose that there is an even greater technology on the rise, whose power is far more encompassing. I am speaking about the new and emerging forms of interactive communications, such as the Internet, that allow us to capitalize on our greatest learning resource – the minds of people all over the globe. We are just beginning to experience the impact of this connection of people to people, and can only guess how transforming its effects will be in the coming years. I also contend, however, that if we make the right choices now, we can substantially change for the better how we and our children learn, and more important, how the young people of today and generations to come are taught to learn. To succeed at that task requires a concerted and coordinated effort – a partnership if you will – among our families, schools, youth organizations, and communities. I say that because I am mindful that technology itself is never the reason things change. Rather, it is how people choose to apply technology – and whether they make wise decisions and address real needs – that makes the difference in the long run. To help find out what some of those choices might be as they relate to the Internet, three years ago – when the Morinomanstitute was in the formative stages – we set out to better understand the potentially transforming power of interactive communications in human terms. Our approach was in contrast to the mass media's much narrower focus

Key words: *Technology, Internet, media player, cell phone etc.*



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Introduction:

The media landscape continues to change rapidly with the evolutions in digital media and online socializing. The fracturing of the very conception of audiences as consumers complicates mass communication research into current media practices and influences. Contemporary media research could benefit from a re conceptualization of the relationship among the media themselves, the consumers and producers of new media, and peoples' engagement with media, particularly for research involving young people. This review begins by outlining a working definition for the term new media, then an outline of historical theorizing about the overlapping nature of subject and cultural construction of identity, the role of media in society, the importance of everyday practices in media research, and

ultimately how these relate to new media environments. The review next presents an overview of media research on influence on society, with a focus on the role of young people in such research. Traditional media research has viewed young people as a special group in need of protection from media and their potentially negative influences. However, research has begun to recognize young people as good subjects for research on media engagement, although the literature remains minimal to date. As early adapters of new technologies, young people tend to be at the forefront of new media interaction, thus shaping it through their practices. As a result, young people can serve as excellent indicators of future trends in new media. Next, this review considers a body of research on the ways new media transform youth culture in the home and at school. Finally, the review identifies new epistemological frameworks for media research in the digital age. This includes the logic of new media, the participatory practices that define the contemporary users of digital media, and issues surrounding risk and privacy for young people using social networking sites.

The terminology surrounding the social phenomena under study is often vague. Defining on-line media practices using terms like “digital,” “virtual,” and “interactive” tends to delimit the scope of analysis in different ways. “New media” has become something of a catchall term used to describe any and all emerging and evolving digital technologies, mostly the result of the last two decades of innovations in personal computing, the Internet, and cellular telephony (Croteau & Hoynes, 2003; Lievrouw & Livingstone, 2002). This analysis uses the term “youth and technology to broadly describe “the intersection of traditional media with digital media” (Ito, 2010) and the “remediation” (Bolter & Grusin, 2000) that inevitably follows the emergence of each new medium. Remediation describes the process by which a medium “appropriates the techniques, forms, and social significance of other media and attempts to rival or refashion them in the name of real”. This process of remediation has existed as long as media themselves, but digital media greatly accelerates it.

Review Literature

Identity and technology:

With regard to the history of scholarship at the intersection of technology and identity, some of the earliest works focused on the mediated existence of the body and related identity politics, with Donna Haraway’s (1991) “Cyborg Manifesto” providing a notable example. More recent perspectives look at identity from different theoretical and methodological perspective: the networked society (Castells, 2010), the digitalization of society (Clippinger,

2007), and the psychology of youth (Turkle, 1995)—a seminal work that examines identity from a psychological perspective, focusing primarily on youth. Each in different ways examines fluidity of identities in mediated digital spaces. Identity and youth. The scholarship here points to the relationship between youth and media as closely intertwined with the concept of identity, yet “identity is an ambiguous and slippery term” (Buckingham, 2008a, p. 1). Conceptualizations of identity continue to evolve and transform because psychological, social, cultural, and philosophical scholars posit countless “definitive” theories of identity construction and management. In a comprehensive survey of the current thinking about youth and identity, Buckingham (2008a) identifies what he sees as the fundamental paradox of identity: The term implies both similarity and difference. People understand identity as something unique about each individual, something that we own. But identity also implies a connection to a broader social group, such as cultural identity, national identity, and other affiliations of shared interests and values. The common denominator is that a wide range of disciplines and intellectual paradigms often view adolescence as a critical period in identity formation.

Buckingham (2008a) continues by identifying five key approaches to framing identity and the implications for the study of youth and new media. First, he maps out the study of identity as a psychological account of it as a developmental process, citing the work of scholars such as G. Stanley Hall, Erik Erikson, and James Marcia. Second he points out a sociological approach, which he sees as very similar in that sociologists see young people as “a passive recipient of adult influences, a ‘becoming’ rather than a ‘being’ in their own right” (p. 4). He does note a recent trend towards attempts to understand youth cultures on their own terms, rather than from an adult notion of socialization. Buckingham identifies a third more interdisciplinary perspective that focuses on the relationships between individual and group identities. This perspective understands identity as a “fluid, contingent matter” which is “more appropriate to talk about identification rather than identity” Erving Goffman’s work on identity presentation and management occupies a central place in this perspective.

Fourth, he describes what he terms “identity politics,” which refers to activist social movements that explicitly question social power in social identity research, resisting repressive construction of identity by others.

Research on the Influence of the New Technologies on Young People:

The Research Hypotheses As regards young people's position towards the Media universe and the digital culture:

1. There are differences, according to the education level and the gender criteria, regarding the questioners' opinions on the cultural valences of the Internet.
2. There are differences, according to the education level and the gender criteria, regarding the Internet usage frequency.
3. There are differences, according to the education level and the gender criteria, regarding the activity types undertaken on the Internet.
4. There are differences, according to the education level and the gender criteria, regarding the activated mobile phone functions.
5. There are differences, according to the education level and the gender criteria, regarding the questioners' opinions on the cultural valences of the Internet.
6. There are differences, according to the education level and the gender criteria, regarding the
to the education level and the gender criteria, regarding Internet usage for academic purposes.

The Method:

The undertaken research was based on the questionnaire-based survey method. The Respondents Group:

The survey focused on a total of 224 respondents, high school students from Himachal Pradesh and Pupil -Teacher from B.Ed. College. 115 respondents of the total number of the respondents were 10th class students, while 109 were grade B.Ed. Pupils-teachers.

According to the gender variable, the respondents group included 82 male subjects and 142 female subjects, two respondents refusing to specify their gender. The following graph illustrates the respondents group, according to the Gender and Education Level variables (High School, B.Ed. College students

The Graphical Illustration of the Responders Group, according to the Gender Variable
Variables Independent Variables: • Education Level, two categories: High School and University • Gender, two categories: Male, Female

Dependent Variables:

- The cultural valences of the Internet
- The Internet usage

- The mobile phone accessed functions
- The Internet usage for academic purposes
- The Internet addiction
- Advantages and risks to which the young expose themselves through accessing the Internet and the Mass media.

Instruments:

The cultural valences of the Internet. The respondents were assigned a list of six questions and asked to give Yes / No answers to each of them, according to their own opinions. The six questions were:

1. Do you think that the classical culture can be replaced with the digital one, i.e books replaced with the Internet?
2. Did watching certain movies determine you to read the books that inspired them?
3. Does the Internet represent an occasion for us to become more sensitive to the spokespersons of other cultures?
4. Did / Does the Internet encourage the inter-religious tolerance?
5. Is there a direct relationship between the manifestation of the Islamic fundamentalism and restricting / forbidding access to the new Media technologies (Internet, Mass media, mobile telephony) to the peoples referred to above?
6. Are you a member of an Internet chat group? If so, what is the specific of the group in question?

Internet usage:

The respondents were asked to indicate the Internet usage frequency (occasionally, twice a week, weekly and daily), the time that they usually spend on an Internet session (less than one hour, 1-2 hours, 2-4 hours, more than four hours) and the extent to which they frequently undertake different activities on the Internet using the mail, searching for useful information, reading/watching the news, accessing games, instant messaging, listening to Mp3s and downloading movies, downloading software and documents, listening to particular radio stations or watching TV shows, accessing porno websites).

Internet usage for academic purposes was measured through adapting the questionnaire made by me. The questionnaire contains 10 items and the answer variants are rated on a Likert scale of 5 steps (1 = never, 2 = once a week, 3 = several times a week, 4 = once a day and 5 = several times a day).

The Cronbach alpha internal consistency coefficient presented by the author in the above mentioned survey was $\alpha = .93$, while the stability test-retest coefficient was Spearman Rho = .88. In our survey, the obtained Cronbach alpha fidelity coefficient was $\alpha = .75$. Internet addiction was measured through adjusting the Internet addiction scale (Hur, M. H., 2006). The scale has six items and the answer variants are rated on a Lickert scale of 4 steps (1 = never, 2 = sometimes, 3 = often, 4 = always). The Cronbach alpha internal consistency coefficient presented by the author in the survey referred to above was $\alpha = .87$. In our survey, the obtained Cronbach alpha fidelity coefficient was $\alpha = .76$. The accessed mobile phone functions. The respondents were asked to indicate the mobile phone functions that they use in their everyday lives (games, information, and written communication through SMSs and orientation through GPS).

The Procedure (the undertaking of the survey High School and the B.Ed. College students. The students who participated in the survey were from the Faculty of History and from the Faculty of Geography. The respondents were guaranteed the confidentiality of their answers. The Results Analysis For the results analysis,. The results partly confirmed the launched hypotheses. The used statistical methods were the frequencies analysis, the Chi Square tests. and the Mann-Whitney U- tests. As the Table No. 1 shows, a considerable majority of the respondents consider that the classical culture cannot be replaced with the digital one, i.e. books by the Internet (70%), the percentages being similar both for pupils and students. For a change, although both girls and boys are in favor of the classical culture, girls are considerably more determined than boys regarding the fact that Internet cannot replace books, that the digital culture is unable to replace the classical one, $\chi^2 (1) = 13.096$. As for the fact that watching movies could lead to reading the books that inspired them is regarded, the respondents` opinion is favorable, 69.2% of the latter considering that watching certain movies motivated them to read the books that inspired those movies, the percentages being similar in girls` case and in boys`.

Nevertheless, although the influence is greatly noticeable for both girls and boys, it is significantly more obvious in girls` case, $\chi^2 (1) = 6.135$. As regards the Internet positive influence on making people become more sensitive to the spokespersons of other cultures, most of the respondents were in favor of the hypothesis (57.7%), the percentages being similar both in the case of pupils and in that of students, equally for boys and girls. As far as the contribution of the Internet to spreading religious tolerance is concerned, only 41.4% of

the respondents agree with this hypothesis, the opinions resembling, whether pupils` or students`, boys` or girls`. At the same time, the great majority of the respondents (60%) consider that there is a direct relationship between the manifestation of the Islamic fundamentalism and restricting/forbidding access to the new Media technologies, whether Internet, mobile telephony, uncensored television or written press) to the peoples referred to above. Opinions are similar both in pupils` case and in students`. For a change, girls consider that the relationship is far stronger $\chi^2 (1) = 3.985$, the explanation lying in the fact that they are naturally more sensitive than boys or that the Islamic culture censors women`s rights and gender equality does not exist.

Table No. 1. The percentage results on the items regarding the cultural valences of the Internet, on the whole, and also differentiated according to the education level and gender variables and the χ^2 tests results.

Items	Total		Education level			Gender		
		%	Pupils %	Students %	χ^2	Boys %	Girls %	χ^2
1. Do you think that the classical culture can be replaced with the digital one, i.e books replaced with the Internet?	yes	29.3	30.3	28.3	fn	43.8	20.7	$p \leq .01$
	No	70.7	69.7	71.7		56.3	79.3	
2. Did watching certain movies determine you to read the books that inspired them?	yes	69.2	64.2	73.9	fn	59.3	75.2	$p < .05$
	No	30.8	35.8	26.1		40.7	24.8	
3. Does the Internet represent an occasion for us to become more sensitive to the spokespersons of other cultures?	Yes	57.7	61.1	54.4	fn	59.5	57.4	
	No	42.2	38.9	45.6		40.5	42.6	
4. Did / Does the Internet encourage the inter-religious tolerance?	yes	41.4	37	45.5	fn	43.9	39.9	
	No	58.6	63	54.5		56.3	60.1	
5. Is there a direct relationship between	yes	60	55.8	64	fn	51.3	65.2	$p < .05$

the manifestation of the Islamic fundamentalism and restrictioning/ forbidding the peoples referred to above the access to the new Media technologies (Internet, Mass media, mobile telephony)?	No	40	44.2	36		48.7	34.8	
6. Are you a member of an Internet chat group?	Yes	31.5	30.6	32.5	fn	39.5	26.6	p < .05
	No	68.5	69.4	67.5		60.5	73.4	

Items Total Education level Gender Pupils Students χ^2 Boys Girls χ^2 the χ^2 tests results are not be taken into consideration

Lastly, only a small part of the respondents are members of Internet chat groups (31.5%), the same holding true for both pupils and students. There is, however, an important discrepancy between boys and girls, the percentage of boys being registered in Internet chat groups being considerably greater than that of girls, $\chi^2(1) = 3.948$. The results for the entire respondents group are presented in Graph No. 3.

Do you think that the classical culture can be replaced with the digital one, i.e books replaced with the Internet? Did watching certain movies determine you to read the books that inspired them? Does the Internet represent an occasion for us to become more sensitive to the spokespersons of other cultures Did/ Does the Internet encourage the inter-religious tolerance?

Is there a direct relationship between the manifestation of the Islamic fundamentalism and restrictioning / forbidding the peoples referred are you a member of an Internet chat group? Yes No Internet Usage. As far as Internet usage frequency is concerned, 59% of the respondents declared that they access the Internet every day, 17% every week, 2,7% once in two weeks and 21% occasionally.

The percentage results on the items regarding the Internet usage frequency, on the whole, and also differentiated according to the education level and gender variables

Table No. 2

The Internet Usage Frequency	Occasionally(%)	Once in two weeks(%)	Weekly(%)	. Daily(%)
: Total	21	2.7	17	59.3
Pupils	5.5	0.9	16.5	77.1
Students	35.7	4.3	17.4	42.6
Boys	7.4	1.2	16	75.3
Girls	29.1	3.5	17	50.4

Internet Usage: As far as Internet usage frequency is concerned, 59% of the respondents declared that they access the Internet every day, 17% every week, 2,7% once in two weeks and 21% occasionally (See Table No. 2 and Graph No. 4).

Table No 3

The Time Spent on an Internet Session	Less than an Hour (%)	1-2 Hours (%)	2-4 Hours (%)	More than 4 Hours (%)
: Total	14.7	37.1	33	15
Pupils	7.3	30.3	42.2	20.2
Students	21.7	43.5	24.3	10.4
Boys	12.3	28.4	35.8	23.5
Girls	16.3	41.8	31.2	10.6

In order to do this, we have applied the nonparametric Mann-Whitney U. test. The results show that boys access a lot more often the Internet ($z = 4.056$, $p < .001$) and spend more time on an Internet session ($z = 2.654$, $p < .01$) than girls. Likewise, pupils access a lot more often the Internet ($z = 5.873$, $p < .001$) and spend more time on an Internet session ($z = 4.278$, $p < .001$) than students.

Activities Undertaken on the Internet: The respondents reported that the activities most frequently undertaken on the internet were, in order of ranking: searching for useful information (91.1%), followed by listening to and downloading Mp3s and movies (76.8%), then by E-mail usage (69.6%), instant messaging (65.2%), downloading software and documents (43.8%), reading or watching news (33%), accessing games (31.3%), listening to particular radio stations or watching TV shows (28.6%), and to a rather small extent, the accessing porno websites (5.4%) (Table 3, Graph 5).

The hierarchy is approximately identical for pupils and students, for boys and girls. Likewise, there are considerable differences regarding the activities undertaken on the

Internet by the responders, according to the education level and gender variables. Thus, compared to students, pupils undertake more frequently activities such as listening to and downloading Mp3s and movies [$\chi^2 (1) = 6.912$], instant messaging [$\chi^2 (1) = 15.334$], accessing games [$\chi^2 (1) = 6.644$]. On the other hand, students considerably engage themselves more than pupils on such Internet activities as radio listening or watching TV shows [$\chi^2 (1) = 10.872$] and accessing porno websites [$\chi^2 (1) = 12.018$].

Table No. 4.

Items	Total		Education level			Gender		
		%	Pupils %	Students %	χ^2	Boys %	Girls %	χ^2
1. Searching for useful information	yes	91.1	89.9	92.9	fn	84.4	93.4	fn
	No	8.9	10.1	7.8		13.6	6.4	
2. Mp3 s and movies listening and downloading	yes	76.8	84.4	69.6	p < .01	82.7	73	fn
	No	23.3	15.6	30.4		17.3	27	
3. E-mail usage	Yes	69.6	70.6	68.7	fn	72.8	67.4	fn
	No	30.4	29.4	31.3		27.2	32.6	
4. Instant messaging	yes	65.2	78	53	p < .01	69.1	63.1	fn
	No	34.8	22	47		30.9	36.9	
5 Softs and documents downloading	yes	43.8	45	42.6	fn	65.4	31.2	p < .01
	No	56.2	55	57.4		34.6	68.8	
6. News reading or watching	Yes	33	31.2	34.8	fn	40.7	29.1	fn
	No	67	68.8	65.2		59.3	70.9	
7. Games accesing	yes	31.3	30.4	23.5	p < .01	53.1	17.7	p < .01
	No	68.7	60.6	76.5		46.9	82.3	
8. Listening to particular radio stations and watching TV shows	yes	28.6	18.3	38.5	p < .01	29.6	27.7	fn
	No	71.4	81.7	61.7		70.4	72.3	
9. Porno websites accessing	Yes	5.4	0	10.4	p < .01	11.1	2.1	p < .01
	No	94.6	100	89.6		88.9	97.9	

The percentage results on the items regarding the Internet activities types, on the whole, and also differentiated according to the education level and gender variables, together with the χ^2 tests results Types of Activities Undertaken on the Internet:

Total Education Level Gender Pupils: the χ^2 test results are not to be taken into consideration At the same time, boys engage themselves considerably more often than girls in activities such as downloading software and documents [$\chi^2 (1) = 24.496$], accessing games [$\chi^2 (1) = 30.266$] and accessing porno websites [$\chi^2 (1) = 8.120$]. (See Table No. 4)

Searching for useful information Mp3s and movies listening and downloading E-mail usage Instant messaging Softs and documents downloading News reading or watching Games accessing Listening to particular radio stations and watching TV shows Porno websites accessing.

The Functions Accessed on the Mobile Phone. Among the functions accessed on the mobile phone, the most used one is the SMS messaging option, followed by documentation, games, and, with a rather low percentage, the GPS orientation (Table No. 5). The hierarchy remains approximately the same, no matter the respondents' gender or their education level. Likewise, there are significant differences, according to the respondents' education level and gender, regarding the three most frequently used mobile phone functions. Thus, pupils access the mobile phone games function considerably more often than students [$\chi^2 (1) = 9.331$]. On the other hand, students use the information mobile phone function to a significantly greater extent than pupils [$\chi^2 (1) = 12.316$]. At the same time, boys are using the games mobile phone option much more often than girls [$\chi^2 (1) = 9.589$], whereas the latter use the SMS option of the mobile phones greatly more often than boys do [$\chi^2 (1) = 6.378$]. (See Table No. 5 and Graph No. 7) Table No. 5. The percentage results on the item regarding the mobile phone accessed functions, for the whole respondents group, and also differentiated according to the education level and gender variables, together with the χ^2 tests results

Table No .5

The Usage of the Mobile Phone for		Total %	Education level		χ^2	Gender		χ^2
			Pupil	Students		Boys	Girls	
1. Games	Yes	29	38.5	20	p < .01	40.7	21.3	p < .01
	No	71	61.5	80		59.3	78.7	
2. Information	Yes	34.4	22.9	45.2	p < .01	35.8	34	fn
	No	65.6	77.1	54.8		64.2	66	
3. Messaging (SMS)	Yes	91.5	90.8	92.2	fn	82.2	95.5	p < .05
	No	8.5	79.2	7.8		14.8	0.5	
4.Documentation GPS Orientation	Yes	3.6	3.7	3.5	fn	6.2	2.1	fn
	No	96.4	96.3	96.5		93.8	97.9	

Mobile Phone Accessed Functions 29 91,5 34,4 3,6 0 10 20 30 40 50 60 70 80 90 100 Games Information Messaging (SMS) Documentation, GPS Orientation Advantages and Risks the Young Submit Themselves to by Accessing the Internet and Mass Media. Both pupils and students identified a series of advantages that the new media technologies (the Internet and the Mass media) provide (See Table No. 6). We have opted for those which were most frequently referred to, noticing that most of the percentages are similar, as far as pupils and students are concerned. Other advantages the respondents suggested were: the alternative of becoming involved in a series of volunteer activities and projects, receiving guidance regarding the educational and the professional orientation, acquiring new hobbies, shopping, making online payments, freedom of speech, participating in different interactive activities (forums etc.), being exposed to diversity and gaining new perspectives and, in the pupils' case, being able to get second opinions from the classmates, regarding homework. Internet Usage for Academic Purposes Our purpose was to check if there are significant differences regarding the Internet usage for academic purposes, according to the gender and education level variables. Since the Internet usage for academic purposes variable was not normally distributed (the scores to this variable are significantly different from a common curve, being deviated to the left), we have applied the nonparametric Mann-Whitney U- test.

The results show that there are no significant differences between pupils- teachers and students, nor between the male and female respondents, as far as Internet usage for academic purposes is concerned. Internet Addiction we have equally tried to evaluate the possible significant differences, regarding Internet addiction, according to gender and the education level variables. Since the Internet addiction variable was also not normally distributed, we applied again the nonparametric Mann-Whitney U-test. The results show that, compared to students, pupils manifest a far greater Internet addiction ($z = 3.861, p < .001$). At the same time, boys are more addicted to the Internet than girls ($z = 3.623, p < .001$).

Advantages	Pupils (%)	Students (%)
Acces to diversified information in a simple and rapid manner	43.1	
% Communication (rapid and affordable everywhere in the world)	59.6	51.3
Information, data, news	48.6	32.2
Intellectual study, access to useful documentation sources	39.4	41.7
Entertainment, relaxing, spare time activities	27.5	25.2
Full access to films, music	21.1	17.4
Increasing the range of acquaintances (getting to know new persons)	15.6	19.1
Knowledge improvement, enhancing one's all-round education	13.8	12.2
Learning and practicing English	4.6	2.6
Courses, homeworks, online tests	3.7	1.7

Risks	Pupils(%)	Students(%)
Addiction	46.8	60
Health affections (sight conditions, backbone conditions etc.)	27.5	30.4
Erroneous information	14.7	22.6
Negative influence, manipulation	21.1	21.7
Neglecting friends, isolation	15.6	23.5
Wasting time	19.3	15.3
Neglecting homework and other activities	11	11.3
The diminishing of the intellectual capacity, shallowness, language mistakes, vulgar words	12.8	6.1
Becoming indifferent towards culture, books, libraries	7.3	13
Uncensored information and websites (rasist, erotical etc.)	8.3	7.8
Violent behavior, violence instigation	6.4	5.2
Tiredness	5.5	6.1
Too little time spent in the open air or practicing sport	4.6	5.2

Research Limits and Future Analysis Directions: Given that the present survey is of an observatory nature, the long term effects of the new media technologies exposure upon the personalities of young people have not been thoroughly analyzed, but simply mentioned. Further studies could shed light on the connection between certain advantages and risks peculiar to the new media technologies and the different personality types, together with the way through which certain advantages and risks peculiar to the new media technologies could influence the development of the personality of young people. Certainly, risks should be neutralized. Education must aim at maximizing the advantages and minimizing the risks to which the youth could be submitted, through different educational programmers.

General Conclusions and Open Issues: The results of the survey allow us to conclude that the current technology has become a prerequisite for a young person, many of the latter's activities being generated and accompanied by today's technological structures. Starting from the activity of learning, that of getting informed, that of working up to the entertainment and recreation activity, having a pragmatic or an esthetic character, in a collective perspective or an intimately individual one, all these elements are built upon the new technologies or are mediated through them. The results of the present research confirm the fact that the young are able to understand the cultural valences of the new media technologies, and also the advantages and risks that such technologies can present for their personality and behavior. According to their opinion, the classical culture cannot be replaced with the digital one (despite the easiness of accessing the information electronically). Young people also admit the important role that the new media technologies play in making us aware of the spokespersons of other cultures and equally of the antireligious tolerance, the access to information being a way towards diversity and the acceptance of the otherness. Among the most accessed Internet activities by young people are both the ones regarding formation and documentation and those based on communication and entertainment. As regards the risk of the exposure to the new media technologies, the respondents suggested addiction, the possible health affections that can develop (the eyes fatigue, spine problems etc.), the sometimes erroneous information, but also neglecting friends, families and educational activities or any other drawback. It is equally important to mention the fact that Internet usage for academic purposes is evenly undertaken by pupils and students, by both boys and girls.

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