

REVIEW ARTICLE**A View towards Redefining Lives via OSNs*****Ms. Jana Shafi¹, Mrs. Amtul Waheed¹****Department of Computer Science, Prince Sattam bin Abdul Aziz University, KSA***Received on: 02/02/2017, Revised on: 08/03/2017, Accepted on: 14/05/2017****ABSTRACT**

Online social networks seeking attention resulting in increasing its user's numbers day by day. OSNs will take you in a different world of networks unlike of web networks which are using hyperlinks. Social activities are minimized with the hectic life which leads to almost no relations among people. With the advancement of OSNs, people love to share, message and involve in social activities as well get aware of each other, thus redefining society once again in an interesting and simplest way. This review finds that there are a number of significant benefits connected with the use of OSNS including delivering educational outcomes; facilitating supportive relationships; identity formation; and, promoting a sense of belonging and self-esteem. For the purposes of this paper, we focus on the use of OSNS unless otherwise stipulated. The following paper summarizes current evidence relating to the enabling effects of OSNS in the context of Youngsters' daily lives.

Keywords: OSNs, Social Media, E-learning, Networks**INTRODUCTION**

The use of Social Networking Services such as Facebook, My Space Twitter is admired and vital part of everyday communication across the globe. Youngsters are involving in social sites is increasing more and more via computers, laptops, and most portable smartphones. The social networking also called online social networks (OSNs).

Social networking services can be understood as: Web-based services that permit people to build a public or semi-public profile within an enclosed system, articulate a catalog of other users with whom they share a relation, view and traverse their list of relations and those made by others within the system. The nature and nomenclature of these relations may vary from site to site (Boyd & Ellison 2007).

In addition, the strong sense of community and belonging has the potential to promote resilience, which helps young individuals to successfully get used to change and hectic events. Significantly, the benefits of OSNs use are dependent on good internet and media literacy: having the skills to critically understand, analyze and create media content. Maximizing the benefits of OSNS and promoting internet and media literacy may help protect Youngsters from many of the risks of online interaction, such as privacy breaches,

predation, and cyberbullying. Social media is generally used to describe collaborative media creation and sharing on a fairly large scale. However, it is emphasized that use of OSNS is a progressively more complex expansive practice inherently linked to the diversification of media exercises.

Paper Organization

In the first section, we represent the engagement of Youngsters' relation in OSNs a brief summary Youngsters' use of ICT and OSNS, and the challenges associated with OSNS. The second section leads the discussion to The Advantages of OSNs Practices in the real life.

Section I**Youngsters' Relation in OSNs-Usage and Technology**

Youngsters are progressively more using their smartphones to access the internet (approx 54% of 16-29 years olds), leading it the fifth most common use of mobile phones in that age group (Nielson 2010a:51). In addition to downloading content, looking up information and emailing, mobile engagement with OSNS is rapidly gaining popularity: 39% of OSNs users access these services via their mobile devices (Nielson 2010a:63).The most frequently used forms of

communication include: updating one's own profile; commenting on photos or other posts; posting public messages to others or 'wall' style messages; social network based instant messaging (Nielson 2010a:169). While the reading and writing of blogs remain in the top ten online activities carried out by Youngsters, its popularity is decreasing particularly with the rise of micro-blogging practices, (Lenhart, Purcell, Smith & Zichur 2010).

In the following sections, we sketch a range of risks and opportunities associated with the exercises of social networking that must be understood and addressed by Youngsters, policymakers and the community. OSNs by themselves never yield any risk or negativity rather it depends upon the user's communication that leads to positive or negative status. The positive promotion of OSNs directly depends upon user's strategies, skills their cultures, educational background

Promoting the positive impacts of social networking depends in large part on developing Youngsters' strategies and skills for managing online risks. emerging research shows that fostering the positive social, cultural and educational impacts of social networking practices can work to effectively mitigate the potential risks.

Challenges Presented by OSNs

The emphasis on the risk of protecting children and Youngsters from mischief is often based on concerns that Youngsters lack awareness of the public nature of the internet (Acquisti and Gross 2006; Stutzman 2006; Barnes 2006). Further, to the threat of violence, some fear that Youngsters use of OSNS can compromise the development and maintenance of supportive friendships and involvement in institutions traditionally understood as the personification of communities, namely school, sports clubs, families etc (Delmonico & Carnes 1999). These concerns have dominated both public debate and policy-making in recent years.

Research has indicated that online risks „are not radically different in nature or scope than the risks minors have long faced offline, and minors who are most at risk in the offline world continue to be most at risk online“ (Palfrey 2008:7). Although the risks are real and the consequences can be extremely serious, experts emphasize that it is important not to overstate fears or understate the complexity of the challenge (The Alannah & Madeline Foundation 2009:33). Youngsters are

often proficient users of online and networked technologies. Exploiting, expanding and promoting their skills and understandings of OSNS may hold the key to overcoming the issues of concern.

Section-II

The Advantages of OSNs Practices in the real life

There is evidence of a broad range of benefits to Youngsters associated with the use of OSNS.

Media Literacy

This environment requires that Youngsters develop new skills to participate and stay safe in the new digital media environment. Consequently, there are a number of components to online media literacy (Third and Richardson forthcoming 2011), including:

Technical literacy use software program or application,

Critical content literacy use and effectively understand search engines.

Communicative and social networking literacy an understanding of the many different spaces of communication on the web; the formal and informal rules that govern or guide what is appropriate behavior; the level of privacy.

Creative content and visual literacy in addition to the skills to create and upload image and video content this includes understanding how online visual content is edited and constructed, what kind of content is appropriate and how copyright applies to their activities;

Mobile media literacy skills and forms of communication

Education

Whilst e-learning frameworks are now integrated into most educational settings, the use of OSNS is less comprehensively utilized. Access to OSNS varies according to state and educational level with some states banning access to OSNS and social media services altogether (Notley 2009, Anderson 2007). Additionally, OSNS use between teachers and students can improve rapport and motivation and engagement with education (Mazer, Murphy & Simonds 2007). E-learning find A platform for sharing content & creating /maintaining relationships, Web 2.0 functionality facilitates peer-based & self-directed learning; Youngsters in particular value social & interactive opportunities for learning; Handheld technology is a particularly useful tool for workplace learning due to „regular accessibility“ (Huffstutler, Wyatt, & Wright 2002); Access to virtual or online

communities is more important than the physical education environment (education.au 2009); Evaluations of e-learning strategies have found OSNS platforms allow for the extension of learning discussion outside the formal classroom setting.

Informal knowledge and skills

OSNS can facilitate learning and skill development outside formal learning environments by supporting the peer-to-peer learning of knowledge and skills, collaboration, diverse cultural expression, the development of skills valued in the modern workplace, and a more empowered conception of citizenship (Ito, et.al., 2006; Jenkins, 2007:3). in learning activities. When sharing content and creating/maintaining relationships Youngsters engage in peer-based, self-directed and interactive learning.

Creativity

Creative content sharing practices (such as blogs, animations, videos, photos and digital collages) form an increasingly integral part of Youngsters's communicative exchange and play a significant role in Youngsters's developing a sense of identity and community. The production and exchange of creative content also have demonstrated community-building effects. It can enhance the sense of community, belonging and connection that comes from a „shared history“ of exchanging creative content (Ito, 2005; Richardson, Third, and MacColl, 2009). Collaborative creative production, in turn, gives rise to a stronger sense of connection with others and the formation of strong communities.

Individual Identity & Self-Expression

OSNS can provide Youngsters with a space to work out identity and status make sense of cultural cues and negotiate public life. Free from adult regulation Youngsters's articulation and expression of various parts of their identity to their friends and others support critical peer-based sociality (Boyd 2007),(Berk 2007; Cobb 1995).

Strengthening Interpersonal Relationships

Strengthening existing relationships

Having positive interpersonal relationships is an important predictor of well-being (Hartup & Stevens, 1999) and can buffer individuals from many of the key stressors that characterize the transition from childhood to adulthood (Bukowski, 2001; Hartup, 2000). Internet use, generally, has been found to strengthen

Youngsters's existing interpersonal relationships (Valentine & Holloway, 2002; ACMA 2009:8; Besley 2008; Gross, 2004; Subrahmanyam, Kraut, Greenfield, & Gross, 2000; Valkenburg & Peter, 2006). Email, instant messaging and social networking can address new barriers Youngsters may face to forming and maintaining positive social relationships.

Developing New Interpersonal Relationships

Most research has focused on the role OSNS play in the maintaining and strengthening of existing offline relationships. This research often suggests that those relationships which occur solely online, while important, are „weaker“ (Donath & Boyd 2004). However, for some Youngsters, particularly those who are isolated, online relationships provided a significant, and sometimes the only, opportunity for such socialization. Facebook helped Youngsters with lower IQs to build friendships online that then translated offline. (Valkenburg, Peter & Schouten 2006).

Union of online and offline spaces

There is increasing evidence that Youngsters experience „online“ and „offline“ social worlds as „mutually constituted“ (Holloway and Valentine, 2003) and flexibly combine a number of modes of techno-social interaction (Richardson, Third, and MacColl, 2007). Indeed, Youngsters are increasingly engaging simultaneously in online and offline social networking.

Sense of Belonging and communal Identity

Youngster's gender diverse to different cultures and environments, creating the sense of belonging to a broader community (Harris 2004; Hillier and Harrison 2007; Munt, Basset and O' Riordan 2002). This sense of belonging and acceptance can mean that Youngsters who may be more vulnerable to isolation – such as those with chronic illness or a disability – often remain, member, an online community long after their initial impetus is gone (Richardson and Third, 2009). Content sharing plays a major role in cultivating belonging and a sense of collective identity.

Supporting & Building Communities

Research shows that OSNS can facilitate a sense of connectedness, community, and belonging. The opportunity to express oneself creatively, explore and experiment with identity and the production – as well as consumption – of online content is

central to the way that OSNS strengthens and builds communities (Coleman and Rowe 2005; Montgomery 2007).

Politics & Civic Engagement

OSNS constitute new spaces for civic engagement and political participation including information sharing and bringing together new networks for action utilizing email, user-generated content, and other networking practices (Montgomery 2007; Vromen 2007; 2008). Political candidates are increasingly utilizing OSNS and social media, as are advocacy and issue-orientated groups. OSNS are being used for discussion, organization and mobilization as part of emerging political discourse in Youngsters's everyday life (Kann 2007).

Comfort

OSNS functionality has a key role to play in strengthening social connectedness, self-efficacy, general knowledge and/or life skills and is critical for the promotion of Youngsters's overall mental health and wellbeing (Boase et al 2006; Burns, et.al. 2007; Burns et.al, 2008; Burns & Morey, 2009). Young person's sense of „ownership“ over the online space also enhances their sense of empowerment and accomplishment which reinforces the sense of belonging and attachment to the community (Third and Richardson, 2010). social connections developed and fostered through OSNs play an important role in promoting Youngsters's wellbeing (Berson 2003; Campbell 2005; Gross, Juvonen & Gable 2002).

CONCLUSIONS AND FUTURE DIRECTIONS

OSNs ensuring all Youngsters develop the skills to critically understand, analyze and create media content – these challenges can be overcome and risks mitigated in a way that ensures the many benefits of OSNS can be realized. In other words, by maximising the benefits of OSNS, whether it be their role in delivering educational outcomes, or facilitating supportive relationships, identity formation, or a sense of belonging and resiliency, many of the risks of online interaction, such as cyberbullying, privacy breaches, and predation, can be minimised. Strategies to this end must be underpinned by best practice evidence and more research should be undertaken to ensure that promising practices and effects of OSNS are understood and responded to.

The benefits of OSNS also points to some possible opportunities to extend and improve

conceptualizations of cybercitizenship in policy and practice.

Research in this area is an emerging field and research identifying the negative impacts has tended to dominate the popular media and much policy development. There is, however, substantial evidence of the benefits associated with OSNS use which has been largely neglected in public debate.

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