The Next Oxford Internet Survey (OxIS) 2007: Emerging Themes of Social Research

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Oxford Internet Surveys (OxIS)

- 2003 and 2005
- Cross-sectional surveys versus panels
- Probability sample of England, Scotland & Wales
- Respondents: 14 year olds and older
- Face-to-face interviews
- Sponsorship from Hefce, AOL, BT, Ofcom, and Wanadoo (Orange)
<table>
<thead>
<tr>
<th>Fielded in</th>
<th>2003</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of respondents</td>
<td>2,030</td>
<td>2,185</td>
</tr>
<tr>
<td>Response rate</td>
<td>66%</td>
<td>72%</td>
</tr>
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</table>
Themes of Social Research

- The Development of a Cyberinfrastructure
Centrality of the Internet in Britain, 2000-05

Source: Oxford Internet Survey: www.oii.ox.ac.uk
Internet as a Cyberinfrastructure

- Questions on degree to which use is embedded in everyday activities
- Expectation of use as one goes about other activities v. a dedicated activity?
- Clarify who has priority when users compete in the home / elsewhere for access
- Clarify how the amount of time spent on the Internet is constrained / chosen
- More ‘objective’ measures of skills and abilities
- Links with more qualitative or longitudinal studies (even short term diaries)
Themes of Social Research

- The Development of a Cyberinfrastructure
- Digital Divides and Choices Shaping Access
Has Internet adoption reached a plateau? Adoption in Britain (2003–2005)

OxIS 2003: N=2,029 (All respondents); OxIS 2005: N=2,185 (All respondents)
Broadband connection per household with Internet access (2003-2005)

OxIS 2003: N = 1,172 (Households with Internet access);
OxIS 2005: N = 1,330 (Households with Internet access)
Digital Divides and Choices

- Continue to track access and broadband, but less significant
- Mobility, including mobile broadband
- Multiple platforms, multiple sites
- Continue to track SES as a constraint
Themes of Social Research

- The Development of a Cyberinfrastructure
- Digital Divides and Choices Shaping Access
  - SES
  - Gender
The Case of Gender: Findings

- Gender divide in use is closing 2003-5, but still significant, particularly amongst less qualified.
- Evidence that women are ‘lagging users’?
- Continuing differences in place of access, time online, level of access.
- Not (just) stereotypical gendered use, some important areas of convergence …
- ‘Digital choice’ or an equality concern?
Themes of Social Research

- The Development of a Cyberinfrastructure
- Digital Divides and Choices Shaping Access
  - Gender
  - Internet, Google or TV Generation
Internet Use by Life Stage, 2003-2005

Pupils: age 14-22 years and in full time education.
Working age: employed of any age and all other persons not in employment up to age 55.
Retired: 55 or over and not in employment.

Source: OxIS 2003, Number of respondents = 2,030 – OxIS 2005 Number of respondents = 2,185
Places of Access by Age

N = 1,309 (Current Internet users)
Multi-tasking by Age

N = 1,309 (Current Internet users)
Need to Distinguish Between:

- Cohort
- Life Stage
- Ageing
- Design
Themes of Social Research

- The Development of a Cyberinfrastructure
- Digital Divides and Choices Shaping Access
  - Gender
  - Internet, Google or TV Generation
- Divides and Choices in Patterns of Use
Providing information online (2005)

N= 1,309 (Current Internet users)
(e) Proxy use
On average how often do you.....?

1. Several times a day
2. Daily
3. Weekly
4. Monthly
5. Less than monthly
6. Never
A graph shows the percentage of users engaged in various activities. The activities are arranged in descending order of user engagement:

- Check email: 92%
- Product info: 83%
- Surf/Browse: 82%
- Look up fact: 78%
- Travel plans: 78%
- Buying online: 74%
- Surf/Browse: 74%
- Download/listening to music: 66%
- Look up word definition: 66%
- Local events info: 61%
- Online banking: 56%
- Play games: 55%
- Weather forecasts: 54%
- Sports information: 54%
- Download/watch videos: 54%
- Look for jokes: 53%
- School material: 53%
- Look for jobs: 48%
- Family tree: 47%
- Listen to radio: 45%
- Look for jobs: 42%
- Paying bills: 39%
- School material: 39%
- Paying bills: 36%
- Look for jokes: 33%
- Listen to radio: 33%
- Download/watch videos: 33%
- Gambling: 30%
- Religious sites: 30%
- Invest stock & funds: 22%
- Sexual sites: 17%
- Phone calls: 13%
- Read blogs: 13%
- Distant learning: 21%
- Checking email: 9%
- Gambling: 9%
- Sexual sites: 10%
- Religious sites: 10%

The graph indicates a high level of user engagement in activities such as checking email, surfing the web, and engaging in online banking.
Factors Identified

1) **Entertainment** (find jokes; play games; download or listen to music; download or watch videos)

2) **Information** (get information about local events; look for news; look for sport news; check the weather)

3) **Banking** (paying bills; online banking; investing in stocks or funds)

4) **Learning** (look up a word definition; look up a fact; look for school information; distant learning)

5) **Communication** (check email; instant message; send email attachments)

6) **Planning** (make travel plans; look for jobs; book travel online)
Use for Entertainment by Age

![Graph showing the mean of e-Entertainment use by age](image)
Mean of Entertainment by Gender
Gender Differences in Use

• Little difference in what men & women do online but men do more of it
• Women as likely as men to have found ways to deal with spam & viruses
• Men as likely as women to keep in touch with family and friends using the internet & email
• Women more likely to ask for help and from a narrower range of sources
• Are gender differences in patterns of use online a reflection of potential time, other resources available, different levels of interest, lack of awareness, or confidence?
Patterns of Use: More on

• Producing (with blogging, You Tube, Facebook, etc)

• Social networking (with Friendster, ..)

• Collecting: photos, music

• Participating in politics
Themes of Social Research

- The Development of a Cyberinfrastructure
- Digital Divides and Choices Shaping Access (SES, Gender, Age)
- Divides and Choices in Patterns of Use
- Developing Trust in an Experience Technology
How reliable and accurate would you rate the information found in/on .... ?

How much confidence you have in the people running …

[What about the Internet? How much confidence do you have in the people providing Internet services?]

![Bar chart showing mean confidence rating for different institutions over years]

Source: OxIS 2003, Number of respondents = 2,030; OxIS 2005 Number of respondents = 2,185
Please tell me how much confidence you have in the following groups of people …[Most people you can communicate with on the Internet.]

Source: OxIS 2003, Number of respondents = 2,030; OxIS 2005 Number of respondents = 2,185
Continue to Track and Refine:

- Trust: Confidence and Perceived Risk
- Other Experience Technologies?
Themes of Social Research

- The Development of a Cyberinfrastructure
- Digital Divides and Choices Shaping Access
- Internet, Google or TV Generation
- Divides and Choices in Patterns of Use
- Developing Trust in an Experience Technology
- The Societal Impact: Reconfiguring Access
Perspectives on Social Impacts

- Technological Determinism: Utopian v Dystopian
- Dual Effects
- Substitution
- Reinforcement: Social Shaping of Technology
- Reconfiguring Access
Where would you go first if looking for information on… (2005)

N=2,185 (All respondents)
Do you read any newspapers or news service online that you do not read in print? (2005)

N= 1,309 (Current Internet users)
Met people or made friends online – 2005

N= 1,309 (Current Internet users)
Refine and Build on Emerging Themes of Research:

- Infrastructure v. New Technology
- Digital Divides
- Digital Choices
- Stratification of Age Groups: Generations
- Experience Technologies and Trust
- Reconfiguring Access
The World Internet Project (WIP): Comparative Analysis and Visualization

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Presentation for the OxIS Workshop, OII, Oxford, November 24, 2006.
The World Internet Project

- The World Internet Project (WIP)
  - Initiated 2000, UCLA, now at USC
  - Data for 22 nations (and expanding)
  - www.worldinternetproject.net

- Britain: Oxford Internet Surveys (OxIS)
The World Internet Project: 2005

- **Britain** (ages 14 and up, collected in 2005)
- **Canada** (ages 18 and up, 2004)
- **Chile** (ages 12-60, collected in 2004)
- **China** (ages 16-65, collected in 2005 from five major cities)
- **Hungary** (ages 16 and up, collected in 2005)
- **Iran** (ages 12 and up, collected in 2005 from twelve provincial capitals)
- **Italy** (ages 16 and up, collected in 2004)
- **Japan** (ages 13-69, collected in 2005)
- **Macao** (ages 16-64, collected in 2005)
- **Singapore** (ages 13 and up, collected in 2006)
- **Spain** (ages 16 and up, collected in 2005)
- **Sweden** (ages 18 and up, collected in 2004, except for PurlInt from 2003)
- **USA** (ages 12 and up, collected in 2005)
Percent Internet Use, circa 2005

Source: http://www.worldinternetproject.net/
Percent Internet Users, 2003-5

Source: http://www.worldinternetproject.net/
Percent Who Use the Internet: Lowest and Highest Economic Quartiles, circa 2003

Source: http://www.worldinternetproject.net/
Percent Who Use the Internet: Lowest and Highest Economic Quartiles, circa 2005

Source: http://www.worldinternetproject.net/
Internet Use by Age, circa 2003

Source: http://www.worldinternetproject.net/
Internet Use by Age, circa 2005

Source: http://www.worldinternetproject.net/
Internet Use by Gender, circa 2005
Average Number of Hours per Week Watching TV: Internet Users and Non-Users

Source: http://www.worldinternetproject.net/
Average Number of Hours per Week Watching TV: Internet Users and Non-Users

Source: http://www.worldinternetproject.net/
“Has the use of the Internet increased or decreased your contact with your family and friends?” (2005)

Source: http://www.worldinternetproject.net/
Average Number of Online Friends Met in Person

Source: http://www.worldinternetproject.net/
Number of Online Friends Never Met in Person

Source: http://www.worldinternetproject.net/
Average Number of Online Friends Met in Person: by User Category

- Light Users (Less than 5 hours a week)
- Heavy Users (24 hours or more per week)

Source: http://www.worldinternetproject.org/
Average Number of Online Friends Never Met in Person by User Category

- Blue: Light Users (Less than 5 hours a week)
- Yellow: Heavy Users (24 hours or more per week)

Source: http://www.worldinternetproject.net/
• Problems with National Comparisons
  – Two possible results: similar vs. different (null hypothesis vs. alternative hypothesis)
  – Nations differ on many dimensions
  – Interpretations or ad hoc speculations
• Przeworski & Teune (1981): develop “national-level variables” and explicitly build these variables into analyses
Issues of Comparative Inquiry

- Data collection (face-to-face, telephone)
- Recoding (criteria of grouping values)
- Cross-national equivalence of measures (identical questions v common variables)
- Sampling designs
- Weighting of cases
- Other: treatment of missing data; DK
Illustrative Data Sets*

- OxIS 2005: Probability sampling
  - in-house interview (N=2185)
  - Executed by professional survey company

- HKIS 2005: Probability sampling
  - telephone interview (N=1187)
  - Executed by professional survey company

- Macao 2005: Probability sampling
  - telephone interview (N=1851)
  - Conducted by Macao University

*Thanks to Professor William H. Dutton, OxIS, Professor Jonathan Jian-Hua Zhu, HKIS, and Dr. Angus Cheong, Macao University.
## Measurement: Trust

<table>
<thead>
<tr>
<th></th>
<th>Internet trust</th>
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</table>
| **OxIS** | QA03: *Whether or not you use the Internet, how reliable and accurate would you rate the information on the Internet?*  
(1. Totally unreliable; …10. Totally reliable; 88: DK; 98. No opinion) |
| **HKIS** | Q29: *No matter whether you have used the Internet, how much do you trust it?*  
(1: completely distrust; 5: completely trust; 6: DK) |
| **Macao** | q29. *Do you trust the Internet?*  
(1: completely distrust; 5: completely trust; 6: DK)  
Relia: (wip) *Information on the Internet: Is it reliable and accurate?*  
(1: totally unreliable; 4: totally reliable; 9: DK) |
### Measurement: Proficiency

<table>
<thead>
<tr>
<th>Internet proficiency</th>
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<tbody>
<tr>
<td><strong>OxIS</strong></td>
</tr>
<tr>
<td>How would you rate your ability to use the Internet?</td>
</tr>
<tr>
<td>(5. Excellent; …1. Bad.)</td>
</tr>
<tr>
<td><strong>HKIS</strong></td>
</tr>
<tr>
<td>Q92+Q95+Q97+Q98+Q99+Q99a+Q99b</td>
</tr>
<tr>
<td>(e.g. Do you know how to include attachments in email? 1: Yes; 0: no)</td>
</tr>
<tr>
<td><strong>Macao</strong></td>
</tr>
<tr>
<td>q95_1. Can you sent attached files?</td>
</tr>
<tr>
<td>q95_3. Can you create and maintain websites?</td>
</tr>
<tr>
<td>q95_5. Can you chat through ICQ/MSN?</td>
</tr>
<tr>
<td>q95_6. Can you install software?</td>
</tr>
<tr>
<td>q95_8. Do you know how to use Internet phone?</td>
</tr>
<tr>
<td>q95_9. Do you know how to filter spam emails?</td>
</tr>
<tr>
<td>q95_10. Do you know how to play multi-player games?</td>
</tr>
</tbody>
</table>
Trust Trough

- High Perceived Uncertainty
  - Those directly involved in knowledge production
  - Users and managers of knowledge
  - Those alienated from research and institutions
- Low Perceived Uncertainty
Patterns of Digital Divides in Britain

Source: OxIS, 2005, Oxford Internet Institute
Patterns of Digital Divides in Portugal

- Male
- Female
- Village + farm
- Small city
- Big city + suburban
- University
- Secondary
- No home Internet
- Use computer
- Home Internet
- No Mobile phone
- Mobile phone
- 21-30
- 31-50
- 51+
- up to 20

λ = 0.957
λ = 0.037
Patterns of Digital Divides in Bulgaria

Source: eBulgaria survey, 2005, Vitosha Research
£1 = 2.63 BGN
Patterns of Interest in Media Content in Britain, 2005

- **Religion**
- **Gambling, sweepstakes**
- **Erotic sites**
- **Music**
- **Games**
- **Videos**

- **Radio**
- **Surfing, browsing**

- Over 50,000
- University
- Big city + suburban
- Village + farm
- Small city
- Bellow secondary [one1 ]

- Male
- Female

- 21-30
- 31-50
- 51+

- 12,500 to 25,000
- 25,000 to 37,500
- 37,500 to 50,000

- Up to 12,500
- Up to 20

- $\lambda = 0.554$
- $\lambda = 0.312$
• Thank you
• OxIS  www.oii.ox.ac.uk/research/project.cfm?id=8
• WIP  http://www.worldinternetproject.net/
• E-mail: oxis at oii.ox.ac.uk