

## Notes

Andrew Flanagin is a Professor in the Department of Communication at the University of California, Santa Barbara, where he also serves as the Director of the Center for Information Technology and Society. Dr. Flanagin's research focuses on the ways in which communication and information technologies structure and extend human interaction, with particular emphases on credibility, collective organizing, social media, and collaborative groups.

Miriam Metzger is an Associate Professor in the Department of Communication at the University of California, Santa Barbara. Dr. Metzger's research focuses on how information consumers assess the credibility of information in the new media environment and on issues of online information privacy.

Drs. Flanagin and Metzger are recognized as leading experts on credibility and digital media. They were among the first to conduct and publish empirical research on this topic, and have written several articles and reviews on Web credibility over the last decade, including the most comprehensive treatment of credibility in the online context to date. They have served as expert advisors on credibility for several organizations, including the MacArthur Foundation, the American Library Association, the Center for Media Literacy, and the National Library of Medicine. In addition, Drs. Metzger and Flanagin recently received a grant from the General Program of the MacArthur Foundation for their

study “Credibility and Digital Media: Helping People Navigate Information in the Digital World” and coedited the volume *Digital Media, Youth, and Credibility* (MIT Press, 2008) as part of the MacArthur Foundation Series on Digital Media and Learning.

Ethan Hartsell, Alex Markov, Ryan Medders, Rebekah Pure, and Elisia Choi are graduate students in the Department of Communication, at the University of California, Santa Barbara.

1. Benchmark distributions for Internet access among the U.S. population of adults are obtained from KnowledgePanel recruitment data since this measurement is not collected as part of the Current Population Survey.

2. Since Knowledge Networks does not collect profile data for 11- and 12-year-olds, to set up the benchmarks of those with Internet access, they first weighted all 13- to 18-year-olds to look like the 11- to 18-year-old general population using Current Population Survey benchmarks. Thirteen-year-olds were treated as if they were 11 and 12 years old; thus 13-year-olds were weighted to be 36.17 percent of this population instead of 15.53 percent within all profiled members ages 13 to 18. Then, based on the weights for all 13- to 18-year-old KnowledgePanel members, Knowledge Networks derived the benchmarks based on those who have Internet access from home and weighted the child respondents to these Internet benchmarks.

3. The scales were constructed by relying on the results of principal components factor analyses, and were informed by factor loadings and the face validity of the questions we asked on the survey.

4. Multiple regression analysis was used to produce all results presented in this section. Detailed statistical information is available from the authors.

5. It is interesting that younger children said they were more likely to believe information they find online than did older children in light of our earlier finding that older children said they believe more of the information on the Internet than do younger children (see the section,

“Perceived Trust and Credibility of Web-based Information”). This could be due to younger children’s realization that they are particularly susceptible to believing misinformation online, and older children’s greater accumulation of positive experiences online, in terms of finding information that is useful and credible—a few of the factors that played into kids’ tendency to trust (or not trust) people they encountered online.

6. The Web sites were modified slightly from their original online versions for size.

