

THE UPS AND DOWNS OF YIK YAK

College Students' Use of an
Anonymous, Constructed Environment
at Indiana University



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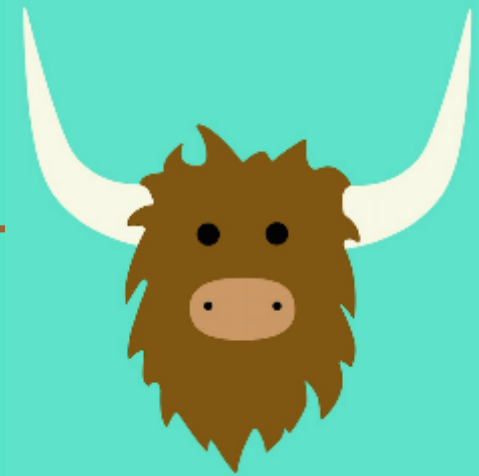
SOCIAL MEDIA

▶ Student social media use

- ▶ 94% of first year students and 93% of all students regularly use social media technology (HERI, 2007)
- ▶ 18 hours per week (Martinez, Aleman, & Wartman, 2011)

▶ Facebook (Dewey, 2014; Alba, 2014)

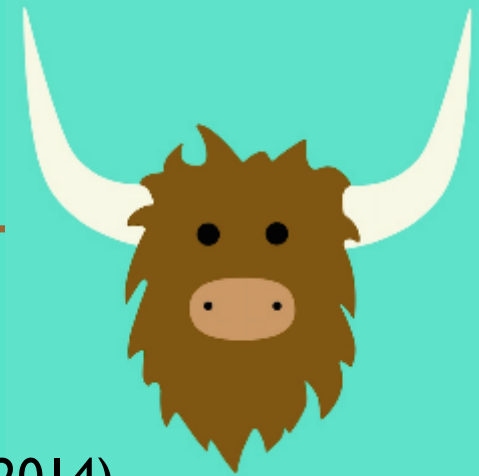
- ▶ 72% in Spring 2014
- ▶ 45% in Fall 2014



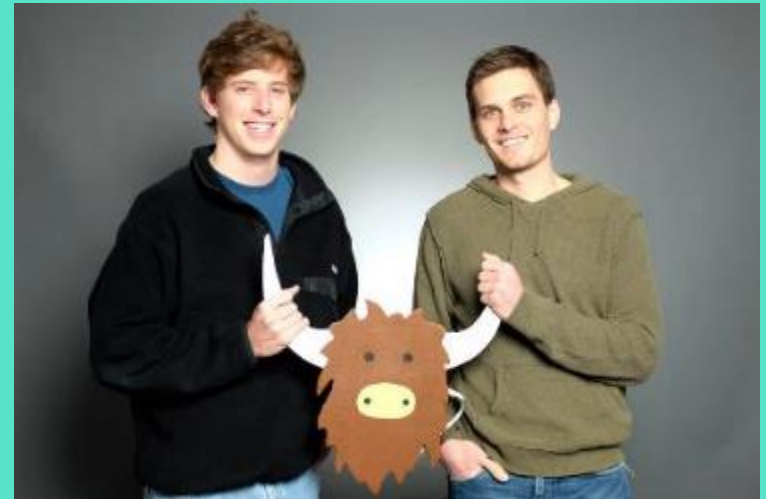
Rooms



YIK YAK

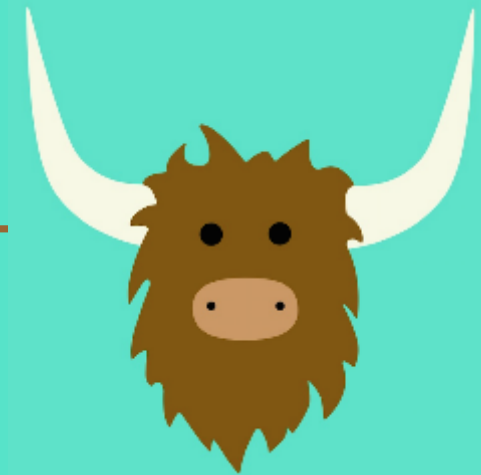


- ▶ Nov. 2013
- ▶ “Virtual bulletin board” (Perez, 2014; Valencia, 2014)
- ▶ National Usage:
 - ▶ 1,300 colleges
 - ▶ Between 1-5 million users on Android alone (Medina, 2014)
- ▶ Investments (Rusli, 2014)
 - ▶ \$62 million
 - ▶ Valued at \$300 million



Brooks Buffington and Tyler Droll

YIK YAK



- ▶ Where: 1.5 mile radius (Perez, 2014, Valencia, 2014)
- ▶ How: Up-voting vs. Down-voting
- ▶ What: Hot yaks
- ▶ Study: How do students engage with Yik Yak at Indiana University?

Professors that email back fast are
the real MVP

56

🕒 36m

You don't need a 200 secs snap
story to prove you are at IUDM

50

🕒 43m

2 replies

METHODS



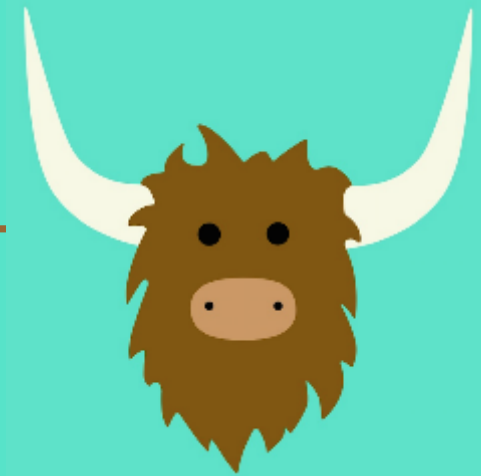
CONTENT ANALYSIS:

An examination of
human interactions

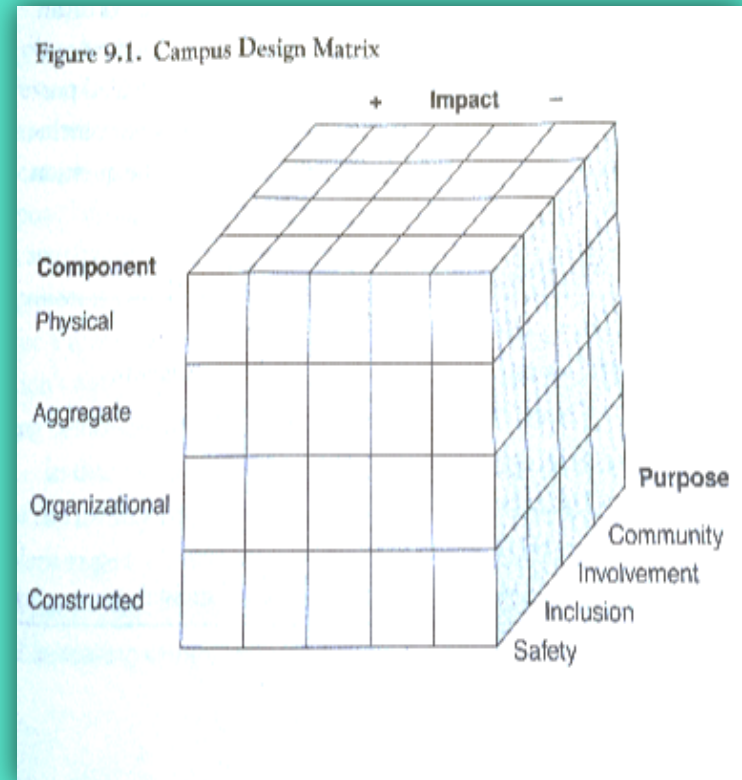


- ▶ “A research technique for the objective, systematic, and quantitative description of the content of communication” (Berelson, 1952, p. 18)
- ▶ **Unobtrusive** (Webb, Campbell, Schwartz, Sechrest, & Grove, 1981)
- ▶ **Deductive approach** (Elo & Kyngas, 2008)
- ▶ **Quantitative** (Berelson, 1952)

CAMPUS DESIGN MATRIX



- ▶ Strange and Banning's (2001) Campus Design Matrix
- ▶ How we utilized the matrix
- ▶ Why the matrix is appropriate for our study (Renn & Patton, 2011)



DATA COLLECTION

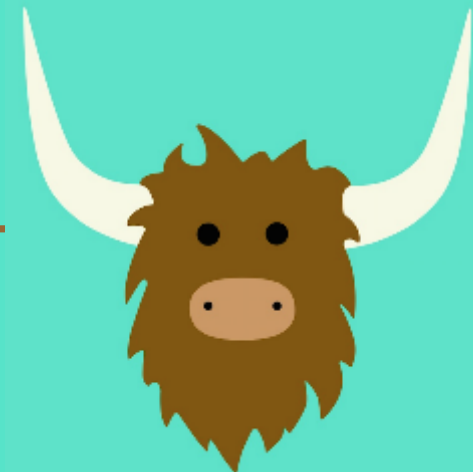


- ▶ We collected the top 10 “Hot Yaks” four times a day
- ▶ for 28 days from Oct. 20- November 16th
 - ▶ Morning (6a- 12p)
 - ▶ Afternoon (12- 6p)
 - ▶ Evening (6p- 12a)
 - ▶ Late Night (12a- 6a)
- ▶ Total of 1,120 yaks
- ▶ Team compiled daily screenshots of the yaks to IU Box
- ▶ Statistical significance: 95% Confidence Level and +/- 3% Sampling Error

RESULTS



RESULTS



▶ Of the 1,120 yaks collected:

- ▶ 42.2% had negative impact
- ▶ 16.8% had positive impact
- ▶ 41% had neutral/no impact

Positive Impact	Negative Impact	Neutral Impact
189	475	462

▶ Of the four purpose:

- ▶ 7.1% related to Safety
- ▶ 13.7% related to Inclusion
- ▶ 12.8% related to Involvement
- ▶ 23.2% related to Community
- ▶ 38.4% did not fit into any of the four purposes

Safety	Inclusion	Involvement	Community	No Category
80	155	145	261	432

DISCUSSION



IMPACT:

The degree to which a yak contributed or detracted from the overall constructed environment of Yik Yak at Indiana



Positive Impact	Negative Impact	Neutral Impact
189	474	453

- ▶ As expected, Positive yaks were in the minority
 - ▶ Hate-reading (Jordan, Monin, Dweck, Lovett, John, & Gross, 2010)
- ▶ Positive: 16.8%
- ▶ Negative: 42.3%
- ▶ Neutral: 40.2%

SAFETY:

The presence of danger, concerns about well-being, security issues, violence, possible harm, and severe depression



Safety		
	N	Percent
Positive Impact	13	1.1%
Negative Impact	58	4.8%
Neutral Impact	9	0.7%

- ▶ Only 7.1% of our sample related to safety
- ▶ Main topics
 - ▶ Alcohol and mental health issues
 - ▶ Little mention of campus services

INCLUSION:

One's sense of belonging, feelings of exclusion, recognition of difference, acceptance of others, and consideration of others in a group's structure



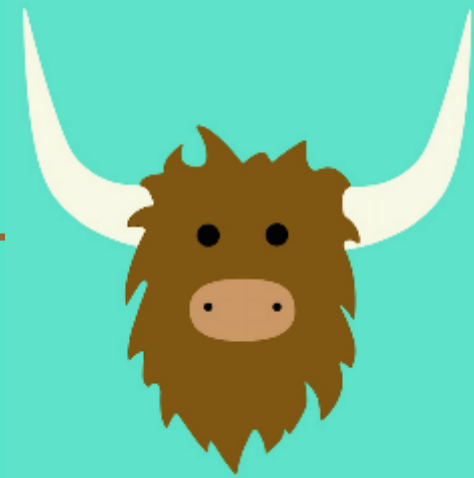
Inclusion		
	N	Percent
Positive Impact	45	3.7%
Negative Impact	70	5.7%
Neutral Impact	40	3.3%

► Negative yaks

- Very few hot yaks on race
- Race & Gender
- Implications with *Can We Talk About Race?* (Tatum, 1997)

INVOLVEMENT:

The amount of effort, time, and energy a student puts forth towards both curricular and co-curricular activities

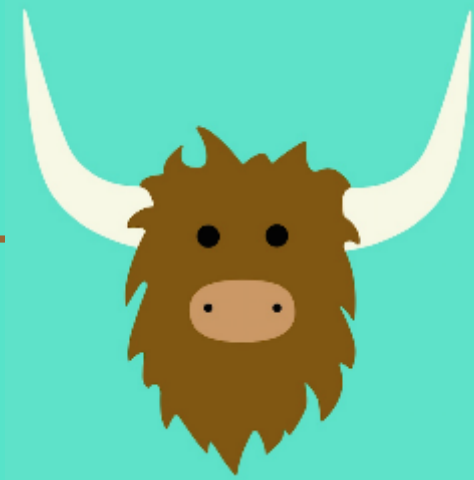


Involvement		
	N	Percent
Positive Impact	30	2.5%
Negative Impact	85	7.0%
Neutral Impact	31	2.5%

- ▶ Negative focus on academics
 - ▶ Unprepared
 - ▶ Procrastination
 - ▶ Not studying at all

COMMUNITY:

The physical location where an individual lives, who people hang out with, or communication about an organization or group that a yakker may or may not be involved in.



Community		
	N	Percent
Positive Impact	55	4.5%
Negative Impact	129	10.6%
Neutral Impact	77	6.3%

- ▶ Social media platforms reflect students' perceived ideas of the community on their college campuses
- ▶ Greek Life, IUDM

IMPLICATIONS



- ▶ “What is America”
- ▶ Strategic Plan & International students
- ▶ Use the app, don't avoid it
 - ▶ Campus resources

FUTURE RESEARCH



- ▶ Explore the 'reply' options within Yik Yak to examine ongoing discourse rather than just net approval
- ▶ Adding lowest yaks and/or all yaks at a given time
- ▶ Developing assessment tool to better capture data

CONCLUSION

- ▶ Students are the center of our work
 - ▶ Meet them where they are

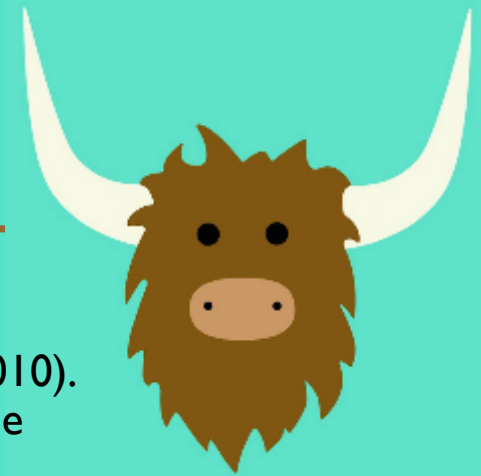


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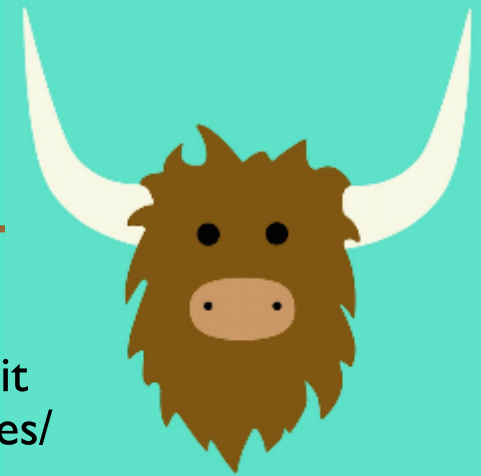
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