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### Bits of emotion

*The process and outcomes of sharing emotions online*

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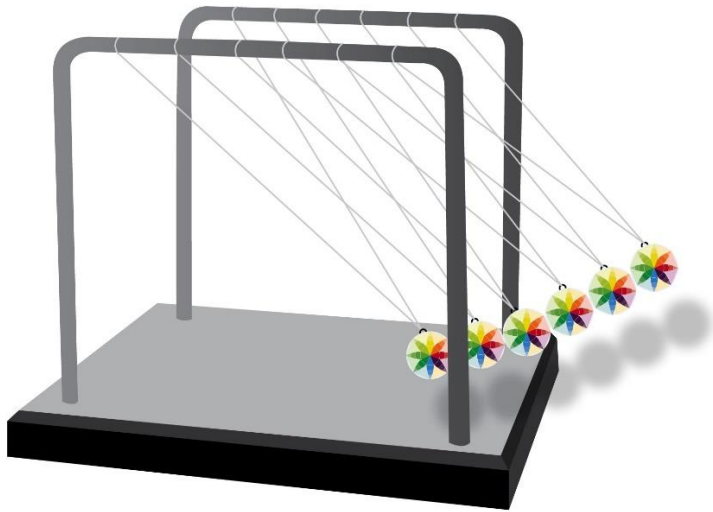
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# English summary



## Bits of emotion:

### The process and outcomes of sharing emotions online

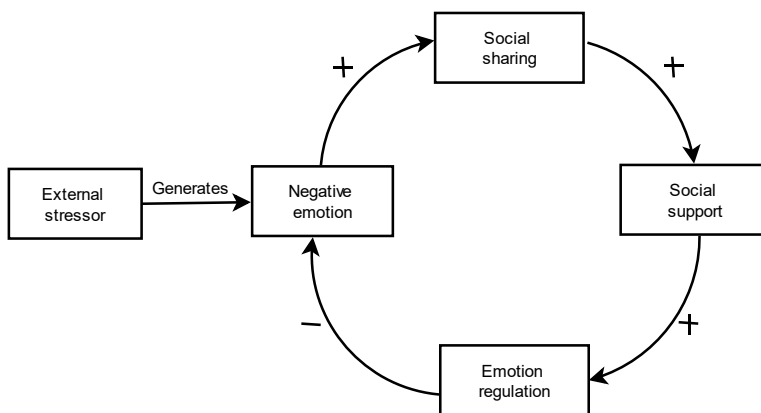
Sharing how we feel online through Social networking sites (SNSs) and other social media (i.e. WhatsApp) seems to have become part of our daily routine. Emotional disclosure is one main function of using online social networks (Manago, Taylor & Greenfield, 2012). The rise in online emotional disclosure has raised concern in parents, educators, the media, and the general public. Academic research on the subject can shed light on the process of sharing emotions online and its outcomes. The overarching question which guided this dissertation was: Which elements constitute the process of online sharing, and how could we better understand possible beneficial effects throughout this process?

With this question in mind, this dissertation presents the results of four empirical studies, which had two overarching aims. First, to look into the process of online sharing of emotions (SSE), to better understand and account for the phenomenon. Second, to investigate possible effects emerging from the process of online SSE. As to the first aim, this dissertation conceived online SSE as having three main subsequent components: SSE initiation, feedback from others to SSE, and the initiator's reaction to this feedback (Rodríguez-Hidalgo, Tan & Verlegh, 2015). In the advancement of the research however, this conceptualization was broadened to better accommodate for: (a) differing types of emotional expressions (such as requesting support); (b) different types of feedback, such as obtaining purely factual information alongside receiving socio-affective replies; (c) more general effects of social support, such as buffering stress (Cohen & Wills, 1985); (d) possible outcomes from online SSE, such as emotion regulation, or the capacity to manage emotions in a beneficial way (Gross, 2007); and (e) the type of emotion-eliciting situation. This broadening of online SSE, to a more general interpersonal online emotion regulation model is shown in Figure 1. This model is further explained in the discussion section of this dissertation.

Regarding the second aim of investigating effects of online emotion sharing, the dissertation employed a nuanced approach which focused on the beneficial aspects of sharing emotions. This was done with the ultimate goal to contribute knowledge to, for example, which feedback conditions would better account for improved effects on emotions. This 'betterment' was conceptualized in terms of emotion regulation, the focus of the last two studies (Chapters 4 and 5). Although other studies had analyzed the phenomenon of online emotion sharing (i.e.

Choi & Toma, 2014), not enough attention had been provided to the processes which lead to emotion regulation online. Regulation was conceived in terms of changes to emotion intensity, or how strongly people feel subjective emotions (Diener, Larsen, Levine, & Emmons, 1985). Strongly based on the social sharing of emotions theory (Rimé, 2009), to further understand effects, the dissertation employed the lens of emotion regulation (Gross, 2007), and studied for instance whether feedback could elicit beneficial strategies to manage emotions, such as reappraisal (Chapter 4), and the interplay between online and face-to-face feedback for regulation (Chapter 5).

*Figure 1.* Extended model of online SSE, including social support and emotion regulation



## Bitter or better? A summary of key findings

Instead of asking: “Is social media good for your emotions?” this dissertation aimed to take a deeper look into the process of online sharing of emotion and its conceptualization, to ask more specific questions into the phenomenon and thus be able to disentangle possible beneficial outcomes. A summary of main findings gathered from the empirical studies include:

- Online, people generally tend to disclose both the emotional event which caused an emotion, with the emotion itself, instead of merely ‘venting’ an emotion (Chapter 2);
- Online, the recipients of these disclosures tend to respond in a helpful manner, i.e. provide empathy, appreciation and emotional support (Chapter 2);

## English summary

- Users who share emotions tend to complement or even substitute their words with an array of paralinguistic cues (i.e. “*ahhh!*,” “*love you <3,*”) to aid the emotional expressiveness of the message (Chapter 3);
- Particularly, paralinguistic expressions which signal touch and affection (i.e. “HUG” tend to be mimicked by the receiving interaction partner (Chapter 3);
- Simply expressing your emotion online may decrease the intensity of your emotion. However, receiving helpful reactions from others could decrease this intensity even more (Chapter 4);
- The beneficial emotional effect of online replies is strengthened when the one who provides feedback is a good friend whom you know well (Chapter 4);
- Online, feedback which makes you change your perspective of the negative situation is most useful to manage your emotions (Chapter 4);
- Receiving supportive replies online can help you feel better, if you are undergoing a stressful life event (Chapter 5);
- Depending on the emotional context of the situation, online replies could be more effective in making you feel less stressed than talking to someone face-to-face, even weeks after receiving this feedback (Chapter 5).

## Implications

This dissertation contributes to the development of theory, method and practice. First, it contributes to the development of theory by:

- Providing a definition of online SSE (Chapter 2);
- Broadening the original model based on SSE theory (Rimé, 2009, Chapter 2) by incorporating the frameworks of social support (Cohen & Wills, 1985), emotion regulation (Gross, 2007) and interpersonal emotion regulation (Zaki & Williams, 2013, Chapter 5);
- Incorporating the notion that online interactions could trigger emotion regulation and comparing the separate contribution of face-to-face and online feedback (Chapters 4 and 5);
- Empirically examining the contribution of affective and cognitive feedback and relational closeness for emotion regulation (Chapter 4);
- Studying online mimicry as part of an interactive communication sequence (Chapter 3);
- Investigating outcomes of online SSE as part of an entire communicative sequence between the sharer of the emotional disclosure and the disclosure recipient (all chapters).

Second, it contributes to methodology by:

- Devising a new algorithm to measure the overall sentiment polarity in blogposts, which can be applied to any emotional text online (Chapter 2);
- Measuring respondents affect intensity alongside an interactive communication sequence (Chapter 4);
- Applying a longitudinal measurement with differing time-lags which correspond to the natural occurrence of a real-life event (Chapter 5);
- Tackling this latter measurement considering within and between-persons' effects.

Third, the extended findings of this dissertation provide a number of practical suggestions for the practice of requesting and receiving social support online, with a focus on beneficial outcomes. These are outlined as three main practical take-away points, which are presented on the next section.

### **How to make online sharing of emotion more effective? Three recommendations for general practice**

The extended findings of this dissertation bring a number of practical suggestions for how to make the best of the process of obtaining and providing socio-emotional support online, both for the sharer of the emotion, as well as those interested in providing feedback.

#### **1** When you seek to receive emotional support online, describe your emotional experience to the full instead of 'ranting'.

This dissertation proposes that the first condition for online social sharing of emotion (SSE) to be effective is that your emotional expression or disclosure (i.e., SSE initiation) concretely tells about the situation which elicited your feelings, and a description of the feelings which accompanied it. This allows those willing to provide feedback to make a complete assessment of the situation, which increases the chances of both receiving and providing beneficial replies. This applies particularly in an online context, where incomplete expressions may make understanding the emotional situation and the feelings elicited more difficult, due to its relative absence of visual and audiovisual cues (Walther, 1996).

## 2 If you want to provide emotional support, help the person change their perspective of the negative situation.

The second condition is that those who provide feedback are attuned to the sharer's feelings and do their best to collaboratively help the person. In Chapter 5, we report the beneficial effects of informational feedback in decreasing stress. Importantly, informative or cognitive feedback should encourage reappraisal of the negative situation, to 'turn the situation around,' by providing different viewpoints and lessons from the experience.

This does not mean that affective expressions, for instance empathy, are discouraged, but as it would seem from this dissertation's results, more informative or cognitive replies have the potential of generating a greater regulation of negative emotional states, as found in Chapter 4. This suggestion again may appear to be especially suitable for online environments, as there are fewer social constraints to immediately provide affective replies, compared to face-to-face. If the goal is to communicate affection, online messages would appear to be more emotionally affective when including an array of paralinguistic cues, such as exclamations and letter repetitions.

## 3 One shot encouragement isn't enough. Walk along and provide support during the whole course of the negative event.

The third condition for effective online SSE is that the person receives supportive feedback throughout the course of an important life event. Findings suggest that emotionally supporting someone is a process which takes time and requires feedback tailored to the particular event the person is experiencing. In Chapter 5, it was found that real-life emotional events are dynamic in nature, causing fluctuations in emotion intensity, depending on how the event unfolds. Importantly, both online and face-to-face support can influence this process differently. Particularly, online support could help someone feel less stressed at the outcome stages of an emotional event.

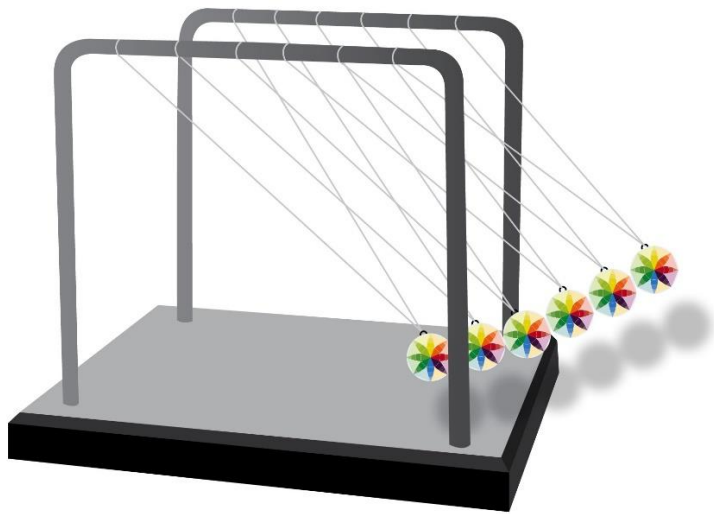
This finding suggests that the affordances of social media, such as asynchronicity, message accessibility and persistence ( Peter & Valkenburg, 2013; boyd, 2010), as well as the qualities of online support to provide informational support (Trepte, Dienlin & Reinecke, 2015) are important to help people to feel more emotionally stable after sharing online.







## Nederlandse samenvatting



## Bits of emotion:

# Het proces en de effecten van het online delen van emoties

Het delen van gevoelens op Sociale Netwerksites (SNSs, bijv. Facebook) en andere sociale media zoals WhatsApp vormt tegenwoordig een deel van onze dagelijkse routine. Het delen van emoties is een van de belangrijkste redenen voor het gebruik van online sociale netwerken (Manago, Taylor & Greenfield, 2012). Het toenemend online delen van emoties heeft bezorgdheid gewekt onder ouders, leraren, media, wetenschappelijk onderzoekers en het algemene publiek. Academisch onderzoek kan licht werpen op het proces van het delen van emotie en mogelijke uitkomsten daarvan. Welke elementen maken deel van uit dit proces, en hoe kunnen wij mogelijke gunstige effecten beter begrijpen?

Met deze vraag in gedachten presenteert dit proefschrift vier wetenschappelijke studies vanuit twee overkoepelende doelstellingen. Ten eerste een diepere blik werpen op het proces van het delen van emoties om dit verschijnsel beter te begrijpen en te verklaren. Ten tweede de mogelijke effecten van het proces van het online delen van emoties nader onderzoeken. Om het eerste doel te bereiken wordt in dit proefschrift het gehele proces van online delen van emoties (Social sharing of emotions, SSE) ingedeeld in drie opeenvolgende componenten: SSE-initiatie door de deler, feedback op SSE, en de delers reacties op de ontvangen feedback (Rodríguez-Hidalgo, Tan & Verlegh, 2015). Naarmate het onderzoek vorderde, werd deze indeling verbreed om de volgende elementen beter te verklaren: (a) verschillende typen van emotionele uitdrukkingen (zoals het vragen om steun); (b) verschillende typen van feedback, zoals het krijgen van puur feitelijke informatie naast het krijgen van socio-affective antwoorden; (c) de meer algemene effecten van sociale steun, zoals het inperken van stress (Cohen & Wills, 1985); (d) mogelijke resultaten van het sociaal delen van emoties, zoals regulatie van emoties, of de mogelijkheid om emoties te managen op een zo gunstig mogelijke manier te hanteren (Gross, 2007); en (e) het type situatie dat emoties veroorzaakt. Deze uitbreiding van online SSE naar een meer algemeen interpersoonlijk model van online emotieregulatie is weergegeven in Figuur 1. In het discussie hoofdstuk van dit proefschrift wordt dit model verder uitgelegd.

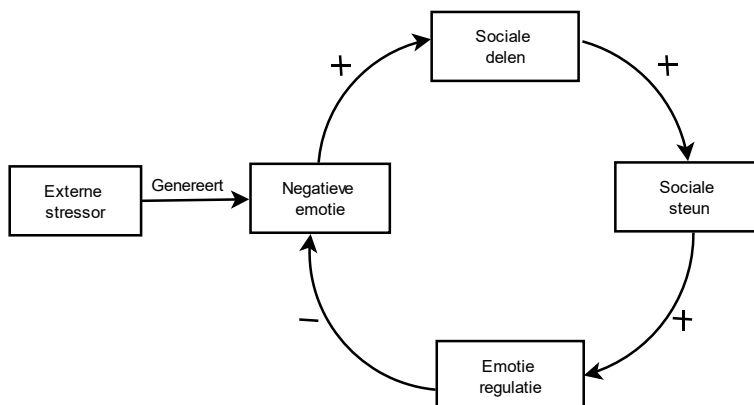
Voor wat betreft het tweede doel, onderzoek naar effecten van online delen van emoties, is in dit proefschrift een genuanceerde invalshoek ingenomen die de positieve aspecten

benadrukt van het online delen van emotie. Deze invalshoek was gekozen om kennis te verwerven over bijvoorbeeld welke condities van feedback resulteren in “verbetering” van emoties. Deze verbetering wordt geformuleerd in termen van de regulatie van emoties, die centraal staat in de laatste twee studies (Hoofdstukken 4 en 5). Hoewel andere studies het fenomeen van sociaal delen van emoties al hebben geanalyseerd (i.e. Choi & Toma, 2014), is er nog niet voldoende aandacht voor de processen van emotieregulatie online. Regulatie wordt geoperationaliseerd in termen van veranderingen van emotionele intensiteit, of hoe sterk mensen subjectieve emoties voelen (Diener, Larsen, Levine, & Emmons, 1985). Voortbouwend op de theorie van het sociaal delen van emoties (Rimé, 2009) gebruikt dit proefschrift emotieregulatie theorie (Gross, 2007) als lens om een aantal SSE-verschijnselen te bestuderen. Een voorbeeld is de vraag of feedback bevorderlijk kan zijn voor het reguleren van emoties, zoals bij een herwaardering van een negatieve situatie (zie Hoofdstuk 4); een ander of en hoe het samenspel tussen online en face-to-face feedback resulteert in regulatie (Hoofdstuk 5).

### **Bitter of beter? Samenvatting van belangrijke bevindingen**

In plaats van de algemene vraag te stellen: ‘is het gebruik van sociale media goed voor je emoties?’ had dit proefschrift als doel om een diepere blik te werpen op het proces van het online delen van emoties en het te conceptualiseren, en om dieper in te gaan op het fenomeen om mogelijk positieve effecten te ontrafelen.

*Afbeelding 1.* Uitgebreid model van online sociale delen van emoties, inclusief sociale steun en emotieregulatie



De voornaamste empirische bevindingen zijn:

- Mensen hebben in onlinecommunicatie meer de neiging om zowel de emotionele gebeurtenis als de oorzaak van de emotie te onthullen, in plaats van het alleen 'ventileren' van de emotie (Hoofdstuk 2);
- Ontvangers van online emotionele onthullingen hebben de neiging om op behulpzame wijze te antwoorden, door bijvoorbeeld empathie, emotionele waardering en ondersteuning te geven (Hoofdstuk 2);
- Gebruikers die emoties online delen door middel van tekst, gebruiken vaak een set van paralinguïstische tekens (bijvoorbeeld: "ahhh!," of "ik hou van jou <3," ) om hun woorden aan te vullen of zelfs te vervangen, en zodoende hun uitdrukkingsvermogen te faciliteren (Hoofdstuk 3);
- Vooral paralinguïstische uitdrukkingen refererend aan aanraking en fysieke affectie (bijv."HUG") worden vaak gekopieerd door de ontvangende interactiepartner (Hoofdstuk 3);
- Alleen al door het uiten van emotie online kan je je stabielere voelen, maar de ondersteunende reacties van anderen zorgen ervoor dat je je nog beter gaat voelen (Hoofdstuk 4);
- Het emotioneel weldadige effect van online antwoorden wordt versterkt wanneer dit gebeurt door een goede vriend die je ook goed kent (Hoofdstuk 4);
- Feedback die het perspectief op de negatieve situatie kan helpen veranderen, is het meest nuttig bij het managen van je emoties (Hoofdstuk 4);
- Het online krijgen van ondersteunende antwoorden kan je helpen je beter te voelen, vooral als je een stressvolle levensgebeurtenis meemaakt (Hoofdstuk 5);
- Afhankelijke van de context zouden online commentaren effectiever kunnen zijn dan face-to-face contacten bij het verminderen van stress, zelfs nog weken later (Hoofdstuk 5).

## Implicaties

Dit proefschrift draagt bij aan de ontwikkeling van theorie, methode en praktijk. Ten eerste, draagt het bij aan de ontwikkeling van theorie door:

- Het verschaffen van een definitie van online SSE (Hoofdstuk 2);
- De uitbreiding van een oorspronkelijk model gebaseerd op SSE theorie (Rimé, 2009, Hoofdstuk 2), door het opnemen van de theoretische kaders van sociale steun (Cohen & Wills, 1985), emotieregulatie (Gross, 2007) en interpersoonlijke emotieregulatie (Zaki & Williams, 2013, Hoofdstuk 5).

- Het opnemen in de theorie van het inzicht dat online interacties emotieregulatie in gang kunnen zetten, en het vergelijken van de afzonderlijke bijdragen van face-to-face en online feedback (Hoofdstukken 4 en 5);
- Het empirisch onderzoeken van de bijdrage van affectieve en cognitieve feedback en het emotioneel nabijheid voor emotieregulatie (Hoofdstuk 4);
- Het bestuderen van *online mimicry* als bestanddeel van opeenvolgende SSE-interacties (Hoofdstuk 3);
- Het onderzoeken van de uitkomsten van online SSE als onderdeel van opeenvolgende communicatie volgorde tussen de deler van de emotionele onthulling en de ontvanger (alle hoofdstukken).

Ten tweede draagt dit proefschrift bij aan onderzoeksmethoden:

- Een nieuwe algoritme om de algemene sentimentele polariteit in blogposten te meten, een algoritme die toegepast kan worden om elke emotionele tekst online (Hoofdstuk 2);
- Het meten van de emotionele intensiteit van respondenten tijdens een interactieve en sequentiële communicatieve uitwisseling (Hoofdstuk 4);
- Het toepassen van longitudinale meting met differentiële tijdverschillen, die overeenstemmen met de natuurlijke volgorde van een belangrijke gebeurtenis in het echte leven (Hoofdstuk 5);
- Het meenemen in deze laatste meting van binnen en tussen personen effecten.

Ten derde hebben de uitgebreide bevindingen van dit proefschrift een aantal praktische implicaties voor het vragen en verstrekken van online sociale steun, met de nadruk op gunstige effecten. Deze worden geschetst in de volgende sectie hieronder, in de vorm van drie voornaamste 'take-away points'.

## **Hoe maak je het online delen van emotie effectiever? Drie suggesties voor de algemene praktijk**

De uitgebreide bevindingen in dit proefschrift vormen de inspiratie voor enkele praktische implicaties om het beste te halen uit het online delen van emoties en online-ondersteuning van anderen, zowel voor de deler van de emotie, als voor diegene die geïnteresseerd is in het verstrekken van feedback.

## 1 Als je online ondersteuning wil, beschrijf dan je complete emotionele ervaring, in plaats van emoties alleen te ‘ventileren’

Dit proefschrift stelt voor dat de eerste voorwaarde om online delen van emotie effectief te maken is dat jouw emotionele onthulling (e.g. het initiëren van SSE), concreet verhaal doet over de situatie en jouw gevoelens. Dit vergemakkelijkt de taak van luisteraars om een complete beoordeling van de situatie te maken, met als gevolg toename van de kansen om werkzame boodschappen te krijgen en geven. Hoofdstuk 2 laat zien dat mensen meer empathische reacties kregen op blogposten waarin zowel gevoelens als ervaringen werden getoond vergeleken met blogposten waarin mensen alleen de emoties simpelweg uitten. Dit inzicht kan vooral in een online context toegepast worden, waar incomplete uitdrukkingen het begrijpen van de emotionele situatie en gevoelens kunnen bemoeilijken, vanwege het relatief gebrek aan visuele en audiovisuele signalen (Walther, 1996).

## 2 Als je emotionele steun wil verstrekken, help de persoon dan het perspectief van de negatieve situatie te veranderen

De tweede voorwaarde is dat feedback is afgestemd op de behoeften van delers. Daarnaast is het belangrijk dat feedback verstrekkers hun best doen om in samenspraak met de delers hen te helpen. In Hoofdstuk 5 werd gerapporteerd over de gunstige effecten van informatiele feedback in het verminderen van stress. Het is belangrijk dat informatiele of cognitieve antwoorden de herwaardering van de situatie aanmoedigen, de situatie ‘omdenken,’ en verschillende perspectieven en lessen te bieden vanuit de emotionele ervaring.

Dit betekent niet dat affectieve uitdrukkingen, bij voorbeeld empathische, vermeden moeten worden. Echter, zoals blijkt uit de resultaten van dit proefschrift, hebben meer informatieve en cognitieve antwoorden het potentieel om een sterkere regulatie van negatieve emoties uit te lokken, zoals werd gevonden in Hoofdstuk 4. Deze suggestie blijkt weer vooral toepasselijk te zijn in online omgevingen, want daar gelden minder sociale beperkingen om onmiddellijk affectieve antwoorden te geven, vergeleken met face-to-face. Als het doel is genegenheid te communiceren, kunnen zulke uitdrukkingen realistischer en emotionele affectiever zijn wanneer paralinguïstische tekens worden gebruikt, zoals uitroepetekens en letterrepetities.

### 3 Een keer iemand aanmoedigen is niet genoeg. Loop met iemand 'samen op' en steun hem of haar tijdens het hele emotionele traject van een ingrijpende gebeurtenis.

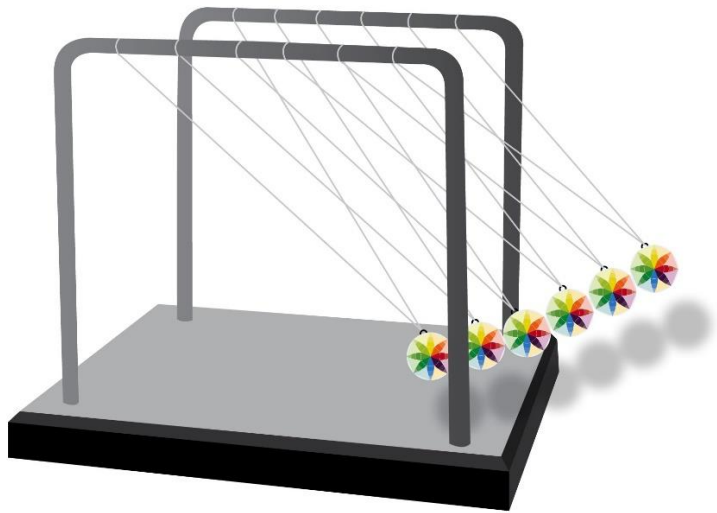
De derde voorwaarde voor effectieve feedback is dat ondersteunende feedback wordt gegeven aan de persoon tijdens het hele traject van een emotionele gebeurtenis. De bevindingen suggereren dat iemand emotioneel steunen een proces is dat tijd in beslag neemt en vraagt om feedback die aangepast is aan het specifieke moment van een belangrijke levensgebeurtenis. In Hoofdstuk 5 vinden wij dat emotionele momenten uit het 'echte-leven' van nature dynamisch zijn, en fluctuaties in emotionele intensiteit veroorzaken naarmate de gebeurtenis vordert. Van belang is dat het contact online en 'face-to-face-' dit proces verschillend kunnen beïnvloeden. Opmerkelijk is dat online sociale steun iemand daadwerkelijk kan helpen zich minder gestrestst te voelen in de eindfase van een emotionele gebeurtenis.

Deze bevinding suggereert dat de eigenschappen van sociale media, zoals asynchroniciteit, de toegankelijkheid en permanente karakter van boodschappen (Peter & Valkenburg, 2013), plus de kwaliteiten van online steun om informatiele steun te verstrekken (Trepte, Dienlin & Reinecke, 2015), belangrijk zijn om mensen te helpen om zich emotioneel stabiel te voelen





## Resumen en español



## Bits of emotion:

# El proceso y resultados de compartir emociones en línea

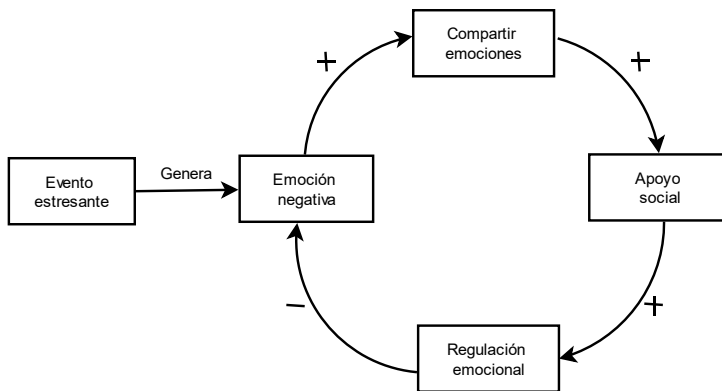
El compartir como nos sentimos a través de sitios de redes sociales en línea (SNSs, por sus siglas en inglés) y otras redes sociales (tal como WhatsApp) pareciera formar parte de nuestra rutina diaria. Una de las principales funciones al utilizar redes sociales en línea es la de revelar emociones (Manago, Taylor & Greenfield, 2012). El aumento de las revelaciones emocionales en línea ha generado preocupación en padres, educadores, medios de comunicación y el público en general. La investigación académica sobre este tema podría entregar luces sobre el proceso de compartir emociones en línea y sus resultados. La pregunta global que guió esta disertación fue: ¿Cuáles elementos constituyen el proceso de compartir emociones en línea y cómo podríamos entender mejor los posibles efectos beneficiosos a lo largo de este proceso?

Con esta cuestión en mente, esta disertación presenta los resultados de cuatro estudios empíricos, con dos objetivos principales. Primero, estudiar el proceso de compartir emociones en línea (SSE, por sus siglas en inglés) para comprender y considerar mejor este fenómeno. Segundo, investigar los posibles efectos que emergen de éste proceso. Con respecto al primer objetivo, esta disertación concibe el compartir emociones en línea en tres componentes subsiguientes: iniciación de SSE, las respuestas de otros a este SSE, y la reacción del iniciador a la retroalimentación (Rodríguez-Hidalgo, Tan & Verlegh, 2015). Sin embargo, a medida que avanzó la investigación, esta conceptualización fue ampliada para mejor acomodar a: (a) distintos tipos de expresiones emocionales (como el solicitar apoyo); (b) diferentes tipos de retroalimentación, como el obtener pura información factual junto a recibir respuestas socio-afectivas; (c) los efectos generales del apoyo social, como el de contener el estrés (Cohen & Wills, 1985); (d) posibles resultados del proceso de SSE en línea, como la regulación de emociones, o la capacidad de manejar emociones de manera beneficiosa (Gross, 2007); y (e) el tipo de situación que gatilla una emoción. Esta ampliación desde la conceptualización de SSE en línea a un modelo más general de regulación interpersonal de emociones se muestra en la Figura 1. Este modelo es explicado con más detalle en la sección discusión de esta disertación.

Respecto al segundo objetivo de investigar los efectos de compartir emociones en línea, esta disertación se aproxima a este tema de manera matizada, enfocándose en el aspecto

beneficioso de compartir emociones. Esto con la finalidad última de contribuir conocimiento a, por ejemplo, cuales condiciones de retroalimentación podrían dar cuenta de efectos de mejora emocional. Esta ‘mejora’ fue conceptualizada en términos de regulación de emociones, el foco de los dos últimos estudios (Capítulos 4 y 5). Aunque otros estudios han analizado el fenómeno de compartir emociones en línea (ej. Choi & Toma, 2014), los procesos que llevan a la regulación de emociones en línea no han recibido suficiente atención. La regulación fue concebida en términos de cambios en intensidad emocional, o que tan fuertemente las personas sienten la emoción subjetivamente (Diener, Larsen, Levine & Emmons, 1985). Fuertemente basada en la teoría del compartir emociones socialmente (Rimé, 2009), para entender efectos más profundamente esta disertación utiliza el lente de la regulación de emociones (Gross, 2007) y estudió por ejemplo si es que la retroalimentación podría desencadenar estrategias beneficiosas para manejar las emociones, como la reevaluación cognitiva (Capítulo 4) y la dinámica entre la retroalimentación en línea y cara a cara para la regulación (Capítulo 5).

*Figura 1.* Modelo ampliado de compartir emociones en línea, considerando el apoyo social y la regulación de emociones



## Dulce o amargo? Un resumen de resultados claves

En vez de preguntar: “¿Son las redes sociales buenas para tus emociones?” esta disertación apuntó a investigar el proceso de compartir emociones en línea y su conceptualización de manera más profunda, haciéndose preguntas más específicas sobre el

fenómeno y facilitar el desentrañar posibles resultados beneficiosos. Un resumen de los principales resultados de los estudios empíricos incluye:

- En línea, las personas generalmente tienden a revelar ambos el evento emocional que causó la emoción, junto con la emoción en sí, en vez de meramente ‘ventilar’ una emoción (Capítulo 2);
- En línea, los receptores de estas revelaciones emocionales tienden a responder de una manera beneficiosa, i.e. entregan empatía, aprecio y apoyo emocional (Capítulo 2);
- Los usuarios que comparten emociones tienden a complementar o incluso sustituir sus palabras con una variedad de signos paralingüísticos (ej. ‘ahhh!’, ‘te amo <3’) para mejorar la expresividad del mensaje (Capítulo 3);
- Particularmente, las expresiones paralingüísticas que denotan tacto y afecto (ej. “HUG” tienden a ser imitadas por el compañero receptor de la interacción (Capítulo 3);
- Simplemente expresar tu emoción en línea puede disminuir la intensidad de la misma. Sin embargo, el recibir reacciones prosociales de otros puede disminuir esta intensidad aún más (Capítulo 4);
- Este efecto emocional beneficioso de las respuestas en línea es fortalecido cuando el que provee retroalimentación es un buen amigo que conoces bien (Capítulo 4);
- En línea, la retroalimentación que cambia tu perspectiva de la situación negativa es la más beneficiosa para manejar tus emociones negativas (Capítulo 4);
- El recibir respuestas de apoyo en línea puede ayudarte a sentir mejor si estás viviendo un evento estresante (Capítulo 5);
- Dependiendo del contexto emocional de la situación, las respuestas en línea podrían ser más efectivas en reducir el estrés que hablar con alguien cara a cara, incluso semanas después de recibida esta retroalimentación (Capítulo 5).

### **Implicancias**

Esta disertación contribuye al desarrollo de teoría, método y práctica. Primero, contribuye al desarrollo de teoría al:

- Entregar una definición de compartir emociones en línea (SSE, por sus siglas en inglés, Capítulo 2);
- Ampliar el modelo original basado en la teoría de SSE (Rimé, 2009, Capítulo 2) al incorporar los marcos teóricos del apoyo social (Cohen & Wills, 1985), la regulación de emociones (Gross, 2007) y la regulación interpersonal de emociones (Zaki & Williams, 2013, Capítulo 5);

- Incorporar la noción de que las interacciones en línea podrían desencadenar la regulación de emociones y comparar la contribución separada de la retroalimentación cara a cara y en línea (Capítulos 4 y 5);
- Examinar empíricamente la contribución de las respuestas afectivas y cognitivas y la cercanía relacional para la regulación de emociones (Capítulo 4);
- Estudiar la mímica en línea como parte de un proceso secuencial de comunicación interactivo (Capítulo 3);
- Investigar los resultados de SSE en línea como parte de una secuencia comunicativa completa entre quien comparte la emoción y el receptor de la revelación emocional (todos los capítulos).

Segundo, hace un aporte metodológico al:

- Concebir un nuevo algoritmo para medir la polaridad de la emoción en mensajes en blogs, el que puede ser aplicado a cualquier texto emocional en línea (Capítulo 2);
- Medir la intensidad afectiva de los respondientes junto a una secuencia de comunicación interactiva (Capítulo 4).
- Aplicar una medida longitudinal con intervalos de tiempo diferidos, los cuales corresponden a una secuencia natural de un evento de la vida real (Capítulo 5);
- Enfrentar esta última medición considerando efectos dentro y entre sujetos.

Tercero, los resultados ampliados de esta disertación entregan un número de sugerencias para la práctica de solicitar y recibir apoyo social en línea, enfocados en resultados beneficiosos. Estos son descritos en la forma de tres sugerencias prácticos principales en la sección siguiente.

### **¿Cómo hacer más efectivo el compartir emociones en línea? Tres recomendaciones para la práctica general**

Los resultados ampliados de esta disertación traen un número de sugerencias prácticas para obtener lo mejor del proceso de obtener y proveer apoyo socio-emocional en línea, ambos para quien comparte la emoción, así como para aquellos interesados en entregar retroalimentación.

## 1 Cuando buscas recibir apoyo emocional en línea, describe tu experiencia emocional de manera completa, en vez de ‘ventilar’ emociones.

Esta disertación propone que la primera condición para que el compartir emociones en línea (SSE, por sus siglas en inglés) sea efectivo es que la expresión emocional o revelación (es decir, iniciación SSE), cuente concretamente acerca de la situación que desencadenó tus sentimientos, y una descripción de las emociones que la acompañaron. Esto permite a aquellos dispuestos a entregar retroalimentación el evaluar completamente la situación, lo cual aumenta las posibilidades de recibir, tanto como de entregar, retroalimentación beneficiosa. Esto aplica particularmente en un contexto en línea, donde las expresiones incompletas pueden dificultar el entender la situación emocional y los sentimientos desencadenados, debido a la relativa ausencia de signos visuales y audiovisuales (Walther, 1996).

## 2 Si deseas entregar apoyo emocional, ayuda a la persona a cambiar su perspectiva de la situación negativa.

La segunda condición es que aquellos que proveen la retroalimentación estén en sintonía con los sentimientos de quien comparte y hagan lo mejor para ayudar a la persona colaborativamente. En el Capítulo 5 se reporta sobre los efectos beneficiosos de las respuestas informativas en disminuir el estrés. De manera importante, la retroalimentación informativa o cognitiva debería incentivar la reevaluación de la situación negativa, para ‘darle una vuelta a la situación’, al entregar diferentes puntos de vista y lecciones de la experiencia.

Esto no significa que las expresiones afectivas, como por ejemplo la empatía, sean desalentadas, pero como pareciera emerger de los resultados de esta disertación, las respuestas más informativas o cognitivas tienen el potencial de generar una mayor regulación de estados emocionales negativos, como se encontró en el Capítulo 4. Esta sugerencia podría de nuevo parecer especialmente apropiada para ambientes en línea, ya que hay menores restricciones sociales para entregar respuestas afectivas inmediatamente, en comparación con cara a cara. Si la meta es comunicar afecto, los mensajes en línea pueden parecer ser más emocionalmente afectivos cuando éstos incluyen una serie de signos paralingüísticos, como exclamaciones y repeticiones de letras.

### 3 Dar apoyo solamente una vez no es suficiente. Camina junto a una persona durante el transcurso completo del evento negativo.

La tercera condición para que el SSE en línea sea efectivo es que la persona reciba respuestas apoyadoras a través de todo el transcurso de un evento de vida importante. Los resultados sugieren que apoyar a alguien emocionalmente es un proceso que toma tiempo y requiere respuestas que encajen con el evento particular que la persona está experimentando. En el Capítulo 5, se encontró que eventos emocionales de la 'vida real' son dinámicos en su naturaleza, provocando fluctuaciones en la intensidad emocional dependiendo sobre como el evento se desarrolla. De manera importante, ambos el apoyo en línea y cara a cara puede influenciar este proceso de manera diferente. Particularmente el apoyo emocional puede ayudar a alguien a sentirse menos estresado en las etapas finales de un evento emocional.

Este último resultado sugiere que las posibilidades entregadas por las redes sociales, tales como la asincronicidad, la accesibilidad de mensajes y la persistencia (Peter & Valkenburg, 2013; boyd, 2010), así como las cualidades del apoyo en línea para entregar apoyo informacional (Trepte, Dienlin, & Reinecke, 2015) son importantes para ayudar a las personas a sentirse más emocionalmente estables tras compartir en línea.





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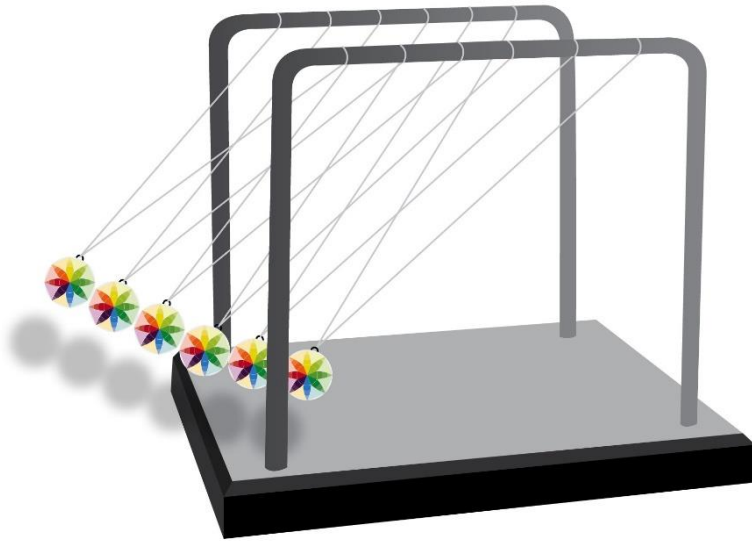
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## Authorship contributions



## Chapter 2

### **The Social Sharing of Emotion (SSE) in online social networks: A case study in Live Journal**

Researchers involved (with initials): Carmina Rodríguez-Hidalgo (CRH), Ed Tan (ET), Peeter Verlegh (PV). Invited contributor: Marijn Vriens.

<b>Author contributions</b>	<b>Contribution</b>	<b>Substantial contribution</b>
Conceptualization (Main idea, theory)	PV	CRH, ET
Methodology (Design, operationalization)	ET	CRH
Data collection		CRH, MV
Data analysis		CRH
Data interpretation	ET, PV	CRH
Writing (original draft preparation)		CRH
Writing (review and editing)		CRH, ET, PV

## Chapter 3

### **Expressing emotions in blogs: The role of textual paralinguistic cues in online venting and social sharing posts**

Researchers involved (with initials): Carmina Rodríguez-Hidalgo (CRH), Ed Tan (ET), Peeter Verlegh (PV).

<b>Author contributions</b>	<b>Contribution</b>	<b>Substantial contribution</b>
Conceptualization (Main idea, theory)	ET	CRH, PV
Methodology (Design, operationalization)	ET, PV	CRH
Data collection		CRH
Data analysis and interpretation	ET, PV	CRH
Writing (original draft preparation)		CRH
Writing (review and editing)		CRH, ET, PV

## Chapter 4

**Do I feel better now? Investigating the intra and interpersonal emotion regulation of sadness through Facebook**

Researchers involved (with initials): Carmina Rodríguez Hidalgo (CRH), Ed Tan (ET), Peeter Verlegh (PV). Invited co-author: Osvaldo Corrales (OC). Guest contributor: Helen Schonborn (HS).

<b>Author contributions</b>	<b>Contribution</b>	<b>Substantial contribution</b>
Conceptualization (Main idea, theory)	HS	CRH, ET
Methodology (Design, operationalization)	HS	CRH, ET, PV
Data collection		CRH, OC
Data analysis		CRH
Data interpretation		CRH, PV, ET
Writing (original draft preparation)		CRH
Writing (review and editing)		CRH, ET, PV

## Chapter 5

### **Don't stress me now: The impact of face-to-face and online feedback prosociality on stress during an important life event**

Researchers involved (with initials): Carmina Rodríguez Hidalgo (CRH), Ed Tan (ET), Peeter Verlegh (PV). Invited co-authors: Ine Beyens (IB), Rinaldo Kühne (RK). Invited contributors: Ellen Hamaker (EH), Daniel Halpern (DH).

<b>Author contributions</b>	<b>Contribution</b>	<b>Substantial contribution</b>
Conceptualization (Main idea, theory)		CRH, ET, PV
Methodology (Design, operationalization)	ET, PV	CRH
Data collection	CRH	DH
Data analysis	EH, IB	CRH
Data interpretation	IB, RK	CRH, PV, ET
Writing (original draft preparation)		CRH
Writing (review and editing)	RK, IB	CRH, ET, PV









## About the author

Carmina Rodríguez Hidalgo (1979) obtained her bachelor in Communication Science at the University of Chile in 2002, where she also obtained the professional title of Journalist in 2003. Since her graduation and until 2007, Carmina worked as a journalist in media outlets in her hometown Santiago, particularly media in English such as The Santiago Times and the Reuters news agency. In 2002, she enjoyed a stint as an intern media researcher at the Dutch firm Van Dusseldorp & Partners in Amsterdam, where she researched about interactive television.



In 2008, Carmina emigrated to The Netherlands to pursue a Research Master in Communication Science at the University of Amsterdam, for which she received the Amsterdam Merit Scholarship for outstanding students from outside the European Union. From 2010 until 2012, Carmina was a research intern assistant at the Amsterdam School of Communication Research (ASCoR) at the University of Amsterdam, first to Dr. Suchi Joshi and then to Dr. Doeschka Anschutz. In 2011, she obtained her research master in communication science with a master thesis centering on online privacy. The year after, Carmina passed the NTT2 (Dutch as a second language) state examination, a parallel study to her master studies, during a Dutch language program for non-Europeans offered by the Dutch government. In 2016, Carmina decided to naturalize as Dutch, while maintaining her Chilean nationality.

In 2013, Carmina was awarded a scholarship from the Chilean government to pursue a doctorate degree in Communication Science abroad and began her period as a PhD student at ASCoR, under the lead of Prof. Dr. Ed Tan and Prof. Dr. Peeter Verlegh. Her PhD focused on the online social sharing of emotions, which resulted in this dissertation. During her time as a PhD student, Carmina published in a high rank international journal and presented at several Dutch, Chilean, and International conferences. In 2014, she spent a month to conduct lab research as a visiting scholar at professor Adam Joinson's Behavioral Research Lab at the University of the West of England (UWE). She also has participated in international doctoral colloquiums in Tübingen, Germany (2015) and in Fukuoka, Japan (2016). In addition, Carmina became involved with teaching courses at the UvA Communication Science

## About the author

Department, ranging from Introduction to Communication Science to internship supervision of Dutch and international bachelor students.

Throughout her PhD, Carmina has been an active member of the academic community, serving as reviewer for international conferences such as the International Communication Association (ICA) and the Association for Internet Researchers (AoIR). Since 2016, she attends bi-monthly meetings of the Amsterdam Interdisciplinary Centre for Emotion (AICE) at the Faculty of Psychology at the University of Amsterdam. In the same year, she was a founding member of In.NL, a growing network of Chilean master and doctoral students in The Netherlands. As a member in charge of external communications, Carmina helped organize and spread the word about successful scientific In.NL conferences in Delft University (February 2017), Wageningen University (February 2018), and at the University of Groningen (December 2018). Carmina is married and a proud mother to daughters Isabella (2009) and Lucía (2015). Her drive and passion is to continue investigating outcomes of mediated digital interactions between humans and beyond, such as with digital agents and social robots.

## Journal publications

Rodríguez-Hidalgo, C., Tan, E. S., & Verlegh, P. W. (2017). Expressing emotions in blogs: The role of textual paralinguistic cues in online venting and social sharing posts. *Computers in Human Behavior*, 73, 638-649.

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## Selected conference papers (Peer reviewed)

Rodríguez Hidalgo, C.T., Tan, E.S.H. & Verlegh, P. W. (2018, April). Affect regulation on social networking sites: the case of Facebook. Conference presentation at the Consortium of European Research on Emotion (CERE). Glasgow University, Glasgow, Scotland.

- Rodríguez-Hidalgo, C.T. & Alfaro, A., Gloel, M. (2017, November). Facebook groups and Chilean youth's academic preparation for the PSU test. Conference paper presented during the 4th Congress of the Chilean Association of Communication Researchers (INCOM). Santiago, Chile.
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