Overview of publications based on Project AWeSome data

Citation	Data	Participants/Observations	Analyses	Variables used[1]
Beyens, I., Pouwels, J. L., van Driel, I. I., Keijsers, L., & Valkenburg, P. M. (2020). The effect of social media on well-being differs from adolescent to adolescent. *Scientific Reports, 10.* 10763, http://doi.org//10.1038/s41598-020-67727-7	Pilot Study - ESM data	*N* = 63; 2,155 observations	Multilevel modeling	• Social media use: Time spent on WhatsApp, Instagram, 3rd platform (total + per platform; active/passive). • Affective well-being (1 item)
Pouwels, J. L., Valkenburg, P. M., Beyens, I., Driel, I. I., & Keijsers, L. (2021). Social media use and friendship closeness in adolescents' daily lives: An experience sampling study. *Developmental Psychology, 57 (2),* 309-323. http://doi.org/10.1037/dev0001148	Intensive Longitudinal Cohort Study -ESM data W1	*N* = 387; 34,930 observations	Multilevel modeling	• Social media use: WhatsApp, Instagram, Snapchat (1 dummy variable per platform based on 8 items) • Social media use with close friends (1 dummy variable per platform based on 1 item) • Closeness to friends (1 item)
Valkenburg, P. M., Beyens, I., Pouwels, J. L., van Driel, I. I. & Keijsers, L. (2021). Social media and adolescents' self-esteem: Heading for a person-specific media effects paradigm. *Journal of Communication, 71 (1),* 56-78. http://doi.org/10.1093/joc/jqaa039	Intensive Longitudinal Cohort Study -ESM data W1	*N* = 387; 34,930 observations	DSEM AR1 model	• Social media use: Time spent on WhatsApp, Instagram, Snapchat (total; 8 items) • Self-esteem (1 item)
Valkenburg, P. M., Pouwels, J., Beyens, I., van Driel, I. I., & Keijsers, L. (in press). Adolescents' social media experiences and their self-esteem: A person-specific susceptibility perspective. *Technology, Mind, and Behavior.* https://doi.10.31234/osf.io/hcnez	Intensive Longitudinal Cohort Study • ESM data W2 • Pre-ESM survey 2 Biweekly survey 15 & 16	*N* = 300; 21,970 observations	DSEM AR1 models	• Social media use: Valence (1 items) • Social media use: Time spent (across platforms: WhatsApp, Instagram, Snapchat; 3 items) • Gender • Self-esteem & self-esteem instability (1 item) • Self-esteem contingencies
van Driel, I. I., Pouwels, J. L., Beyens, I., Keijsers, L., & Valkenburg, P. M. (2019). *'Posting, scrolling, chatting and snapping: Youth (14-15) and social media in 2019.* Amsterdam: Center for Research on Children, Adolescents, and the Media (CcaM), University of Amsterdam. https://doi.org/10.17605/OSF.IO/V5TXZ	National survey data	*N* = 1,000	Descriptive Statistics	• Social media use: frequency, duration, activities per platform; feedback; social comparison; self-regulation • Phone use
Verbeij, T., Pouwels, J. L., Beyens, I., & Valkenburg, P. M. (2021). The accuracy and validity of self-reported social Media use measures among adolescents. *Computers in Human Behavior Reports, 3,* 100090, https://doi.org/10.31234/osf.io/p4yb2	Intensive Longitudinal Cohort Study - • ESM data W2 • Tracking/Screen state data ESM 2 • Pre-ESM survey 2 • Biweekly surveys 14 & 16	Subsample of 125 Android users with continuously tracked social media use during ESM 2 • ESM: 10,591 observations • Biweekly surveys: 488 observations • Pre-ESM survey: 125 observations	T-tests & Correlations	• Social media use: Time spent on WhatsApp, Instagram, Snapchat (total & per platform; 3 items)

Overview of preprint publications based on Project AWeSome data

Citation	Data	Participants/Observations	Analyses	Variables used[1]
Beyens, I., Pouwels, J. L., van Driel, I. I., Keijsers, L., & Valkenburg, P. M. (2021). Social media use and adolescents' well-being: Developing a typology of person-specific effect patterns. *PsyArXiv*. https://doi.org/10.31234/osf.io/ftygp	Intensive Longitudinal Cohort Study - ESM data W1	*N* = 387; 34,930 observations	DSEM AR1 models	• Social media use: Time spent on active private/passive private/passive public social media use (across platforms: WhatsApp, Instagram, Snapchat; 8 items) • Affective well-being (1 item)
Pouwels, J. L., Valkenburg, P. M., Beyens, I., Driel, I. I., & Keijsers, L. (2021). Adolescents' social media use and friendship closeness: A person-specific investigation of the rich-get-richer and poor-get-richer hypotheses. *PsyArXiv*. http://doi.org/10.31234/osf.io/mdfzj	Intensive Longitudinal Cohort Study - • ESM data W2 • Biweekly survey 1 (baseline), 3-9 (follow-up). • Exploratory analyses: bi-weekly survey 10-13	Subsample of social media users *N* = 383 participants who participated in the ESM study of whom 373 completed one or more follow-up surveys. • 383 baseline surveys (partially) completed • 35,099 ESM surveys (partially) completed • 2,208 follow-up surveys (partially) completed	DSEM AR1 models & Multi-level growth curve models	Bi-Weekly Survey 1 • Friendship support (2 items) • Loneliness (5 items) ESM • Social media use: WhatsApp, Instagram, Snapchat (1 dummy variable per platform based on 8 items) • Social media use with close friends (1 dummy variable per platform based on 1 item) • Closeness to friends (1 item) Bi-Weekly Survey 3-13 • Closeness to friends (1 item)
Siebers, T., Beyens, I., Pouwels, J. L. &Valkenburg, P. M. (2021). Social media and distraction: An experience sampling study among adolescents. *OSF Preprints*. https://doi.org/10.31219/osf.io/vd3q2	Intensive Longitudinal Cohort Study - ESM data W1	Subsample of social media users *N* = 383; 35,099 observations	Multilevel modeling	• Social media use: Time spent (across platforms: WhatsApp, Instagram, Snapchat; 8 items) • Failure of attentional control: Distraction (1 item)
Valkenburg, P. M., Beyens, I., Pouwels, J. L., van Driel, I. I., & Keijsers, L. (2021). Social media browsing and adolescent well-being: Challenging the "Passive Social Media Use Hypothesis". *PsyArXiv*. https://doi.org/10.31234/osf.io/gzu3y	Intensive Longitudinal Cohort Study - ESM data W1	Subsample of Instagram/Snapchat users *N* = 353; 32,755 observations	DSEM AR1 models & *N* = 1 moderation analyses	• Social media use: Time spent on browsing (across platforms: Instagram & Snapchat; 2 items) • Envy (1 item) • Inspiration (1 item) • Enjoyment (1 item) • Affective well-being (1 item)
Valkenburg, P. M., van Driel, I. I., & Beyens, I. (2021). Social Media and Well-being: Time to abandon the active-passive dichotomy. https://doi.org/10.31234/osf.io/j6xqz	Review article			

[1]*Note.* Both in the first ESM wave and in the second ESM wave of our intensive longitudinal cohort study, we asked participants at each assessment how much time in the past hour they had spent with the three most popular platforms: WhatsApp, Instagram, and Snapchat. Based on a national survey among 14- and 15-year-olds (van Driel et al. 2019), we selected the three most frequently used social media platforms among Dutch adolescents. In the second ESM wave, we measured social media use with 1 item per platform (i.e., How much time in the previous hour have you spent using Instagram/Snapchat?). In contrast, in the first ESM wave, we specifically examined different types of social media activities with the ESM Social Media Use Questionnaire (E-SMUQ). As described in Beyens et al. (2020), the E-SMUQ consists of ten items that each measure the amount of time spent using a particular social media platform in a specific way. Based on the findings of the national survey, we selected the most popular

activities adolescents perform on WhatsApp, Instagram, and Snapchat, taking into account the feasibility of each activity to be measured in an ESM study. That is, the activity had to be performed frequently enough to be measured multiple times per day, allowing for sufficient within-person variance. Therefore, an activity was selected if at least one third of adolescents performed the activity at least daily. This resulted in a list of ten different activities across the three different platforms.

Based on the E-SMUQ, it is possible to create three types of indices. First, it is possible to examine adolescents' time spent using a particular platform with the Instagram, Snapchat, and WhatsApp subscales of the E-SMUQ. Specifically, we asked adolescents to indicate how much time they had spent in the previous hour using Instagram (three items: viewing posts/stories of others; reading direct messages; sending direct messages), WhatsApp (two items: reading direct messages; sending direct messages), and Snapchat (five items: viewing stories of others; viewing snaps; sending snaps; reading direct messages; sending direct messages). Response options ranged from 0 to 60 minutes, with 1-minute intervals.

Second, it is possible to examine adolescents' time spent on different social media activities, with the active private, passive private, and passive public subscales of the E-SMUQ: "How much time in the past hour have you spent sending direct messages on Instagram," "sending snaps on Snapchat," and "sending messages on WhatsApp" (active private use); "reading direct messages on Instagram," "viewing snaps of others on Snapchat," and "reading messages on WhatsApp" (passive private use); and "viewing posts/stories of others on Instagram" and "viewing stories of others on Snapchat" (passive public use/browsing). The passive public subscale comprises Instagram and Snapchat, but not WhatsApp, because the passive public component of WhatsApp(WhatsApp Status) is hardly being used. Active public use (e.g., time spent posting a picture or story on Instagram) was not included in the E-SMUQ, because adolescents do not engage in this behavior frequently enough to assess it multiple times per day (van Driel et al., 2019).

Finally, it is possible to examine adolescents' total time spent on social media, by computing the sum score across the active private, passive private, and passive public subscales of the E-SMUQ.