

## Cyber Psychology

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Cyber Psychology						
<b>Stage of Principal Programme</b>			2	<b>Semester</b>	2	<b>Duration.</b> <i>(Weeks F/T)</i>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	E	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>independent reading, engagement with VLE, research and preparation of assessments</li> </ul>					✓	97			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area
Tutor	A minimum level 9 qualification in Psychology or closely cognate area
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	40%	<b>Proctored Exam – in person</b>	60%	<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b>	<b>Related MIPLO #</b>
<b>On completion of this module a learner will be able to:</b>	
1. Identify the historical origins of cyber psychology as a sub-discipline of psychology.	2
2. Describe the key theories used in cyber psychology and their application to online behaviour.	1, 2

3. Demonstrate a balanced understanding of both the positive and negative impacts of technology on our lives.	<b>2, 4</b>
4. Apply the eight dimensions of cyber psychology architecture to assess the learners own digital lifestyle.	<b>2, 4</b>
5. Define and explain the unique characteristics of cyberspace and how they impact our behaviour.	<b>2</b>
6. Demonstrate an understanding of the research methods used by cyberpsychologists.	<b>1</b>

### 7.3 Indicative Module Content, Organisation and Structure

The primary objective of the Cyber Psychology module is to introduce learners to the key concepts, theories, research methodologies and practical applications of Cyber Psychology. This module further aims to provide the learner with an understanding of the eight dimensions of Cyber Psychology architecture (identity, social, interactive, text, sensory, temporal, reality and physical).

Over the course of 12 weeks, the learner will cover topics such as:

#### 1. Origins of Cyberpsychology

- Historical origins of cyberpsychology
- Research methods used in cyberspace
- Ethical issues associated with internet mediated research

#### 2. The Eight Dimensions of Cyberpsychology Architecture Part One

- The identity dimension – opportunities for self-presentation
- The social dimension – interpersonal relationships online
- The interactive dimension – proficiency in interacting with technology
- The text dimension – psychological effects of communicating via text

#### 3. The Eight Dimensions of Cyberpsychology Architecture Part Two

- The sensory dimension – cyberspace and the senses
- The temporal dimension – experience of time in the online environment
- The reality dimension – intersection between fantasy and the every day
- The physical dimension – impact of technology on physicality

#### 4. Portrayal of the Self Online

- Impression management and online identity
- Online anonymity and the opportunity to express the true self
- The online disinhibition effect
- Personality types and their behaviour online

#### 5. Relationships in Cyberspace

- Formation of relationships online
- Online dating and cyber romance
- Social capital and social networks
- In person friends vs. online friends

#### 6. Online Groups and Communities

- Characteristics of online groups
- Online support groups
- Online group dynamics
- Positive and negatives of online group membership

#### 7. The Dark Side of Cyberspace

- Cyberbullying, cyberharassment and cyberstalking
- Paedophilia in cyberspace
- Online deception
- Cyberspace and the Law
- Trolling and Flaming

### 8. Mental Disorders in Cyberspace

- Online addictive behaviour
- Cyberchondria
- Munchausen by Internet
- Sustaining and intensifying effect of cyberspace on pre-existing disorders

### 9. Cognitive Factors in Cyberspace

- Attention and distraction online
- The effect of the internet on multitasking
- E-learning
- Is the internet making us smarter?
- Learning to use the internet to your advantage

### 10. Young People and Cyberspace

- The positive and negative effects of technology
- The impact of online gaming on development
- Victims of cyberbullying and their mental health

### 11. Privacy and Trust Online

- How much information do we share online?
- How do we decide what to share online?
- Who has access to our information and what do they do with it?
- Strategies for removing our data from the internet

### 12. Review of Course

#### 7.4 Work-based learning and practice-placement *(if applicable)*

N/A

#### 7.5 Specific module resources required *(if applicable)*

N/A

#### 7.6 Application of programme teaching, learning and assessment strategies to this module

The content of this module is delivered in lectures. The lecturer uses research-informed theories, analysis and critique in delivering the content. Lectures also provide opportunity for learners to engage in discussion and develop their critical thinking skills, apply the theories to behaviour online, and consider how the cyber world impacts our “real” lives. Assessments for this module consist of pre-recorded presentation (40%) and an exam (60%).

**Continuous Assessment – Pre-recorded Presentation:** The pre-recorded presentation gives learners an opportunity to showcase their knowledge of key theories and research in cyber psychology, and consider their implications. Learners present their work in a pre-recorded presentation, utilizing their digital literacy and creative skills. (MIMLO 2,3,4,5,6)

**Exam:** The two hour proctored exam allows learners to demonstrate their understanding of the core concepts, psychological theories and research studied in the course. This form of assessment encourages learners to describe, compare and critique the core psychological theories related to cyber psychology, to showcase their learning, understanding and critical thinking skills. (MIMLO 1,2,3,4,5)

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
2-6	Pre-recorded Presentation	40%
1-5	Exam	60%

7.8 Sample Assessment Materials
<p><b>Pre-recorded PowerPoint Presentation</b></p> <p>Learner are to submit a 10 minute PowerPoint presentation, including slides and pre-recorded voice on one of the following:</p> <ol style="list-style-type: none"> <li>Describe any four of the eight dimensions of cyberpsychology architecture and use them to assess your own digital lifestyle.</li> <li>The digital generation have never known a world without the internet. Discuss the effect that growing up online has had on this generations wellbeing and development.</li> <li>'The internet is making us smarter'. Debate this statement drawing from research on attention and multitasking.</li> <li>Describe the profile of a cyberstalker and the impact of cyberstalking on victims. Discuss how a person can protect themselves from being cyberstalked.</li> </ol> <p>Must use relevant psychological theories and research. Must use APA 7 referencing throughout, include a Title Slide and a full reference list. Use relevant and reliable academic sources. Reference regularly throughout. Demonstrate critical thinking.</p> <p><b>Sample Exam Questions</b></p> <p>The exam paper will have four questions of which learners must answer two in a 2 hour period.</p> <ol style="list-style-type: none"> <li>Describe the disinhibition effect and how it effects a person's online behaviour both positively and negatively.</li> <li>Describe the core features of internet addiction and discuss if it should be regarded as a mental disorder.</li> <li>What are the unique ethical issues associated with online research and discuss how they can be managed?</li> </ol> <p>Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's <a href="#">Regulations in Relation to Assessment and Standards</a> unless otherwise indicated.</p>

7.9 Indicative reading lists and other information resources
<p><b>Indicative Core Reading:</b></p> <p>American Psychiatric Association. (2022). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed., text rev.). <a href="https://doi.org/10.1176/appi.books.9780890425787">https://doi.org/10.1176/appi.books.9780890425787</a></p> <p>Connolly, I., Palmer, M., Barton, H., &amp; Kirwan, G. (2024). <i>An Introduction to Cyberpsychology</i> (2nd ed.). Routledge.</p> <p>Heine, S. J. (2019). <i>Cultural Psychology</i>. W. W. Norton, Incorporated.</p> <p>Krumov, K (2013). <i>Cross-Cultural Psychology: Why Culture Matters</i>. Information Age Publishing.</p> <p>Suler, J. (2016). <i>Psychology of the Digital Age: Humans Become Electric</i>. Cambridge University Press.</p> <p><b>Other Reading:</b></p> <p>Aiken, M. (2016). <i>The Cyber Effect</i>. John Murray Publishers</p> <p>Journal articles as posted on Moodle by the lecturer from journals such as:</p> <ul style="list-style-type: none"> <li><i>Cyberpsychology Behavior and Social Networking</i></li> <li><i>Cyberpsychology: Journal of psychosocial Research on Cyberspace</i></li> </ul>

- *Human-Computer Interaction*
- *Computers in Human Behavior*
- *Journal of Computer-Mediated Communication*
- *International Journal of Computer-Mediated Communication*
- *Media Psychology*
- *Peer-To-Peer Networking and Applications*