

## Cyber Psychology

| Section A: Headline Information  |   |
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| Module title   | Cyber Psychology  |
| Module NFQ level (only if an NFQ level can be demonstrated)  | 7/8   |
| Module number/reference  | TBC   |
| Module Co-ordinator  |   |
| Parent programme   | BA (Honours) in Arts and Humanities   |
| Stage of parent programme  | 3   |
| Semester (semester1/semester2 if applicable)   | 2   |
| Module credit units (FET/HET/ECTS)   | ECTS  |
| Module credit number of units  | 5   |
| List the teaching and learning modes   | Lectures and web facilitated learning   |
| Entry requirements (statement of knowledge, skill and competence)  | Successful completion of Stage 2 of the programme or equivalent is required.                        |
| Pre-requisite module titles  | N/A   |
| Co-requisite module titles   | N/A   |
| Is this a capstone module? (Yes or No)   | No  |
| Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) | Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology. |
| Maximum number of learners per module  | 60  |
| Duration of the module   | 1 Semester  |
| Average (over the duration of the module) of the contact hours per week (see * below)  | 2   |
| Module-specific physical resources and support required per centre (or instance of the module)   | Lecture Hall, Library, IT.  |
| Analysis of required learning effort   |   |
| *Effort while in contact with staff  |   |

| Classroom and demonstrations                   |                               | Mentoring and small-group tutoring |                               | Other (specify) |                               | Directed e-learning (hours)            | Independent learning (hours) | Other hours (specify)                | Work-based learning hours of learning effort | Total effort (hours) |
|--|-------------------------------|------------------------------------|-------------------------------|-----------------|-------------------------------|--|------------------------------|--------------------------------------|--|----------------------|
| Hours  | Minimum ratio teacher/learner | Hours                              | Minimum ratio teacher/learner | Hours           | Minimum ratio teacher/learner |  |                              |                                      |  |                      |
| 24   | 1: 5                          | 4                                  | 1:5                           |                 |                               |  | 97                           |                                      |  | 125 hours            |
| <b>Allocation of marks (within the module)</b> |                               |                                    |                               |                 |                               |  |                              |                                      |  |                      |
|  |                               | <b>Continuous assessment</b>       |                               | <b>Essay</b>    |                               | <b>Proctored practical examination</b> |                              | <b>Proctored written examination</b> |  | <b>Total</b>         |
| <b>Percentage contribution</b>                 |                               | 40%                                |                               |                 |                               |  |                              | 60%                                  |  | <b>100%</b>          |

| <b>Section B: Module Descriptor</b>   |   |
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| <b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b> | The rationale for including Cyber Psychology in the programme is its position within the rapidly growing field of digital humanities. Digital humanities is a field of study and research that concerns itself with the intersection of digital technology and the disciplines of the humanities. Cyber Psychology is a relatively new branch of psychology that complements the digital humanities by studying how interacting with technology shapes society and the human mind and behaviour. It is becoming an increasingly important area of study as new technology platforms are constantly emerging and becoming prevalent in our day to day lives. |
| <b>Module Aims and Objectives</b>   | 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). This is a newly developed transdisciplinary model that can be used as a framework to assess the psychological effect of any digital environment and experience.  |
| <b>Minimum Programme Learning Outcomes</b>  | On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> <li>1. Identify the historical origins of cyber psychology as a sub-discipline of psychology. (MIPLO 1, 2, 3)</li> <li>2. Describe the key theories used in cyber psychology and their application to online behaviour. (MIPLO 2, 4, 6)</li> </ol>  |

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|   | <ol style="list-style-type: none"> <li>3. Demonstrate a balanced understanding of both the positive and negative impacts of technology on our lives. (MIPLO 4, 5)</li> <li>4. Apply the eight dimensions of cyber psychology architecture to assess the learners own digital lifestyle. (MIPLO 7, 8)</li> <li>5. Define and explain the unique characteristics of cyberspace and how they impact our behaviour. (MIPLO 3, 5, 7)</li> <li>6. Demonstrate an understanding of the research methods used by cyberpsychologists. (MIPLO 3, 6, 7, 8)</li> </ol>   |
| <p><b>Information Provided to Learners about the Module</b></p> | <p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p>  |
| <p><b>Module Content, Organisation and Structure</b></p>        | <p>Over the course of 12 weeks, the learner will cover topics such as:</p> <ol style="list-style-type: none"> <li><b>1. Origins of Cyberpsychology</b> <ul style="list-style-type: none"> <li>• Historical origins of cyberpsychology</li> <li>• Research methods used in cyberspace</li> <li>• Ethical issues associated with internet mediated research</li> </ul> </li> <li><b>2. The Eight Dimensions of Cyberpsychology Architecture Part One</b> <ul style="list-style-type: none"> <li>• The identity dimension – opportunities for self-presentation</li> <li>• The social dimension – interpersonal relationships online</li> <li>• The interactive dimension – proficiency in interacting with technology</li> <li>• The text dimension – psychological effects of communicating via text</li> </ul> </li> <li><b>3. The Eight Dimensions of Cyberpsychology Architecture Part Two</b> <ul style="list-style-type: none"> <li>• The sensory dimension – cyberspace and the senses</li> <li>• The temporal dimension – experience of time in the online environment</li> <li>• The reality dimension – intersection between fantasy and the every day</li> <li>• The physical dimension – impact of technology on physicality</li> </ul> </li> <li><b>4. Portrayal of the Self Online</b> <ul style="list-style-type: none"> <li>• Impression management and online identity</li> <li>• Online anonymity and the opportunity to express the true self</li> <li>• The online disinhibition effect</li> <li>• Personality types and their behaviour online</li> </ul> </li> <li><b>5. Relationships in Cyberspace</b> <ul style="list-style-type: none"> <li>• Formation of relationships online</li> <li>• Online dating and cyber romance</li> <li>• Social capital and social networks</li> <li>• In person friends vs. online friends</li> </ul> </li> <li><b>6. Online Groups and Communities</b></li> </ol> |

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|   | <ul style="list-style-type: none"> <li>• Characteristics of online groups</li> <li>• Online support groups</li> <li>• Online group dynamics</li> <li>• Positive and negatives of online group membership</li> </ul> <p><b>7. The Dark Side of Cyberspace</b></p> <ul style="list-style-type: none"> <li>• Cyberbullying, cyberharassment and cyberstalking</li> <li>• Paedophilia in cyberspace</li> <li>• Online deception</li> <li>• Cyberspace and the Law</li> <li>• Trolling and Flaming</li> </ul> <p><b>8. Mental Disorders in Cyberspace</b></p> <ul style="list-style-type: none"> <li>• Online addictive behaviour</li> <li>• Cyberchondria</li> <li>• Munchausen by Internet</li> <li>• Sustaining and intensifying effect of cyberspace on pre-existing disorders</li> </ul> <p><b>9. Cognitive Factors in Cyberspace</b></p> <ul style="list-style-type: none"> <li>• Attention and distraction online</li> <li>• The effect of the internet on multitasking</li> <li>• E-learning</li> <li>• Is the internet making us smarter?</li> <li>• Learning to use the internet to your advantage</li> </ul> <p><b>10. Young People and Cyberspace</b></p> <ul style="list-style-type: none"> <li>• The positive and negative effects of technology</li> <li>• The impact of online gaming on development</li> <li>• Victims of cyberbullying and their mental health</li> </ul> <p><b>11. Privacy and Trust Online</b></p> <ul style="list-style-type: none"> <li>• How much information do we share online?</li> <li>• How do we decide what to share online?</li> <li>• Who has access to our information and what do they do with it?</li> <li>• Strategies for removing our data from the internet</li> </ul> <p><b>12. Review of Course</b></p> |
| <b>Module Teaching and Learning Strategy</b>      | <p>This module will be delivered in a two-hour lecture for twelve weeks <b>and four one-hour tutorials delivered across eight weeks</b>. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>   |
| <b>Work-Based Learning and Practice-Placement</b> | N/A   |
| <b>E-Learning</b>                                 | <b>N/A</b>  |

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| <b>Specifications for Module Staffing Requirements</b>    | <p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>   |
| <b>Module Summative and Formative Assessment Strategy</b> | <p>This module will be assessed by one essay (60%) and one exam (40%), touching on all 6 MIMLOs.</p>  |
| <b>Sample Assessment Materials</b>                        | <p><b>Sample Essay Questions (40%)</b> (1,000-1,250 words)</p> <ol style="list-style-type: none"> <li>1. Describe any four of the eight dimensions of cyberpsychology architecture and use them to assess your own digital lifestyle.</li> <li>2. 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>3. ‘The internet is making us smarter’. Debate this statement drawing from research on attention and multitasking.</li> <li>4. 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><b>Sample Exam Questions (60%)</b></p> <p>The exam paper will have four questions of which learners must answer two. Each question is worth 30%.</p> <ol style="list-style-type: none"> <li>1. Describe the disinhibition effect and how it effects a person’s online behaviour both positively and negatively.</li> <li>2. Describe the core features of internet addiction and discuss if it should be regarded as a mental disorder.</li> <li>3. What are the unique ethical issues associated with online research and discuss how they can be managed.</li> </ol> |
| <b>Reading Lists and Other Information Resources</b>      | <p><b>Essential Reading:</b></p> <p>Connolly, I., M. Palmer, H. Barton, and G. Kirwan, <i>An Introduction to Cyberpsychology</i> (London: Routledge, 2016)</p> <p>Suler, J., <i>Psychology of the Digital Age: Humans Become Electric</i> (Cambridge: Cambridge University Press, 2016)</p> <p><b>Other Reading:</b></p> <p>Aiken, M., <i>The Cyber Effect</i> (London: John Murray Publishers, 2016)</p> <p>Journal articles as posted on Moodle by the lecturer from journals such as:</p> <p><i>Cyberpsychology Behavior and Social Networking</i></p> <p><i>Cyberpsychology: Journal of psychosocial Research on Cyberspace</i></p> <p><i>Human-Computer Interaction</i></p> <p><i>Computers in Human Behavior</i></p> <p><i>Journal of Computer-Mediated Communication</i></p> <p><i>International Journal of Computer-Mediated Communication</i></p> <p><i>Media Psychology</i></p> <p><i>Peer-To-Peer Networking and Applications</i></p>  |

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|  | <p><b>Social Networks</b></p> <p><b>Recommended Viewing:</b><br/>Online videos recommended by John Suler in <i>Psychology of the Digital Age: Humans Become Electric</i></p> |
| <b>Module Physical Resource Requirements</b> | Lecture hall<br>Internet<br>Projector<br>Speakers<br>WIFI  |