

Cyber Psychology

Module title										
Cyber Psychology										
Module NFQ level (only if an NFQ level can be demonstrated)		Module number / reference		ECTS Value		Duration				
8				5		12 weeks				
Parent programme(s). Principal programme title, and embedded(s) if relevant				Stage of parent programme		Semester No.				
BA (Honours) in Psychology				2		2				
Teaching and Learning modes		Proportion (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
Entry requirements (statement of knowledge, skill and competence)										
Successful completion of Stage 1 of the programme or equivalent is required for entry onto Stage 2.										
Maximum number of learners per instance of the module				40						
Average (over the duration of the module) of the contact hours per week				2.3						
Pre-requisite module title(s) (if any)										
Co-requisite module title(s) (if any)										
Is this a capstone module? (Yes or No)				No						
Module-specific physical resources and support required per centre (or instance of the module)										
Lecture Hall, Library, IT Resources										
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.										
Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)				
Lecturer		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
Analysis of required learning effort										
				Hours of Learner effort						
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10	4	1:10				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	40%			60%	100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Cyber Psychology is a relatively new branch of psychology that studies 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.
Module Aims and Objectives	The primary objective of the <i>Cyber Psychology</i> 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).
Minimum Intended Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify the historical origins of cyber psychology as a sub-discipline of psychology. (MIPLO 1, 2, 4) 2. Describe the key theories used in cyber psychology and their application to online behaviour. (MIPLO 1, 2, 5, 7) 3. Demonstrate a balanced understanding of both the positive and negative impacts of technology on our lives. (MIPLO 2, 4, 8) 4. Apply the eight dimensions of cyber psychology architecture to assess the learners own digital lifestyle. (MIPLO 2, 5, 7) 5. Define and explain the unique characteristics of cyberspace and how they impact our behaviour. (MIPLO 2, 4, 7) 6. Demonstrate an understanding of the research methods used by cyberpsychologists. (MIPLO 2, 3, 5)
Information Provided to Learners about the Module	<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 Moodle Page 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>
Module Content, Organisation and Structure	<p>Over the course of 12 weeks, the learner will cover topics such as:</p> <p>Origins of Cyber Psychology</p> <ul style="list-style-type: none"> • Historical origins of cyber psychology • Research methods used in cyberspace • Ethical issues associated with internet mediated research <p>The Eight Dimensions of Cyber Psychology Architecture Part One</p>

- 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

The Eight Dimensions of Cyber Psychology 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

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

Relationships in Cyberspace

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

Online Groups and Communities

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

The Dark Side of Cyberspace

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

Mental Disorders in Cyberspace

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

Cognitive Factors in Cyberspace

- Attention and distraction online
- The effect of the internet on multitasking
- E-learning
- Is the internet making us smarter?

	<ul style="list-style-type: none"> • Learning to use the internet to your advantage <p>Young People and Cyberspace</p> <ul style="list-style-type: none"> • The positive and negative effects of technology • The impact of online gaming on development • Victims of cyberbullying and their mental health <p>Privacy and Trust Online</p> <ul style="list-style-type: none"> • 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 <p>Review of Course</p>
<p>Module Teaching and Learning (including formative assessment) Strategy</p>	<p>This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks. 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. Learners may also upload material for peer-learning purposes.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>N/A</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners, but where there are cross-programme modules, the maximum staff: learner ratio may vary between 50 and an upper limit of 120.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
<p>Module Summative Assessment Strategy</p>	<p>This module will be assessed by one essay (40%) and one exam (60%), touching on all six MIMLOs.</p>
<p>Sample Assessment Materials</p>	<p>Sample Essay Questions (40%) (1,000-1,250 words)</p> <ol style="list-style-type: none"> 1. Describe any four of the eight dimensions of cyber psychology architecture and use them to assess your own digital lifestyle. 2. The digital generation have never known a world without the internet. Discuss the effect that growing up online has had on this generation's wellbeing and development. 3. 'The internet is making us smarter'. Debate this statement drawing from research on attention and multitasking. 4. Describe the profile of a cyber stalker and the impact of cyberstalking on victims. Discuss how a person can protect themselves from being cyberstalked. <p>Sample Exam Questions (60%)</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"> 1. Describe the disinhibition effect and how it effects a person's online behaviour both positively and negatively. 2. Describe the core features of internet addiction and discuss if it should be regarded as a mental disorder. 3. What are the unique ethical issues associated with online research and discuss how they can be managed.
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Connolly, I., Palmer, M., Barton, H. and Kirwan, G. (2016). <i>An Introduction to Cyberpsychology</i>. London: Routledge</p> <p>Suler, J. (2016). <i>Psychology of the Digital Age: Humans Become Electric</i>. Cambridge: Cambridge University Press</p> <p>Other Reading: Aiken, M. (2016). <i>The Cyber Effect</i>. London: John Murray Publishers</p> <p>Journal articles as posted on Moodle by the lecturer from journals such as:</p> <p><i>Cyberpsychology Behavior and Social Networking</i> <i>Cyberpsychology: Journal of psychosocial Research on Cyberspace</i> <i>Human-Computer Interaction</i> <i>Computers in Human Behavior</i> <i>Journal of Computer-Mediated Communication</i> <i>International Journal of Computer-Mediated Communication</i> <i>Media Psychology</i> <i>Peer-To-Peer Networking and Applications</i> <i>Social Networks</i></p> <p>Recommended Viewing: Online videos recommended by John Suler in <i>Psychology of the Digital Age: Humans Become Electric</i></p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall Internet Projector Speakers WIFI</p>