

## University of the West of Scotland

### Module Descriptor

**Session: 2023-24**

<b>Title of Module: Applied Cyberpsychology</b>			
<b>Code: 10021</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	D Kelly		
<b>Summary of Module</b>			
<p>This is a final year elective module which will introduce students to cyberpsychology with an emphasis on how psychology is being applied in computer and online environments. Topics covered will include online communication, online impression formation and online identity, deviant online behaviour and Internet-Based Psychological Therapies. Psychological aspects of computer games, looking at why games are so engaging, problems linked to gameplay such as aggression and addiction, and how serious games can be used for learning will also be examined.</p> <p>The module introduces key area in cyberpsychology, highlighting methodological differences between research on- and off-line and outlining the evolution of psychological theories in digital domains. Lectures will be supported by workshops during which students will have the opportunity to apply the knowledge they have learned in lectures by, for example, conceptually designing a computer game to solve a real world problem, and producing a research report based on a cyberpsychology experiment. On completion of this module students should be informed in the core areas in cyberpsychology. They should also be aware of how psychology can be applied to practical problems in computers and online environments.</p> <p>This module will include the graduate attributes:</p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaborating</li> <li>• Research-mindedness</li> <li>• Digitally literate</li> <li>• Effective communication</li> <li>• Creativity</li> <li>• Imagination</li> <li>• online communication</li> </ul>			

The scope of this module will include:

- social media & online presentation
- The application of computer games
- Psychological Influences and applications of technology
- Cybercognition

### Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

### Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate detailed and critical knowledge of a range of cyberpsychology theories.
L2	Demonstrate a detailed and critical understanding of the application of psychological methods, concepts and theories to understanding psychological processes and behaviours online.

L3	Demonstrate the ability to analyse, interpret, and report cyberpsychology data.
L4	Critically evaluate theory, research and interventions in cyberpsychology.
L5	Systematically apply multiple perspectives to issues in cyberpsychology.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level <b>10</b></p> <p>Students will be able to understand the main areas of cyberpsychology and be able to critically evaluate these.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>10</b></p> <p>They will understand how to apply their knowledge in tackling real world problems.</p> <p>Students will be able to conceptually design a computer game to address a real world problem.</p>
Generic Cognitive skills	<p>SCQF Level <b>10</b></p> <p>Students will be able to evaluate and critically analyse studies in area of cyberpsychology.</p> <p>Students will also be able to produce a research report based on cyberspsychology data</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>10</b></p> <p>Students will be able to independently analyse and report data gathered from a cyberpsychology experiment.</p> <p>The module supports student reflection in the development of digital literacy in the use of social media and gaming</p>
Autonomy, Accountability and Working with others	<p>SCQF Level <b>10</b></p> <p>Students will be able to work effectively combining both group and independent work to collect and analyse data within a set time frame.</p>

	The module supports student reflection in autonomy, accountability and working with others	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> PSYC09015	<b>Module Title:</b> Applying Psychology Methods
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	11
Tutorial/synchronous support activity	22
Laboratory/Practical Demonstration/Workshop	3
Independent Study	164
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

There will be no set textbooks associated with this module but for each lecture students will be provided with references of recommended articles (all of which will be accessible via the University library) and in addition many lectures will also be supplemented with additional digital materials (e.g., criminal psychology reports for the cyberdeviance lecture, demonstrations of computer games for learning).

Journals include:

- Cyberpsychology, Behaviour, and Social Networking
- Computers and Education
- Computers in Human Behaviour
- E-learning and Digital Media
- Entertainment Computing

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### **Attendance and Engagement Requirements**

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	Psychology and Social Work
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG/PG Psychology
<b>Moderator</b>	G Scott
<b>External Examiner</b>	T Fallon
<b>Accreditation Details</b>	British Psychological Society
<b>Changes/Version Number</b>	2.01

#### Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

**NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.**

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc ) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 A written coursework such as a research Project (worth 50%):

Assessment 2 A grant proposal (worth 50%):

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic

calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Research project		✓	✓	✓	✓	50%	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Grant Proposal	✓	✓			✓	50%	2

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
<b>Combined Total for All Components</b>						<b>100%</b>	<b>2 hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor



.		
---	--	--

**Version Number: MD Template 1 (2023-24)**