University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Applied Cyberpsychology			
Code: PSYC10032	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	D Kelly		

Summary of Module

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.

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 funding application based on a cyberpsychology study.
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.
This module will include the graduate attributes:

- Critical thinking
- Collaborating
- Research-mindedness
- Digitally literate
- Effective communication
- Creativity
- Imagination
- online communication

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**
☐	☐	☐	☒	☐	☐
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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

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.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **10** Students will be able to understand the main areas of cyberpsychology and be able to critically evaluate these.
Practice: Applied Knowledge and Understanding	SCQF Level **10** They will understand how to apply their knowledge in tackling real world problems. Students will be able to conceptually design a computer game to address a real world problem.
Generic Cognitive skills	SCQF Level **10** Students will be able to evaluate and critically analyse studies in area of cyberpsychology.
Communication, ICT and Numeracy Skills	SCQF Level **10** Students will be able to independently analyse and report data gathered from a cyberpsychology experiment. The module supports student reflection in the development of digital literacy in the use of social media and gaming
Autonomy, Accountability and Working with others	SCQF Level **10** Students will be able to work effectively combining both group and independent work to collect and analyse data within a set time frame. The module supports student reflection in autonomy, accountability and working with others
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

Module Code: PSYC09015	Module Title: Applying Psychology Methods
Other:	

Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (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
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Divisional Programme Board	Psychology and Social Work
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	UG/PG Psychology
Moderator	G Scott
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	2.01 24/24 Assessment changed, one employability skill/PDP edited

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Poster Presentation (worth 40%)
Assessment 2 A grant proposal (worth 60%):
(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)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Poster presentation	✓	✓	✓	✓		40%	

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Grant Proposal	✓	✓			✓	60%	2

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

Change Control:

What	When	Who
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

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Version Number: MD Template 1 (2023-24)