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| Department        | International College of Liberal Arts                  |                                    |            |
| Semester          | Fall 2025  | Year Offered (Odd/Even/Every Year) | Every Year |
| Course Number     | PSYC/DATA311   |                                    |            |
| Course Title      | Cyberpsychology  |                                    |            |
| Prerequisites     | PSYC200 Social Psychology OR PSYC201 Social Psychology |                                    |            |
| Course Instructor | Fong Chun Yuen   | Year Available (Grade Level)       | 3          |
| Subject Area      | Psychology   | Number of Credits                  | 3          |
| Class Style       | Lecture  | Language of instruction            | English    |

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

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| Course Description  | In the rapidly evolving digital landscape, the Cyberpsychology course delves into the psychological dynamics of technology interaction. It bridges psychology and digital technology, focusing on the effects of technology, social media, and gaming on human cognition, emotion, and behavior. Emphasizing the analysis of online behaviors, the course integrates data science principles to deepen our understanding of digital phenomena. Through data analysis and hands-on exercises, students gain insights into the complexities of digital communication and the psychological underpinnings of technology use.  |
| Class plan based on course evaluation from previous academic year               | The course begins with an introduction to each topic related to online behavior and technology, presenting the theoretical foundations. This is followed by practical simulations of landmark studies, explaining the rationale behind the research and underscoring major discoveries that inform our understanding of digital interactions.  |
| Course related to the instructor's practical experience (Summary of experience) | Not applicable   |
| Learning Goals  | <ol style="list-style-type: none"> <li>1.Link Psychology to Digital Behaviors: Understand how psychological theories explain behaviors in digital environments.</li> <li>2.Understand Decision-Making Online: Gain insight into the psychological factors that influence online decisions and judgments.</li> <li>3.Apply Concepts to Digital Challenges: Use psychological theories to address digital decision-making challenges.</li> <li>4.Communicate Scientific Findings: Develop skills to effectively communicate cyberpsychological research in both verbal and written forms.</li> <li>5.Use Data Science in Cyberpsychology: Learn to analyze digital behavior using data science tools like JASP, including data handling and quantitative reporting.</li> <li>6.Foster Ethical Online Conduct: Learn strategies to navigate and protect oneself from online scams, emphasizing moral behavior and ethical decision-making in digital spaces.</li> </ol> |

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| iCLA Diploma Policy | DP1/DP2/DP4 |
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## iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

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| Active Learning Methods  | Problem-Based Learning/Discussion, Debate  |   |         |   |         |
| More details/supplemental information on Active Learning Methods | not applicable   |   |         |   |         |
| Use of ICT   | laptop with microsoft excel and JASP   |   |         |   |         |
| Contents of class preparation and review                         | <ul style="list-style-type: none"> <li>Students must complete the recommended readings provided by instructors.</li> <li>Exams will draw from lecture slides and class material.</li> <li>Attendance is crucial, and taking notes and engaging in class activities are key parts of preparation for exams.</li> <li>Review all class content post-lecture to prepare effectively.</li> </ul> | Hours expected to be spent preparing for class (hours per week) | 3 hours | Hours expected to be spent on class review (hours per week) | 3 hours |
| Feedback Methods   | (1) Generic feedback for in-class exercise.<br>(2) feedforward and feedback for written assignment.<br>(3) Any additional comment or advice will be given as requested. Students should arrange individual meetings with the instructor.   |   |         |   |         |

| Grading Criteria    |                 |                  |
|---------------------|-----------------|------------------|
| Grading Methods     | Grading Weights | Grading Content  |
| quantitative report | 30%             | 2000 words       |
| Thematic analysis   | 15%             | 1200 words       |
| Final exam          | 40%             | multiple choices |
| Critical analysis   | 15%             | 1200 words       |

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| Required Textbook(s)        | 1. Lecture notes   |
| Other Reading Materials/URL | 2. Attrill-Smith, A., Fullwood, C., Keep, M., & Kuss, D. J. (Eds.). (2019). The Oxford handbook of cyberpsychology. Oxford University Press. |

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| Plagiarism Policy   | Any instance of academic dishonesty—including cheating, plagiarism, or the unauthorized use of AI—will result in a zero for the assignment. All written work must be completed in a Google Doc with version history enabled to document the development of your writing. Failure to provide clear evidence of individual work or any suspicion of AI involvement, as determined by the version history, will be treated as academic dishonesty and will also result in a zero. |
| Other Additional Notes<br>(Outline crucial policies and info not mentioned above) | not applicable   |

(NOTE 2) Class schedule is subject to change

| Class Schedule |  |
|----------------|--|
| Class Number   | Content                                |
| Class 1        | (1) Course and assessment description; |
| Class 2        | (2) Online behaviour                   |
| Class 3        | (1) Online Communication I             |
| Class 4        | (2) Online Communication II            |
| Class 5        | (1) Online Communication III           |
| Class 6        | (2) Online Communication IV            |
| Class 7        | (1) Use and gratification framework I  |
| Class 8        | (2) Use and gratification framework II |
| Class 9        | (1) Technoference I                    |
| Class 10       | (2) Technoference II                   |

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|----------|--------------------------------|
| Class 11 | (1)Online dating I             |
| Class 12 | (2)Online dating II            |
| Class 13 | (1)Online dating III           |
| Class 14 | (2)Online dating IV            |
| Class 15 | (1)Online Deception I          |
| Class 16 | (2)Online Deception II         |
| Class 17 | (1)Cybercrime I                |
| Class 18 | (2)Cybercrime II               |
| Class 19 | (1)Addiction I                 |
| Class 20 | (2)Addiction II                |
| Class 21 | (1)Video gaming I              |
| Class 22 | (2)Video gaming II             |
| Class 23 | (1)Artificial Intelligence I   |
| Class 24 | (1) Artificial Intelligence II |

|          |                                 |
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| Class 25 | (1)Artificial Intelligence III  |
| Class 26 | (2)Artificial Intelligence IV   |
| Class 27 | (1)Brain-computer Interface I   |
| Class 28 | (2)Brain-computer Interface II  |
| Class 29 | (1)Brain-computer Interface III |
| Class 30 | (2)Exam Revision                |