Module Coordinator: Weiyu Zhang, Department of Communications and New Media, National University of Singapore

Module Coordinator's Contact:

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Module Timetable

- Time and Duration: 3 hours weekly
- Venue: **online**

Modular Credits: 4 (Amend, if applicable)

Module Overview

ALL lectures and tutorials will be online.

Theories of social psychology can be applied to our understanding of how new media is produced, marketed, resisted, adopted and consumed. This module highlights these key stages in the developmental trajectory of new media and introduces relevant theories, while considering issues such as why some technologies succeed where others fail, how marketers should promote new technology, which services are likely to become tomorrow's killer applications and what goes through the minds of new media adopters.

This module is devoted to the psychological aspects of computer-mediated communication (CMC) and human-computer interaction (HCI). Theories and empirical research from communication, psychology, human-computer studies are used to explore:

- psychological factors that influence interpersonal interaction when mediated by technology
- social-psychological consequences of internet use from both positive and negative aspects
- social responses to communication technologies
- uses and effects of unique technological features

By the end of the semester, students will be able to learn:

- about both social and psychological factors underlying various new media phenomena
- how to apply empirically derived theoretical knowledge to everyday situations

ALL lectures will be pre-recorded videos.

ALL tutorials will be live online sessions.

E-tutorials will commence in week 3.

Assessment

- Weekly quizzes 5%*10 weeks
- E-tutorial participation 20%
- Out-of classroom preparation 10%
- Newsflash essay 20% - due by April 3, 5pm

Syllabus

Weekly Quizzes (50% = 5% * 10 weeks)

12 Quizzes (week 2 to 13) will be required to complete, and 10 of your best-performed quizzes out of the 12 will be counted towards the final marks. The quizzes will be open for 30 hours immediately following the release of lecture videos. These are open-book quizzes, but students are expected to complete them independently.

Tutorial Participation 20%

2-hour e-tutorials every other week (5 tutorials in total) will be run in this module. Students are expected to come to every tutorial session. If you miss a class without providing a valid excuse in writing, your attendance grade will be deducted. To be excused, an absence must be recognized as valid by NUS and documentation must be provided (e.g., medical certificate and university proved documents). Attendance will be taken in every tutorial session.

In e-tutorials, material from both previous lectures and assigned readings will be tested in a random format. In order to participate in these tests, we will use the online learning platform called "PollEverywhere" (https://www.polleverywhere.com/). For group activities, we will use Miro (https://miro.com/).

Out-of-classroom Preparation 10%

Participation is both in- and out-of-class. Before e-tutorials, you will complete tasks featured on Flipgrid (www.flipgrid.com/).

Newsflash 20%

1. Identify a news report (print, audio, video – your choice) which relates to the theme you choose to write about.

2. Write a commentary on the news report, not exceeding 1000 words, which includes the following:

- a brief synopsis of the article, highlighting its main arguments, key facts presented etc.

- an assessment of the claims made in the article, basing your assessment on the theoretical principles which you have learnt in this course.

(To be fair to all students, commentaries exceeding the word limit will be penalised. Half a grade will be deducted for every 10 extra words or part thereof.)

3. Upload a copy of the news report, along with your commentary to LumiNUS. You can do so by coping and pasting the content of the article into your commentary.

You should append the full text of the article to the end of your commentary. The source of the news report, e.g. Straits Times, BBC News website etc, must be clearly indicated.

4. **Essay Deadline: 3 April 2022, 5pm.** Late submissions will be penalised – see policy below. Submission time is based on the LUMINUS record.

Instruction

1. Write clearly on front page: **1) Full Name**, **2) Tutorial Class**, **3) Title of paper**, **4) Theme selected,** and **(5) abstract**.
2. The **maximum** number of words for the abstract is **150** (12pt Times New Roman, 1.5 spacing, 1" indentation all around).
3. The **maximum** number of words for the essay is **1,000** (12pt Times New Roman, 1.5 spacing, 1" indentation all around) (excluding the abstract, front page, references, appendices).
   a. *To be fair to all students, essays exceeding the word limit will be penalised. Half a grade will be deducted for every 10 extra words or part thereof.*
4. Upload your essay by the deadline to LumiNUS folder "Written Essay→TD1/2/3/4/5."
   a. Name your submitted file as such: "yourname_tutorialgroup" For example, "WeiyuZhang_TD2"

Teaching Modes

Multiple videos as weekly e-lectures and 2-hour bi-weekly e-tutorials

Synopsis

Schedule

Week 1. No Tutorials – Quiz 1

Introduction to the module.

What is social psychology of new media?

- Baym, N. (2010). Personal connections in the digital age (pp.22-49). New York: Polity.

Week 2. No Tutorials - Quiz 2

Acceptance and Resistance

- Bauer, M. (1995). Resistance to new technology and its effects on nuclear power, information technology and biotechnology. In M. Bauer (Ed.), Resistance to New Technology: Nuclear Power, Information Technology, Biotechnology (pp. 12-24). Cambridge: Cambridge University Press.
- Hoffman V. (2007) Summary of "Rogers, E. M. (2003) Diffusion of Innovations. 5th Ed. New York: Free Press."

Week 3. Odd week tutorial 1 – create your Flipgrid self-intro videos – Quiz 3

Media affordances and strategic use(r)s

- Cumiskey, Kathleen M. (2005) "Surprisingly, nobody tried to caution her": Perceptions of intentionality and the role of social responsibility in the public use of mobile phones. In R. Ling & P. E. Pedersen (Eds.), Mobile Communications: Re-negotiation of the Social Sphere. London: Springer.
- Bucher, T., & Helmond, A. (2017). The affordances of social media platforms. *The SAGE handbook of social media*, 233-253.

Week 4. No Lecture – Public Holiday!

Even week tutorial 1 – create your Flipgrid self-intro videos (online forums)

Week 5. Odd week tutorial 2 – how to design for strategic users? – Quiz 5
Social Network Sites

- Zhang, W., & Wang, R. (2010). Interest-oriented versus relationship-oriented social network sites in China. *First Monday*, *15*(8).
- Barnes, S. B. (2006). A privacy paradox: Social networking in the United States. First Monday, 11(9).

Week 6. Even week tutorial 2 – how to design for strategic users? – Quiz 5
Online relationship and dating

- Gunter, B. (2013). The Study of Online Relationships and Dating. In W.H. Dutton (ed.) The Oxford Handbook of Internet Studies (pp. 173-194). Oxford: Oxford University Press.
- Tandoc Jr, E. C., Ferrucci, P., & Duffy, M. (2015). Facebook use, envy, and depression among college students: Is facebooking depressing?. *Computers in Human Behavior, 43*, 139-146.

RECESS WEEK.

Week 7. Odd week tutorial 3 – talk about your avatar – Quiz 6
Identity and impression management

- Calvert, Sandra L. (2003) Identity construction on the Internet. In S. L. Calvert, A. B. Jordan & R. R. Cocking (Eds.) Children in the Digital Age: Influences of Electronic Media on Development. Westport, CT: Praeger. pp. 57-70.
- Chester, A., & Bretherton, D. (2007). Impression management and identity online. The Oxford handbook of Internet psychology, 223-236.

Week 8. Even week tutorial 3 – talk about your avatar– Quiz 7

Disinhibition and deviance

- Joinson, A. (2007) Disinhibition and the Internet. In J. Gackenbach (Ed.) Psychology and the Internet (pp. 76-92). Burlington, MA: Elsevier.
- Polak, M. (2007). "I think we must be normal… there are too many of us for this to be abnormal!!!": Girls creating identity and forming community in pro-ana/mia websites. In Growing Up Online (pp. 83-96). Palgrave Macmillan, New York.

Week 9. Odd week tutorial 4 – Don't Feed the Trolls – Quiz 8

Social support and well-being

- Sproull, L., Conley, C. A., & Moon, J. Y. (2013). The kindness of strangers: prosocial behavior on the internet (pp. 143-164). Oxford, UK: Oxford University Press.
- Tanis, M. (2007) Online social support group. In McKenna, K., Joinson, A. N., Reips, U. D., & Postmes, T. (Eds). *Oxford handbook of internet psychology*. Oxford University Press.

Week 10. Even week tutorial 4 – Don't Feed the Trolls – Quiz 9

Digital Misinformation and Online Deception

- Lazer, D. M., Baum, M. A., Benkler, Y., Berinsky, A. J., Greenhill, K. M., Menczer, F., ... & Schudson, M. (2018). The science of fake news. Science, 359(6380), 1094-1096.
- Tsikerdekis, M., & Zeadally, S. (2014). Online deception in social media. Communications of the ACM, 57(9), 72

Week 11. Odd week tutorial 5 – hello robot! – Quiz 10
Newsflash essay due on 3 April 2022, 5pm

Interaction with robots and objects

- Nass, C., & Moon, Y. (2000). Machines and mindlessness: Social responses to computers. Journal of social issues, 56(1), 81-103.
- Neff, G., & Nagy, P. (2016). Talking to Bots: Symbiotic agency and the case of Tay. International Journal of Communication, 10, 17.

Week 12. Even week tutorial 5 – hello robot! – Quiz 11

Artificial Intelligence and Biases

- Crawford, K. (2021). Atlas of AI: Power, politics, and the planetary cots of artificial intelligence (Chapter 4, Classification). Yale University Press.
- Araujo, T., Helberger, N., Kruikemeier, S., & De Vreese, C. H. (2020). In AI we trust? Perceptions about automated decision-making by artificial intelligence. *AI & SOCIETY, 35*(3), 611-623.

Week 13. No Tutorials – Quiz 12
Online dependency

- Widyanto, L. and Griffiths, M. (2006) 'Internet Addiction': A Critical Review. International Journal of Mental Health and Addiction 4(1): 31-51
- Thatcher, A, Wretschko, G., Fridjhon, P. (2008). Online flow experiences, problematic Internet use and Internet procrastination. *Computers in Human Behaviour, 24,* 2236–2254.

Conclusion of the module.