What is Cyberpsychology and what can it contribute to understanding the role of social media in learning?

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Cyberpsychology is a scientific inter-disciplinary domain that focuses on the psychological phenomena which emerge as a result of the human interaction with digital technology, particularly the Internet (BPS, 2019)
Cyberpsychology

- Personality and Individual Differences
- Biological Psychology
- Cognitive Psychology
- Social Psychology
- Developmental Psychology
- Conceptual and Historical Issues in Psychology

Research Methods
What is cyberpsychology?

- Social media and social networking
- Problematic usage
- Digital gaming experiences/outcomes
- Cybersecurity
- Online harms and risks
- Doing research online and using online data
- E-Health and well-being
- Screen use
- E-learning
Examples of contributions

◦ What we understand about social media “use”

◦ Using online methods and data

◦ Online identity and how this relates to important outcomes

◦ Collaboration and team work
Some issues

- “Use” or “time” per se is not very useful

- Social media and social networking sites are defined differently but we tend to use them interchangeably:
  - SM = channel of communication, electronic communication
  - SNS = communication is two-way, creation and maintenance of relationships

- Platform differences

- Multidimensional experiences
Using online methods and data

- Most of what we think we know about social media use is based on self-report measures of use. E.g.,
  - “How much time on average do you spend on social media per week?”
  - “On average, how many minutes per day do you spend on social media?”

Some more issues identified:
- Lack of association between subjective self-reports and objective smartphone checking and usage (Andrews et al., 2015)
- Objective measures do not correlate with psychometric (self-report) measures of smartphone “addiction” (Ellis et al., 2019)
Using online methods and data

- Newer research is starting to make greater use of in-built apps to measure:
  - Screen use versus checking (Andrews et al., 2015; Wilcockson et al., 2018)
  - Specific screen-based activities (Ellis et al., 2019)
  - Apple-screen time app to do both of these (Ellis et al., 2019)
Internet mediated research (IMR)

- Collection of research data is made possible by being connected through the Internet, to a functional online environment (e.g., online survey software, website, online forum, social networking site).

- BPS define IMR as “any research involving the remote acquisition of data from or about human participants using the internet and its associated technologies.” (BPS, 2017, pp3).

- Distinction between reactive and non-reactive methodologies
  - Reactive approach - participants interact with materials (e.g., online questionnaires, interviews).
  - Non-reactive - researcher makes use of data which is collected unobtrusively (data mining, observations).
Using online methods- App methodology
How confident do you feel about the topic “social media use”?

- Very confident
- Moderately confident
- Somewhat confident
- Not at all confident
How are you feeling today?

- Mostly happy/content
- Mostly sad/anxious
- Mostly excited
- Not sure/Don't wish to disclose
Level 6 students changes in feelings across weeks 1-5 in Semester 1:
Data from three cohorts (AY 2017-2018, 2018-2019, 2019-2020)
This session has provided me with opportunities to apply what I have learnt?
Benefits of online data

- Contextually-relevant and rich
- Not subject to retrospective biases or poor memory recall
- Can be used formatively
- STUDENT VOICE (!!) but in an authentic and more relevant and meaningful manner
Examples of contributions

◦ What we understand about social media “use”

◦ Using online methods and data

◦ Online identity and how this relates to important outcomes

◦ Collaboration and team work
Social Identity Theory

Members know they belong to a group

They value being part of their group

Categorisation

Identification

Comparison

Social Identity

Group members are able to distinguish the characteristics of their own group (in-group) from other groups (out-groups)

Examples of contributions

◦ What we understand about social media “use”

◦ Using online methods and data

◦ Online identity and how this relates to important outcomes

◦ Collaboration and team work
Collaboration and team work

CONTEXT:
- Psychology in the Virtual World (PSY3131)
- Level 6 optional module
- Year of pilot 2019/2020 = 21 students registered on module
The problem-based learning (PBL) process

Present problem

Organise learners for study

Assist independent and group investigation

Develop and present exhibits

Analyse and evaluate the process

Assignment title

Teams, roles, schedules

Presentation component

Group-based tutorials for facilitating ideas and supporting the process

Portfolio component and feedback process
Microsoft Teams - Channels
Microsoft Teams - Channel Tools

Team online discussions, negotiation, etc
Microsoft Teams - Conversation Example

PSY3131 Game-based Intervention Work (Assignment 1) > Team 4

Conversations

1. Just done some methodology and left a comment on the slide explaining why I did what I did. Feedback is welcome.
   2 replies from
   ← Reply

2. Started going through a few articles for the exercise evidence. This is what I've done so far.
   - links + notes for elderly exercise effects.docx
   3 replies from
   ← Reply

3. October 13, 2019
     I thought this article might be useful in your what is the problem research, as well as lit Linda did mention news articles.

   - Care home group asks public to 'Adopt a Grandparent' to combat loneliness
     Care home group CHG Living is looking to match up its elderly residents with young families living nearby as part of its innovative 'Adopt a grandparent' project.
     www.carehome.co.uk

   ← Reply

Start a new conversation. Type @ to mention someone.
Microsoft Teams - Channel Tools

Drafts of presentation slides, journal articles, news pieces, images etc etc
Microsoft Teams - Files Example

PSY3131 Game-based Intervention Work (Assignment 1) ➤ Team 4 ...

Team 4

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Microsoft Teams - Channel Tools

PBL tutorial meeting notes, other team meeting notes, decision, action points, roles etc
Virtual World Class session 2 brief meeting 3/10/19
Last edited: 10/11

Who were present?

What was discussed

Decided upon the problem-led option deciding to implement digital gaming to an elderly care home using a game that will work on improving users physical well-being, their cognitive skills, social skills and other skills such as learning a language. We discussed the kind of controller that the users would use and feel a thick controller with large buttons will be the best option. This game will include all of the above as an all-in-one feature so multiple game discs are not required. The presentation needs to be up to 30 minutes long. There would be an induction session and the staff would be trained to use the equipment and help the residents use it too. All these aspects are to improve their well-being in different ways.

Action Points

The group will individually do research into these aspects of the idea and bring the necessary articles to Group room 3 in the library at 10 am Thursday the 10th of October for our pre-tutor meeting meeting. We will decide what we want to include in our PowerPoint slides next week and allocate sections to each team member.

Meeting Notes 10-11 10/10/19

Who were present?
Can make concrete the team division based on Team Numbers allocated. Each team can have own designated area.

Allows sharing of resources, Powerpoint slides, documents etc between team members, for streamline collaboration in one place.

Present problem

Organise learners for study

Assist independent and group investigation

Develop and present exhibits

Analyse and evaluate the process

Can add copy of Assignment Brief onto MS Teams so it is located in a meaningful context to the work (in addition to Bb).

MS Teams can allow tutor to view communications outside tutorial contact time. Intervene if going off track! Also track member contributions and engagement in real-time.

All students can see contributions from peers (in own team and others). Can also be a platform for sharing peer feedback from presentations without going via tutor.
Benefits

◦ All encompassing platform for: team communication, sharing resources, developing presentation slides (no conflicting copies), sharing peer feedback

◦ Peer support and information

◦ Objective metrics for marking project management and team members contributions
  ◦ Supports moderation process for this component

◦ Makes explicit the importance of the PROCESS as well as the OUTCOME of the assignment

◦ Ownership and voice
  ◦ MS Teams can make it explicit how students are actively contributing to their own learning and peers’ learning. The PBL approach more generally also supports this
  ◦ Learning resources- rather than a static “Reading list”, they were contributing their own and finding it more enriching and useful as a result
Summary

- What is cyberpsychology?
  - An important sub-discipline of psychology

- What we understand about social media “use”
  - Complex!

- Using online methods and data
  - Contextually-rich, practical significance

- Online identity and how this relates to important outcomes
  - Well-being implications, potentially supports key behavioural outcomes

- Collaboration and team work (MS Teams as a case study example)
  - Supports learning, communication, transparency/visibility in team member contributions, sharing learning resources
Want to know more?

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https://lindakkaye.wixsite.com/dr-linda-kaye/post/how-microsoft-teams-can-support-group-work

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