#ubcpsyc325
PSYC 325 with Dr. Rawn
Psychology of Self in Social Media

Find a group of 4 people, including at least one psych major & at least one non-psych major.

Syllabus: http://blogs.ubc.ca/psychsocialmedia

Meetings: Tuesday & Thursday 11-12:20, BUCH A201

Course level Learning Goals

A year after this course is over, I want and hope that you will…

remember and use a comprehensive model of the Self to critically evaluate your own and others' engagement in social media.

notice anecdotes and personal experiences in social media as triggers of inquiry, followed by seeking, synthesizing, and identifying gaps in empirical and theoretical scholarly literature to help understand them.

analyze social media data to identify psychological phenomena, and attempt to explain your findings using relevant and current psychological research and theory.

use social media deliberately to effect positive change in your own life and perhaps a larger community, and attempt to measure the impact of your actions.

effectively engage in a scholarly community of inquiry in various ways, including face-to-face and using tools of social media.

develop the skill and willingness to critically evaluate your own and others' ideas and the manner in which they are presented.

Agenda: 25 minutes x 3

- Seeing the Self in examples of social media
  - Hermida (2014) Introduction
- Psychology ⟷ Internet
  - Gosling & Mason (2015); Kosinski, Stillwell, & Graepel (2013)
- Begin to identify our themes of inquiry

Tweet @ today's authors!

@Hermida

@SamGoslingPsych

@Winteram

@MichalKosinski

@david_stilllwell

@ThoreG

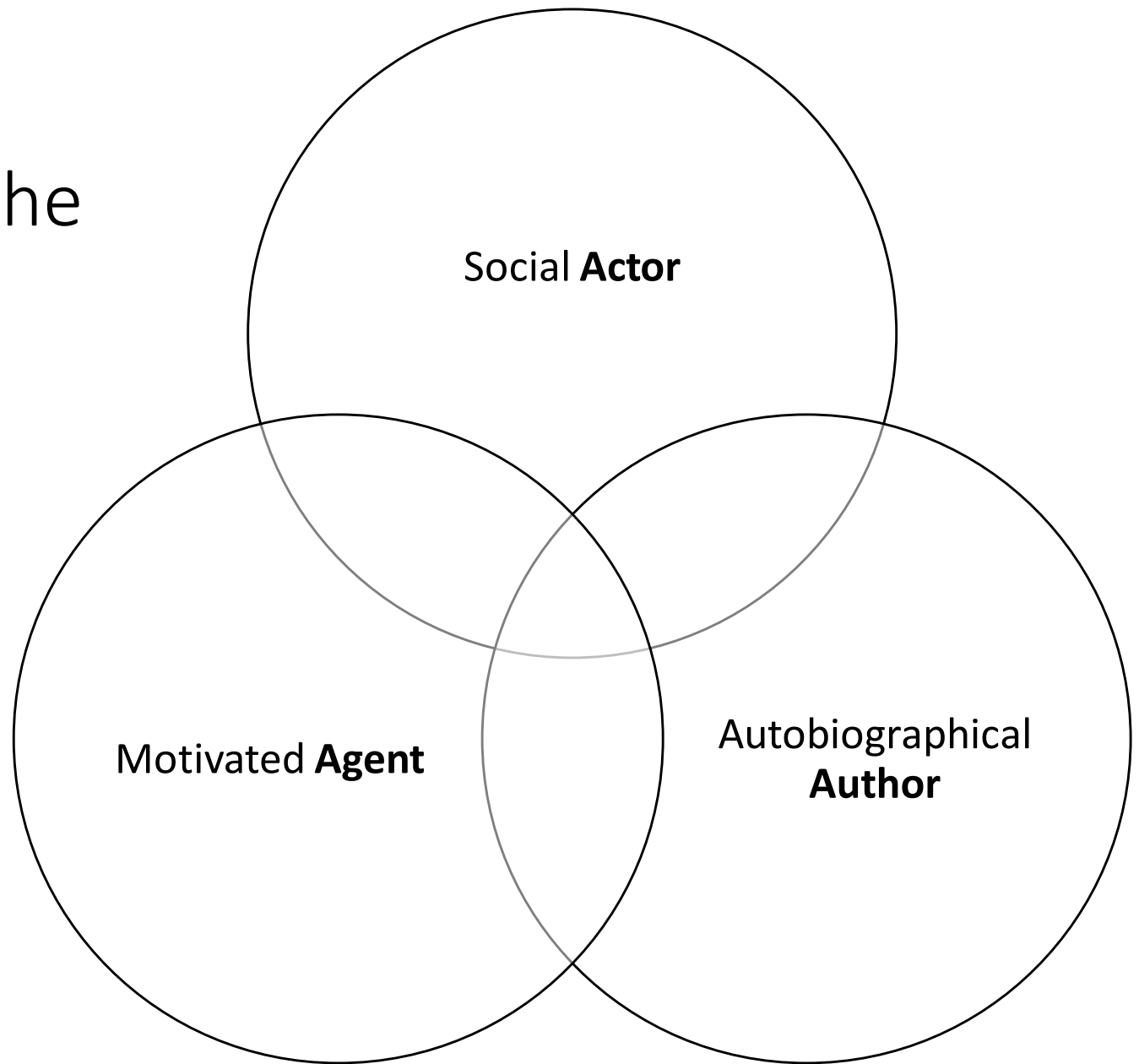# Part 1: Seeing the Self in examples of social media

11:05-11:30

Learning Objectives

Begin to expand your understanding of SELF using McAdams' model.

Identify examples of SELF in narrative accounts of social media phenomena.

Begin imagining types of phenomena that would make useful themes of inquiry in our syllabi.

What is the SELF?

Social **Actor**

Motivated **Agent**

Autobiographical **Author**

McAdams http://nobaproject.com/modules/self-and-identity, elaborated in McAdams & Cox (2010) Self and Identity Across the Lifespan.

Overview of the theory of Self by McAdams & Cox

Tuesday's reading by Baumeister (1999) sorts these phenomena a bit differently, and takes on a fully social psych perspective. Keep track of similarities & differences as you develop your model.

Social **Actor**	Motivated **Agent**	Autobiographical **Author**
Roles	Motivation	Autobiographical memory
Impression management	Goals	Meaningful narrative of experiences
Self-presentation	Free will vs. helplessness?	Consciousness
Social acceptance	Autonomy, competence, relatedness (SDT)	Cultural influences
Social status	Self-efficacy	
Reciprocal determinism	Self-esteem	
Self-concept	Identity	
Self-control	Self-construal (interdependent, independent)	

McAdams http://nobaproject.com/modules/self-and-identity, elaborated in McAdams & Cox (2010) Self and Identity Across the Lifespan.

Tell Everyone, by Alfred Hermida

- Skim the Introduction (8 pages, available on Connect)
- In groups of ~4, including at least one person you haven't met before…. identify examples of the Self as
  - Social Actor
  - Motivated Agent
  - Autobiographical Author
- Post the results of your discussions on Piazza in the "Examples of Self in Hermida (2014) Introduction" discussion thread.

Part 2: Psychology ↔ Internet

11:30-11:55

Learning Objectives

Identify examples of the three types of internet research in psychology.

Consider the difference between theory-driven and data-driven research.

Internet Research in Psychology (Gosling & Mason, 2015)

1. **Briefly** compare and contrast the three types of research on the internet noted here (just long enough to make sure everyone knows what they mean, about 2 minutes).

2. Which type of internet research seems to offer the biggest opportunity for *theory development* from a basic research perspective? Why?

3. Skim Kosinski, Stillwell, & Graepel (2013 PNAS article). In which category do you think it falls? Why?

Part 3: Begin to identify our themes of inquiry

11:55-12:20

Course Level Learning Goals

notice anecdotes and personal experiences in social media as triggers of inquiry, followed by seeking, synthesizing, and identifying gaps in empirical and theoretical scholarly literature to help understand them.

effectively engage in a scholarly community of inquiry in various ways, including face-to-face and using tools of social media.

In a group, generate questions, experiences, interests, phenomena we might want to explore related to the self in social media.

Might draw on topics mentioned in today's readings.

Contribute the results of your discussion by responding to the Piazza question "Identifying our themes of inquiry"

Upcoming Classes

- http://blogs.ubc.ca/psychsocialmedia/schedule/

- Tuesday
  - Self Theory
  - Beginning to collect meaningful data about yourself

- Thursday
  - Building the rest of our Syllabus

Can you fulfill these Learning Objectives?

By the end of this lesson, you should be able to…

- Begin to expand your understanding of SELF using McAdams' model.
- Identify examples of SELF in narrative accounts of social media phenomena.
- Begin imagining types of phenomena that would make useful themes of inquiry in our syllabi.
- Identify examples of the three types of internet research in psychology.
- Consider the difference between theory-driven and data-driven research.