

# How would you design a Social/Personality Psychology in Social Media course? Bringing *the Self* into focus

Dr. Catherine Rawn, Senior Instructor  
University of British Columbia  
@cdrawn ~ cdrawn@psych.ubc.ca

Course website: [blogs.ubc.ca/psychsocialmedia](https://blogs.ubc.ca/psychsocialmedia)

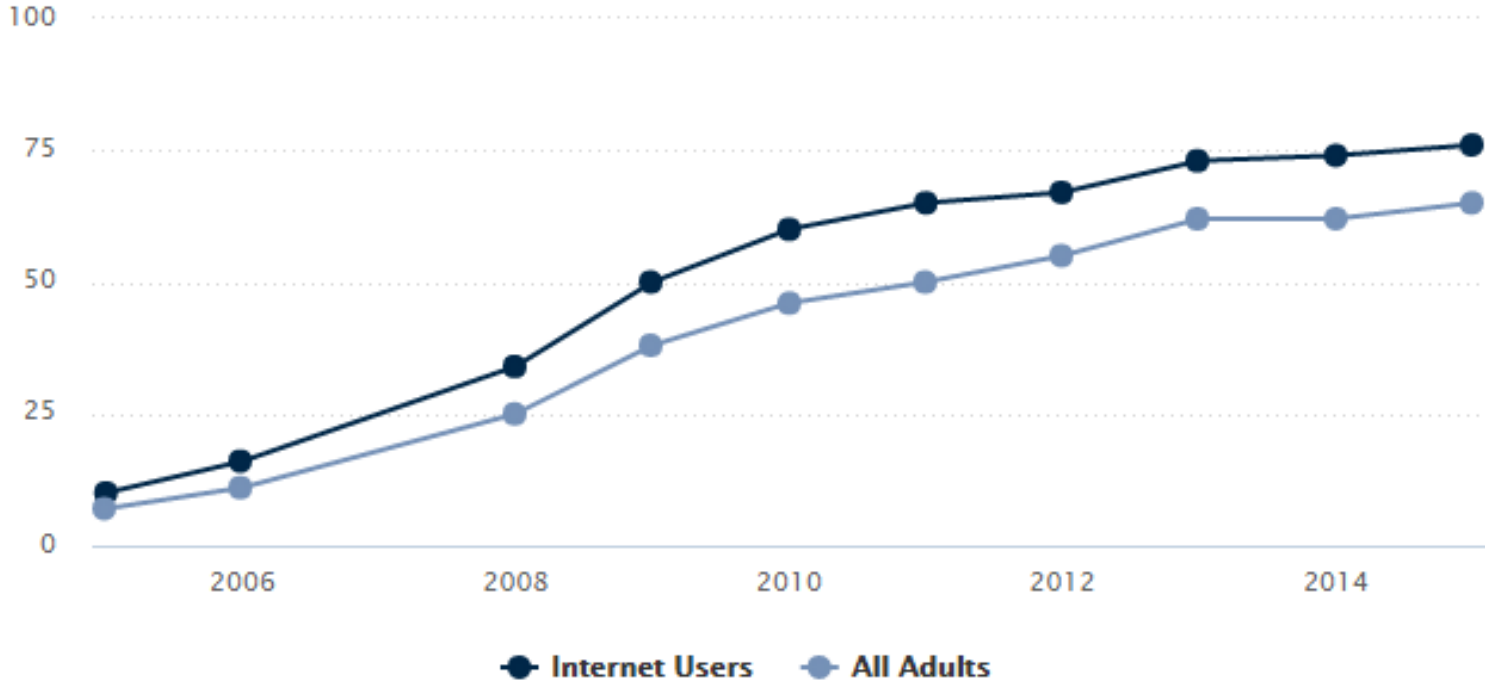
Course hashtag: #ubcpsyc325



# Social Networking Use Has Shot Up in Past Decade

Chart Data Embed

*% of all American adults and internet-using adults who use at least one social networking site*



Source: Pew Research Center surveys, 2005-2006, 2008-2015. No data are available for 2007.

PEW RESEARCH CENTER

## Facebook Demographics

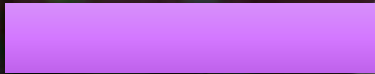
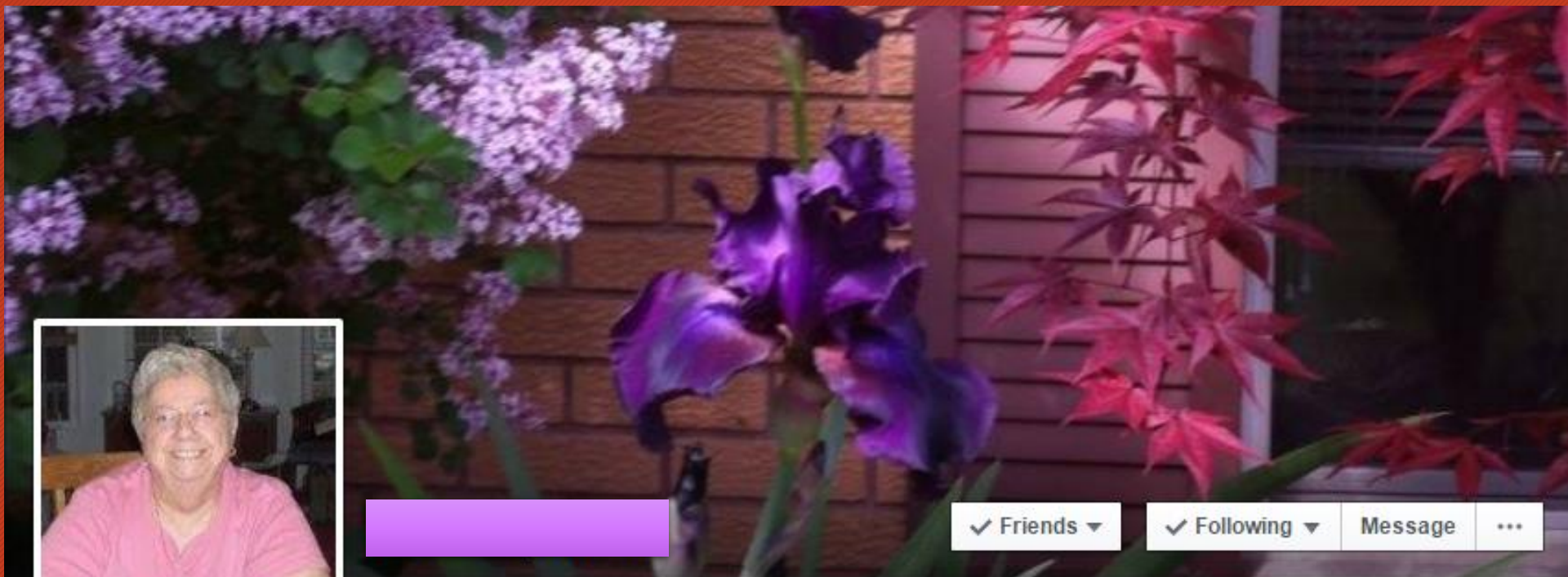
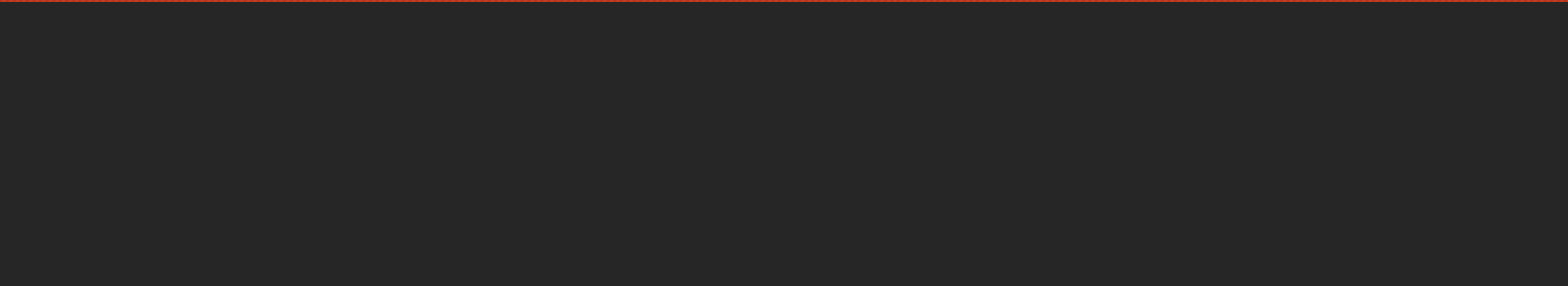
Among internet users, the % who use Facebook

	Internet users
Total	72%
Men	66
Women	77
White, Non-Hispanic	70
Black, Non-Hispanic (n=85)	67
Hispanic	75
18-29	82
30-49	79
50-64	64
65+	48
High school grad or less	71
Some college	72
College+	72
Less than \$30,000/yr	73
\$30,000-\$49,999	72
\$50,000-\$74,999	66
\$75,000+	78
Urban	74
Suburban	72
Rural	67

Source: Pew Research Center, March 17-April 12, 2015.

PEW RESEARCH CENTER

**Facebook**  
**72% of adult internet users**  
**62% of entire adult**  
**population**



✓ Friends ▾

✓ Following ▾

Message



Timeline

About

Friends 28 Mutual

Photos

More ▾

## Instagram Demographics

Among internet users, the % who use Instagram

	Internet users
Total	28%
Men	24
Women	31
White, Non-Hispanic	21
Black, Non-Hispanic (n=85)	47
Hispanic	38
18-29	55
30-49	28
50-64	11
65+	4
High school grad or less	25
Some college	32
College+	26
Less than \$30,000/yr	26
\$30,000-\$49,999	27
\$50,000-\$74,999	30
\$75,000+	26
Urban	32
Suburban	28
Rural	18

Source: Pew Research Center, March 17-April 12, 2015.

PEW RESEARCH CENTER

**Instagram**  
**28% of adult internet users**  
**24% of entire adult**  
**population**

## Twitter Demographics

*Among internet users, the % who use Twitter*

	Internet users
Total	23%
Men	25
Women	21
White, Non-Hispanic	20
Black, Non-Hispanic (n=85)	28
Hispanic	28
18-29	32
30-49	29
50-64	13
65+	6
High school grad or less	19
Some college	23
College+	27
Less than \$30,000/yr	21
\$30,000-\$49,999	19
\$50,000-\$74,999	25
\$75,000+	26
Urban	30
Suburban	21
Rural	15

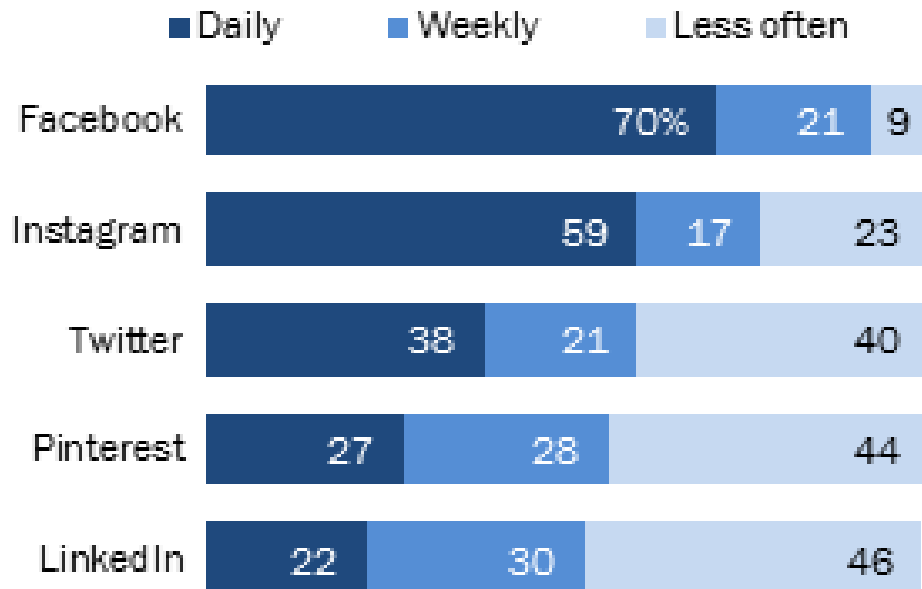
Source: Pew Research Center, March 17-April 12, 2015.

PEW RESEARCH CENTER

**Twitter**  
**23% of all internet users**  
**20% of entire adult population**

## Facebook and Instagram Users Highly Engaged on Daily Basis

*Among the users of each respective site, the % who use that site with the following frequencies (e.g., 70% of Facebook users use the site on a daily basis)*

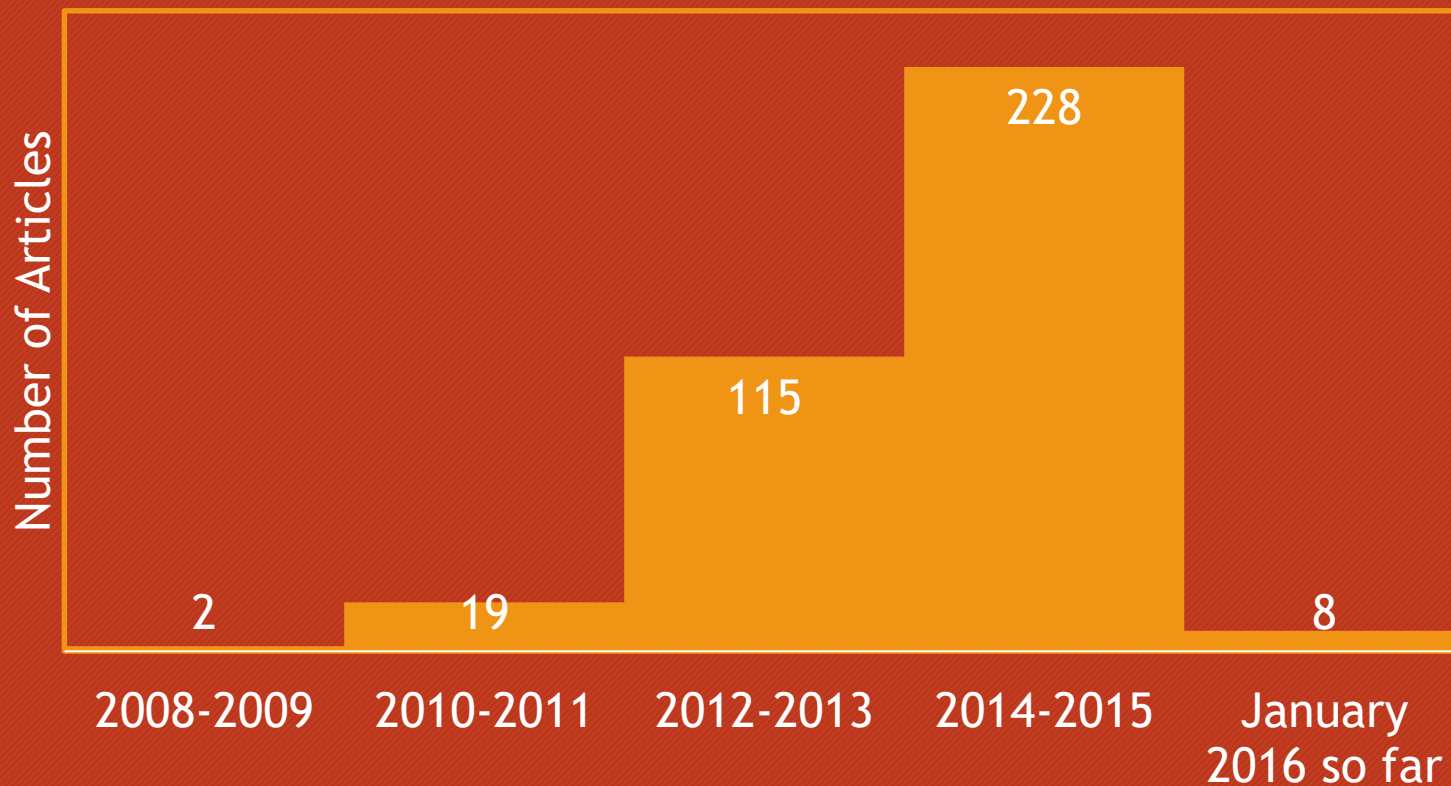


Source: Pew Research Center, March 17-April 12, 2015.

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# Psychology publications about social media are growing exponentially

Hits from PsycINFO search for “social media” in KW and “psychology” and scholarly journals





# Growing Interest in Social/Personality Psychology

Number of different posters and talks mentioning  
“Social Media” in SPSP Convention Program



# Designing a Course in an Emerging Field

# What would you want to include in a course about psychology of social media?

- What content is most important?
- What questions do you want (your students) to be asking?
- What resources/readings would you include?

I might include/ask/explore... in #ubcpsyc325



# One Answer

# Observer

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Developing and Piloting a Psychology of Social Media Course

By [Brian E. Kinghorn](#)

[Observer Vol.27, No.9 November, 2014](#)

# One Answer (Kinghorn, 2014)

“Since this is an interdisciplinary topic, I chose to format my course using the following six themes:

- Historical context of social media,
- The information age and digital revolution,
- Social media as an amplifier of positive/prosocial behaviors,
- Social media as an amplifier of negative/antisocial behaviors,
- Social media in marketing and branding, and
- Social media in education.”

“We teach who we are”

Parker Palmer

*The Courage to Teach* (1998)

# Who am I?

- Social media user
  - Facebook, Twitter
- Senior Instructor
  - Tenured faculty, *Educational Leadership* stream
  - Annual courses: Psyc 101 and 102, Research Methods, Introductory Statistics
  - Teaching of Psychology (Graduate Seminar), 200-level social psychology of success (retired)
- Social Psychologist
  - PhD 2009, minor in quantitative methods
  - *Self-control...*

# Psychology of Self in Social Media

Course Syllabus Website

[Essentials](#)

[Goals & Assessments](#)

[Schedule](#)

[Expectations and Course Policies](#)

[Materials Needed](#)

[Announcements](#)



## Essentials

### Psychology of Self in Social Media

This course is my re-imagining of the course called Psyc 325: Socialization: Media Content and Effects. The 2015/2016 offering will set the foundation for either a revision of the course description or possibly a new course entirely. For now, it is one of the courses available on the “Developmental” list for psychology majors, and indeed themes of identity and inter-generational dialogue will likely permeate the course. Yet the framework we will explore most thoroughly will be one of *self*, from a social psychological perspective. As I reasoned and imagined through this course **in great detail**, my research background as a social psychologist influenced the way I came to think about this topic. Thus, I have emphasized *the Self* in the course subtitle.



*Psychology of Self in Social Media* is a website that functions as a course syllabus for a course created by Catherine D. Rawn. This website is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](#), which applies to all work unless otherwise indicated. If drawing from my work, please honour the licenses I have chosen.

### Quick Facts

#ubcpsyc325

Psyc 325 Section 003

Department of Psychology, University of  
British Columbia

Class Meetings: Tuesdays and Thursdays,  
11-12:20, Buchanan A201

Instructor: Dr. Catherine Rawn

Teaching Assistants: Natasha Pestonji,  
Meagan Auger, Tianyou Qiu

Students, have a question? Please post on  
Piazza (first time via link on Connect)

Looking for your grades? Visit our course  
shell on [connect.ubc.ca](#)

#ubcpsyc325





# Looking for details, developing ideas, my reflections about this course?

- Course Website/ Syllabus
  - <http://blogs.ubc.ca/psychsocialmedia/>
- Twitter
  - [#ubcpsyc325](https://twitter.com/ubcpsyc325)
- Blog Posts
  - <http://blogs.ubc.ca/catherinerawn/tag/course-design/>
- GoogleDoc detailing my course design process
  - <http://ow.ly/J9gLk>
- GoogleDoc of collected resources
  - [https://docs.google.com/document/d/1PTtM58CQo4ImGHoUx\\_J6hm8EHHPwHz82WR92o\\_Pi0xI/edit](https://docs.google.com/document/d/1PTtM58CQo4ImGHoUx_J6hm8EHHPwHz82WR92o_Pi0xI/edit)

# Psychology of Self in Social Media #ubcpsyc325

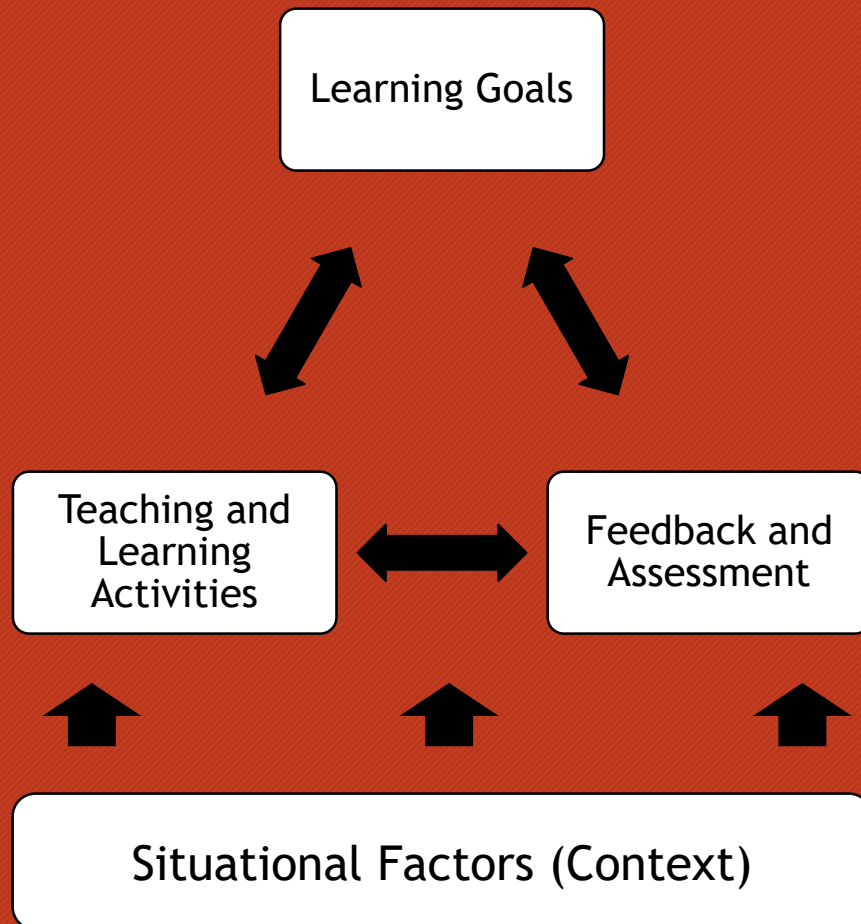
- 300-level course
- 103 students (originally 144)
- 80 (78%) psychology majors (others from Commerce, Kinesiology, Political Science, Math, etc.)
- 4 second years, 31 third years, 68 (66%) fourth years
- 3 Teaching Assistants for first attempt
- Required class average range: 66%-70% (C+/B-)
- Meets 2x/week, 80 minutes, 13 weeks

# Our class in action!

Used with permission



# Integrated Course Design



Fink, L. D. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2nd edition). San Francisco, CA: Jossey-Bass.

[www.deefinkandassociates.com/  
GuidetoCourseDesignAug05.pdf](http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf)

# Learning Goals

A year after this course is over, I want and hope that you will...	Fit in Taxonomy of Significant Learning
<p><b>1. remember and use a comprehensive model of the Self to critically evaluate your own and others' engagement in social media.</b></p>	<p>(Foundational Knowledge, Application, Human Dimension)</p>
<p><b>2. 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.</b></p>	<p>(Application, Integration, Caring)</p>
<p><b>3. analyze social media data to identify psychological phenomena, and attempt to explain your findings using relevant and current psychological research and theory.</b></p>	<p>(Foundational Knowledge, Application, Integration, Learning how to Learn)</p>

# Learning Goals

A year after this course is over, I want and hope that you will...	Fit in Taxonomy of Significant Learning
<p><b>4. 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.</b></p>	<p>(Application, Integration, Human Dimension, Caring, Learning how to Learn)</p>
<p><b>5. effectively engage in a scholarly community of inquiry in various ways, including face-to-face and using tools of social media.</b></p>	<p>(Application, Human Dimension, Learning How to Learn)</p>
<p><b>6. develop the skill and willingness to critically evaluate your own and others' ideas and the manner in which they are presented.</b></p>	<p>(Human Dimension, Caring, Learning how to Learn)</p>

# Authentic, Forward-Looking Assessments

- Journal Article Evaluation
  - *Building the syllabus from student recommendations*
- Analysis of Your Self in Social Media
- Final exam
  - **Articulate a comprehensive model of the Self**, and use it to evaluate your own social media engagement before and after this course. In what way(s) might the experiences in this course have implications for your future life?
- Impact Project
  - A: Collaboratively write (part of) an open-access textbook
  - B: Design and conduct an original research project using archival data
  - C: Design and conduct an original intervention research project
- *Everything includes Self- and Peer-Review*

# Teaching Technique

*“In this course more than most others, I view myself as a designer of learning experiences. I see no reason to lecture in this course.*

*Instead, I have designed a series of learning experiences intended to guide deep learning and engagement with the subject matter and with each other.”*

- Collaborative
- Small seminar feel
- Supported by
  - Piazza
  - Twitter



# Anchoring Readings

- What is social media?
- Theories of Self
  - Baumeister (1999): Reflexive, Interpersonal, Agentic
  - McAdams & Cox (2010): Motivated Agent, Social Actor, Autobiographical Author
- A source for examples and hypotheses
  - Hermida (2014) *Tell Everyone*
- Methods, Data, Ethics
  - Gosling & Mason (2015) Internet Research in Psychology
  - Kosinski et al (2013) PNAS
  - Kramer et al (2014) PNAS on emotion contagion on Facebook



# Student-Developed Themes

- **1. Self-concept and self-presentation**
  - (e.g., what is the authentic self? how “real” or accurate is what people put online?)
- **2. Self-esteem and social comparison**
  - (e.g., how does other’s feedback affect the Self? how does what others put online affect how people feel about themselves?)
- **3. Motivation**
  - (e.g., what motivates people to use social media? how does social media promote/affect collective action?)
- **4. Personality**
  - (e.g., what are the personality traits of different social media users? can social media use influence people’s personality?)
- **5. Development**
  - (e.g., how does what people “author” about themselves on social media impact their Self over time? How might social media impact the Self of people who are growing up with it from birth?)

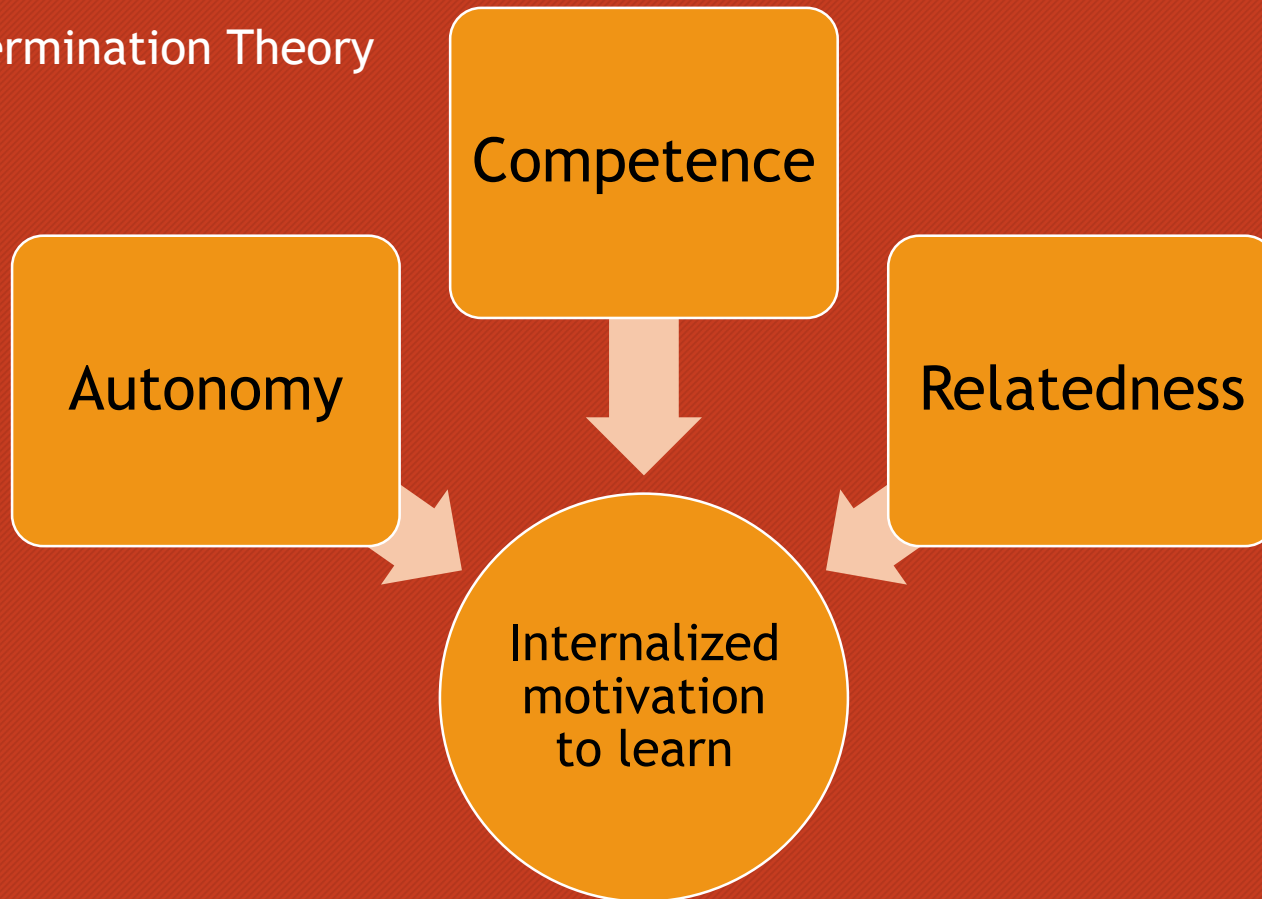
# Student-Developed Themes

- **6. Relationships**
  - (e.g., does social media such as Tindr change or mirror dating culture? how does broadcasting aspects of relationships on social media affect the *Self-actors* in that relationship? does the ubiquity of social media change the way we interact with each other? if online vs face to face first impressions differ, does that impact the relationship? what aspects of Self lead to/affected by one-sided relationships like following celebrities on Twitter?)
- **7. Public/Private self with respect to ethics and privacy**
  - (e.g., does engaging in social media blur the line between public (self) and private (self)? should everything online be considered public behaviour? privacy issues? – *could also bring in careers/professionalism here*)
- **8. Culture**
  - (e.g., is social media changing cultural narratives? if there are cross-cultural differences between social media users/engagement patterns, does that reflect different Self or lead to changes in Self or both?)

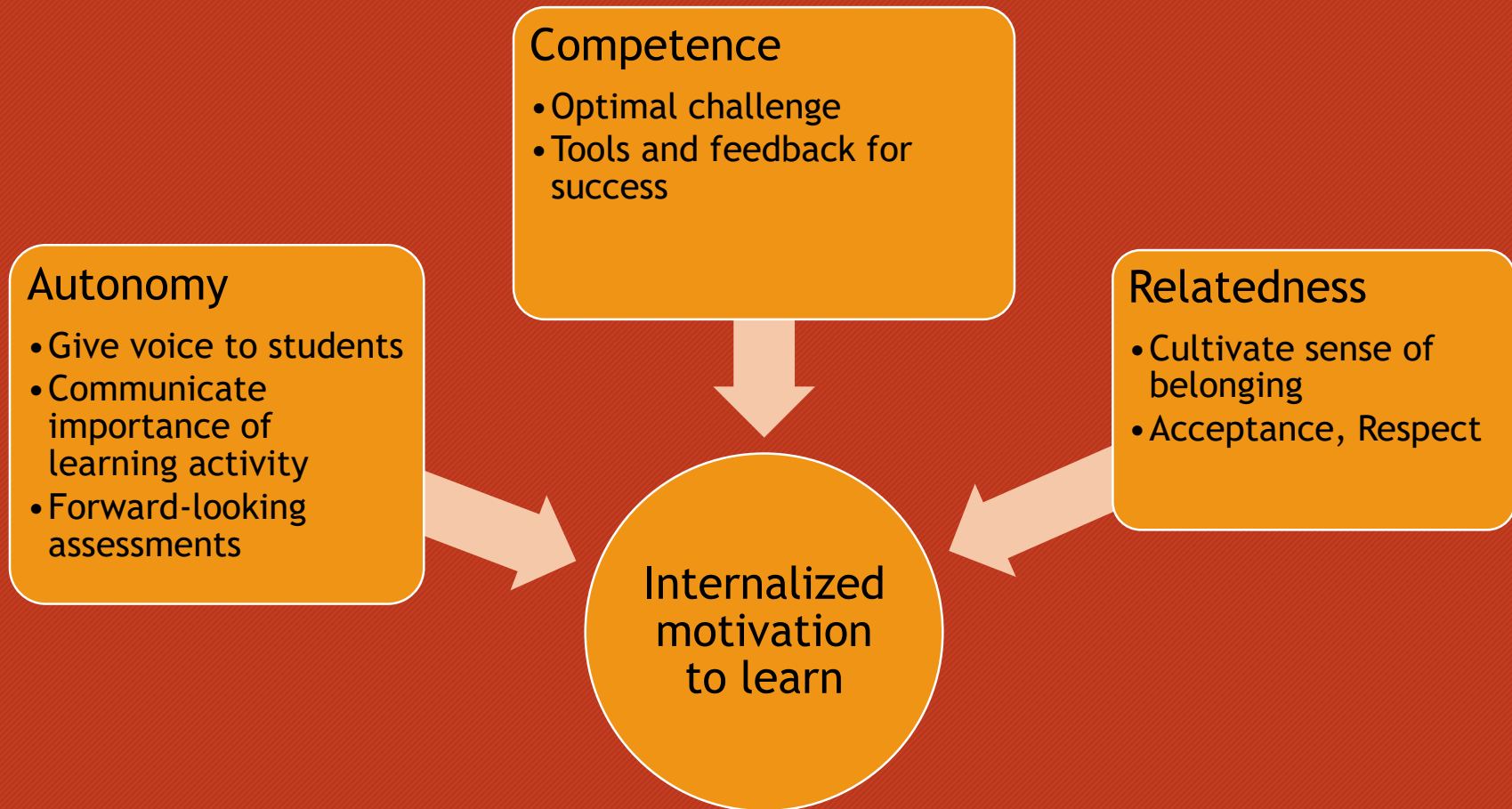
# Layering social psychology in course design

# Cultivating Internalized Motivation

Self-Determination Theory



# Cultivating Internalized Motivation to Learn



# Does this course promote internalized motivation?

- *Larger ongoing project*
- Non-equivalent group pretest-posttest design
  - Beginning & end of term
  - 5 courses 2015/2016
- Self-report measures
  - Intrinsic Motivation Inventory
  - Course Engagement Scale
  - Relationships in class
- Behaviour

# Layering social media for authentic experience



# Our first three weeks

- On Piazza
  - >1100 contributions (posts, responses, edits, followups, comments); includes 47 from me and 1 from TA
  - Mean = 7.84, SD = 6.84, 5 people zero, max 35, 34% of class 10+
- On Twitter
  - <https://storify.com/cdrawn/psychology-of-self-in-social-media>
  - >100 uses of the hashtag
  - Community building, peer discussion, resource sharing, observations about course
  - *Examples used with permission...*

# Community



**Nataly Kaufman**  
@KaufmanNataly

@Marisa\_Gagne so excited you are in #ubcpsyc325!

12 DAYS  
AGO



**Ruth Bidner**  
@RuthBidner

Hope everyone's article assignment is going well! #ubcpsyc325

7 DAYS  
AGO

Used with permission



**Marisa Gagne**  
@Marisa\_Gagne

How do you find out if an article's author has a twitter account? Kinda want to message some of the ones I've read. Any ideas #ubcpsyc325?

5 DAYS  
AGO



**erin assman**  
@erinassman

New Years resolution was to do things that scare the 🐛 out of me... decided to conduct an archival study for #ubcpsyc325

2 DAYS  
AGO

# Logistics



**Marisa Gagne**  
@Marisa\_Gagne

@cdrawn concerned about the stats analysis part of impact projects B and C. What kind of support/learning tools can we expect? #ubcpsyc325

 3 DAYS  
AGO



**Ali Parker**  
@alisondorothy

So much happening on the #ubcpsyc325 google doc! #breaktheinternet

 10 DAYS  
AGO



**Alexandra Mann**  
@alexleemanndra

Great that students got to have a say in the content of the course! Personally excited about the underlying cultural aspect! #ubcpsyc325

 10 DAYS  
AGO



**Amanda Hung**  
@mandahung

We'll all be tech-savvy by the end of #ubcpsyc325. Currently teaching & learning from each other how to use #Twitter & @piazza! #socialmedia

 5 DAYS  
AGO



**Jonathan Salamati**  
@jon\_salamati

Not sure if my journal article assignment submitted properly! Wish there was a confirmation email or something :S #ubcpsyc325

 6 DAYS  
AGO

#ubcpsyc325

# Deeper Questions



Marisa Gagne  
@Marisa\_Gagne

@heeyybexylady I wonder how anonymity affects the type/quality of social interaction. Any thoughts? #ubcpsyc325



Patrick McEachran  
@patrick\_mceachr

Are we more readily able to portray our ideal selves over social media? We aren't us, we're who we want to be. #ubcpsyc325



Patrick McEachran  
@patrick\_mceachr

@Marisa\_Gagne agreed! I like to think of it as our "Edited Self." No need to present our "Rough-Copy Self" over social media. #ubcpsyc325



Marisa Gagne  
@Marisa\_Gagne

@patrick\_mceachr @cdrawn I'm curious how that affects development of interpersonal skills; know of any research on the topic? #ubcpsyc325



Robin Richardson  
@TheRobinBird

Changing your profile pic for Paris or gay marriage: do you really care, or are you just trying to fit in? #ubcpsyc325 asking the hard Q's



# Deeper Questions



Michael Sum  
@MichaelSum93

What role does social media play in facilitating mass movement support? E.g. Kony 2012, Cedric the Lion, Amanda Todd campaign #ubcpsyc325



12 DAYS  
AGO



Lukius Kailimang  
@lukiusk

How has social media impacted the way we do F2F interaction? Also impacting the way we develop relationships w/others? #ubcpsyc325



12 DAYS  
AGO



Michael Sum  
@MichaelSum93

What is the relationship between attachment style and social media presence/interaction/behaviour? #ubcpsyc325



12 DAYS  
AGO

(What) Are Students Learning?

# Progress Toward Learning Objectives

*Examples of what we'll be able to measure*

- Improved ability to use literature to develop theory and research
  - Journal Article Evaluation → Final exam part 2
  - Impact Projects
- Deeper evaluation and interrogation of own social media engagement
  - One sentence self-report → Analysis of Your Self in Social media

# Week 2 First experiences modelling *Self* in social media

- How have you come to understand how *Self* processes relate to each other?
  - Baumeister model
  - McAdams & Cox model
- Do our models of *Self* apply in social media? What aspects might need changing? Adding? Deleting?
- *Examples used with permission...*



# THE SELF!

#ubcpsyc325

What does your  
social media use

look like,

where do

your  
circles

CROSS



In your  
social media  
use, how  
much  
overlap  
is there  
between  
what you  
know &  
what  
you  
show?

WHAT YOU KNOW:

- Autobiographical author

- Reflexive consciousness

- self-awareness
- self-knowledge
- self-esteem

- Motivated agent

- Executive function

- choice + control
- ego depletion
- self regulation

WHAT YOU SHOW:

- Social Actor

- Self as an interpersonal being

- self-presentation

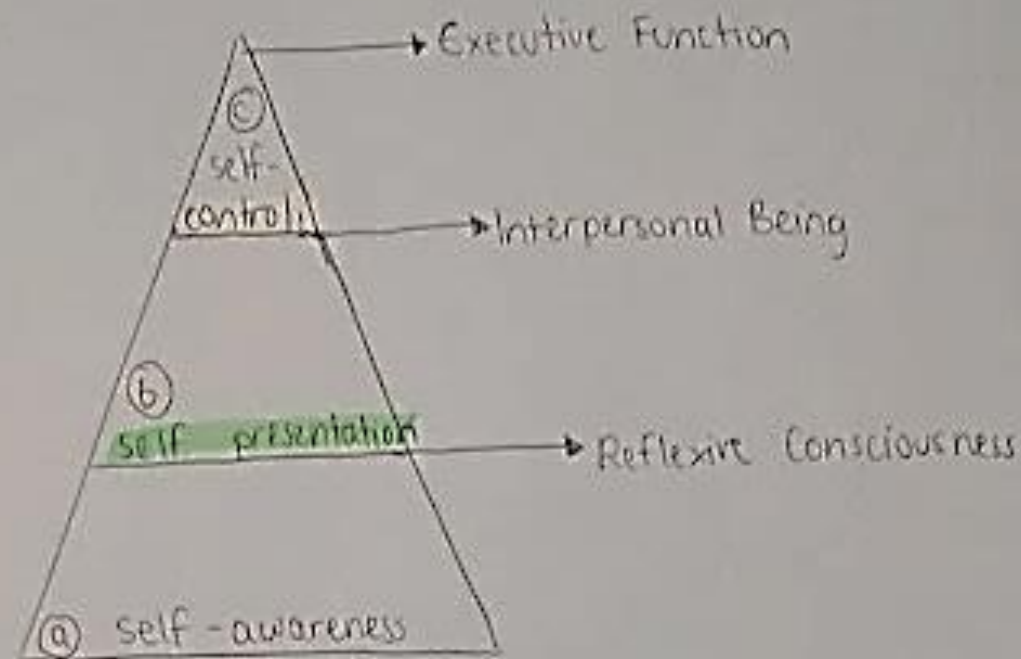
HIGH SELFESTEEM



self-esteem as  
in/congruent self image

LOW SELF ESTEEM



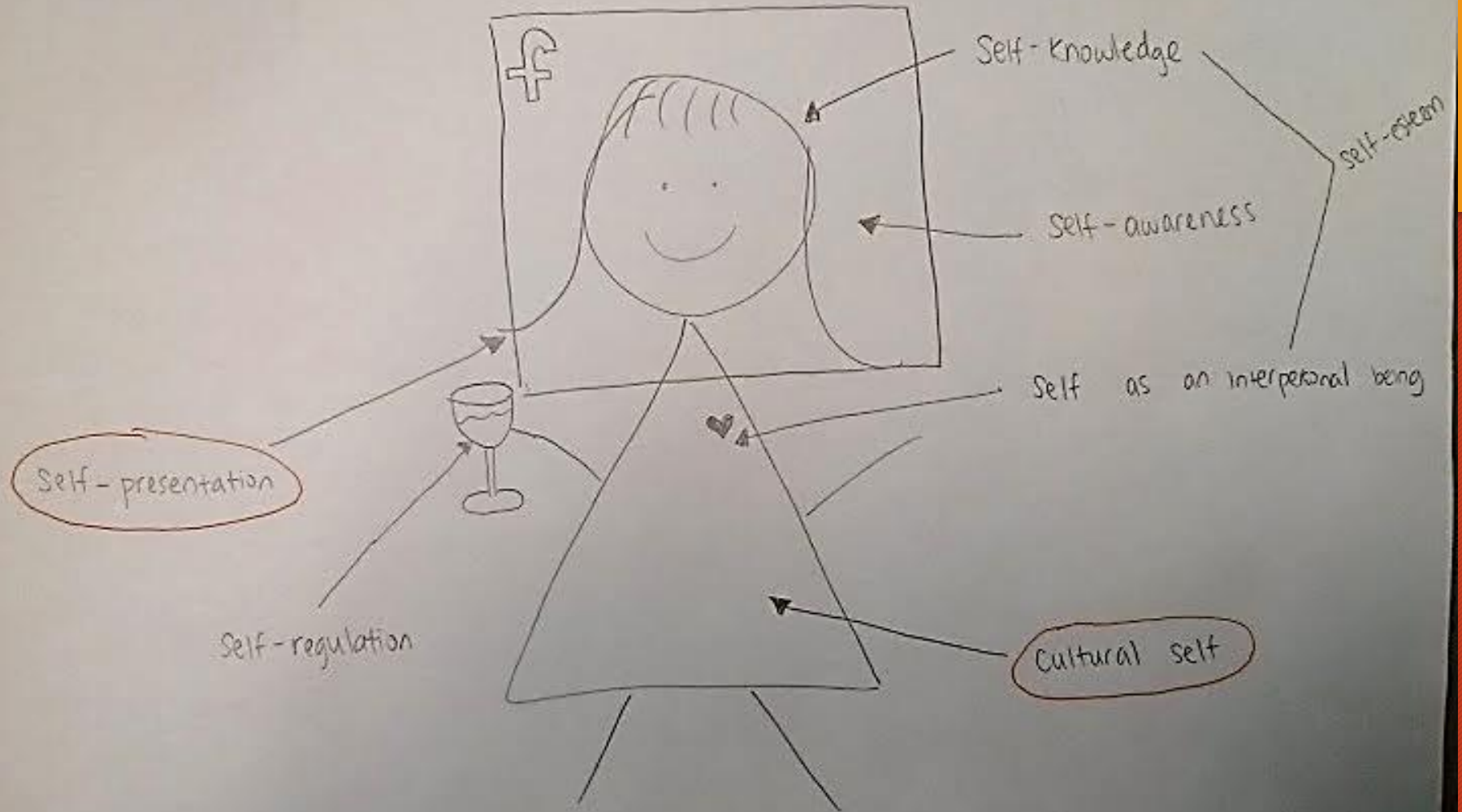


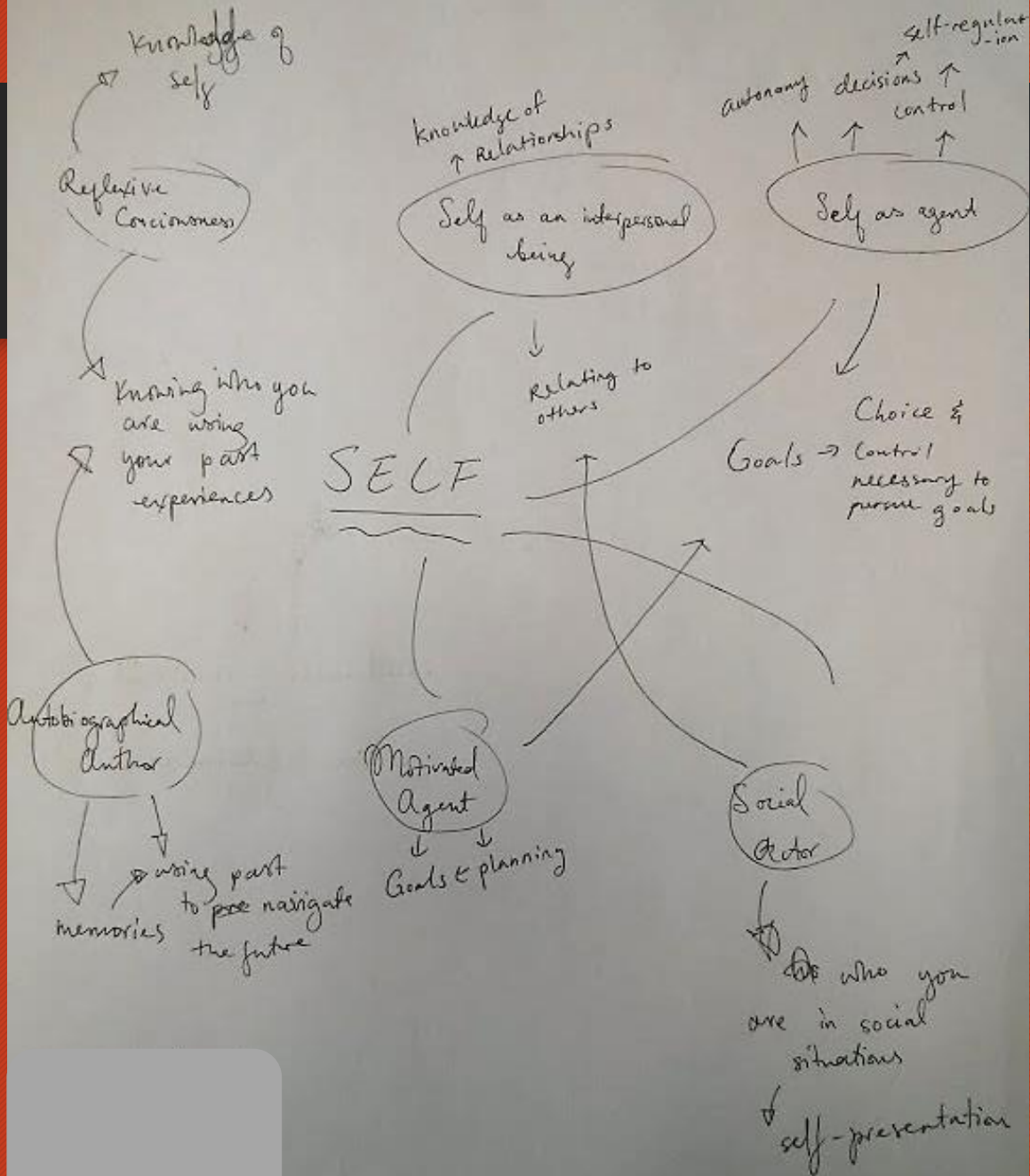
1. What should we see in social media?

a) Self-awareness taking the form of a willingness to be/have a presence on social media.

b) Stemming from (a), self-presentation takes the form of what you put out on social media (i.e. your self-schema).

c) Lastly, self-control takes the form of managing your own content/self-presentation on social media.





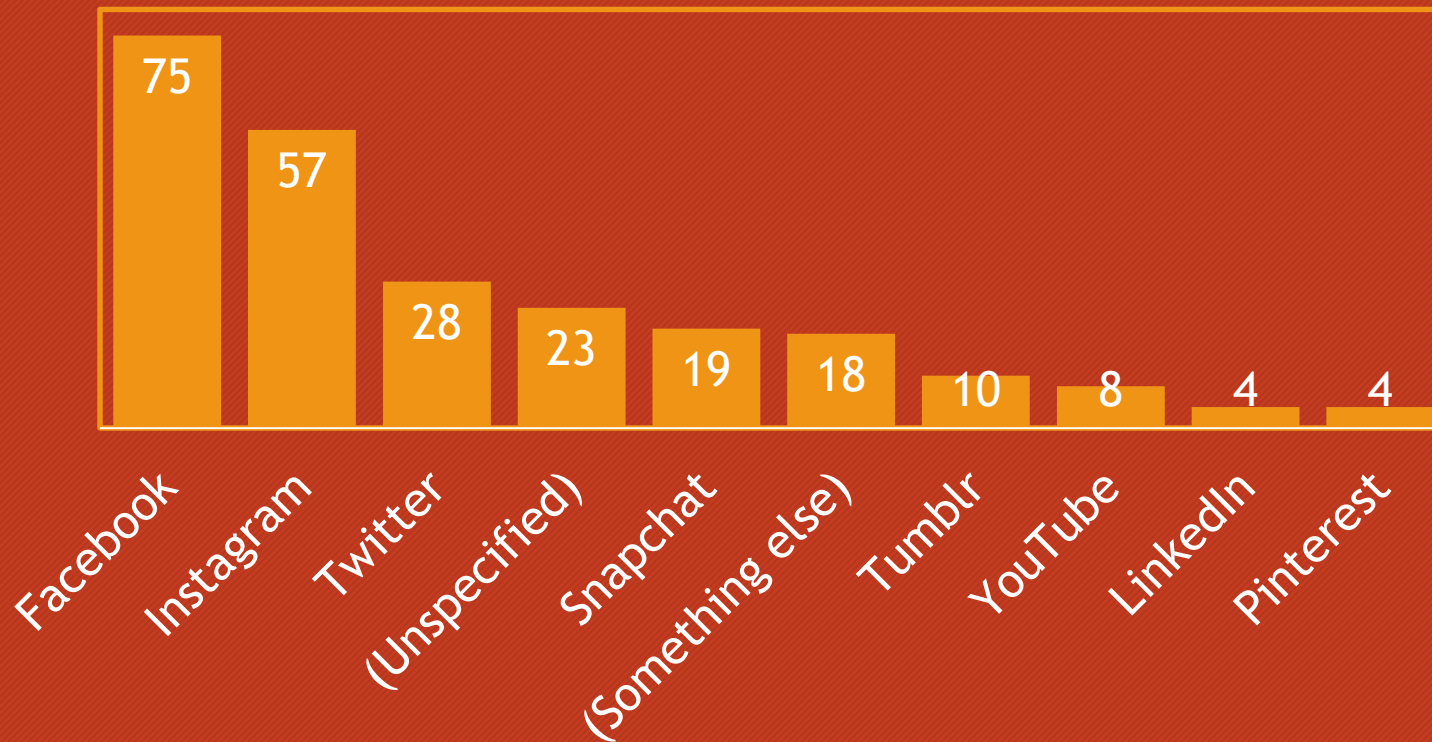
## Might this course change students' social media behaviour?

“Describe your social media engagement prior to this course in 1 sentence.”

- 37% self-identified as exclusively or almost exclusively “lurkers”
- 6% spontaneously mentioned issues of privacy
- 7% spontaneously mentioned professionalism or using social media for careers

“Describe your social media engagement prior to this course in 1 sentence.”

Percent of Respondents Spontaneously Mentioning a Platform



**“Describe your social media engagement prior to this course in 1 sentence.”**

**“I mostly use Facebook to keep myself up to date with the things my friends are doing and other things that are going on around the world.”**

**“I use Facebook to communicate with distant friends and to organize groups and meetings for group projects and events.”**

**“I am using using Facebook mainly to communicate private messages and I am trying to mostly share my ideas or article I think worth reading. I try not to publish to much about what I do in my free-time. I used to have Instagram but I deleted my account because it was too much time-consuming.”**

**“Describe your social media engagement prior to this course in 1 sentence.”**

**“I would describe my engagement as a social media lurker. I spend a large amount of time each day browsing social media sites (Facebook and Instagram), but I am cautious to post anything on my own social media accounts.”**

**“I created my first social media account (Facebook) in 2007. These days, I use my Facebook, Twitter, and Instagram accounts semi-regularly and am very conscious of keeping a respectable self-image on these social networks.”**



# How would you design a Social/Personality Psychology in Social Media course?

Social Media  
is Ubiquitous



Integrated  
Course  
Design



Intrinsic  
motivation



Measuring  
learning and  
development

“We teach who we are”

Parker Palmer

*The Courage to Teach* (1998)

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