

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

Please have at easy-access your notes  
and articles from throughout the term.

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

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



# End of Course Readings...

## Last class

- \*Yang, C. C., & Brown, B. B. (2016). Online self-presentation on Facebook and self development during the college transition. *Journal of Youth and Adolescence*, 45, 402-416.

## Next class

- Chapter 10 of *Tell Everyone* (#The Way Ahead)

# Agenda

- Checking in about submissions and upcoming peer & self reviews
  - Questions?
- Synthesizing our learning across the course
  - Remembering what we set out to do
  - Building an integrative theoretical model using Fig 1 as an example
  - *[i.e., Preparation for final exam]*

[Slide from Day 2 of our course, also in syllabus]

# 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.

[Slide we built on Day 1 of our course]

## *Large group discussion*

- What is most important to learn?
  - Learn how to learn (strategies to tackle new tasks)
  - Learn how to be adaptable
  - Acknowledge different perspectives and worldviews
  - Think critically – analyze ideas
  - Understand the world we're immersed in
  - Build and nurture relationships

[Slide we built on Day 1 of our course]

## Small group brainstorm, large follow-up

- What can you learn on your own?
  - Explore strategies to learn on your own
  - Theory: tackle understanding on own
  - Develop foundation of knowledge first by reading and engaging in other resources
- What do you need help from me and other students to learn (in class)?
  - Get different perspectives on theory to understand more deeply (avoid confirmation bias)
  - Bring in, share experiences to connect with theory
  - Overview perspective, big picture, connect dots

# Synthesizing our learning across the course

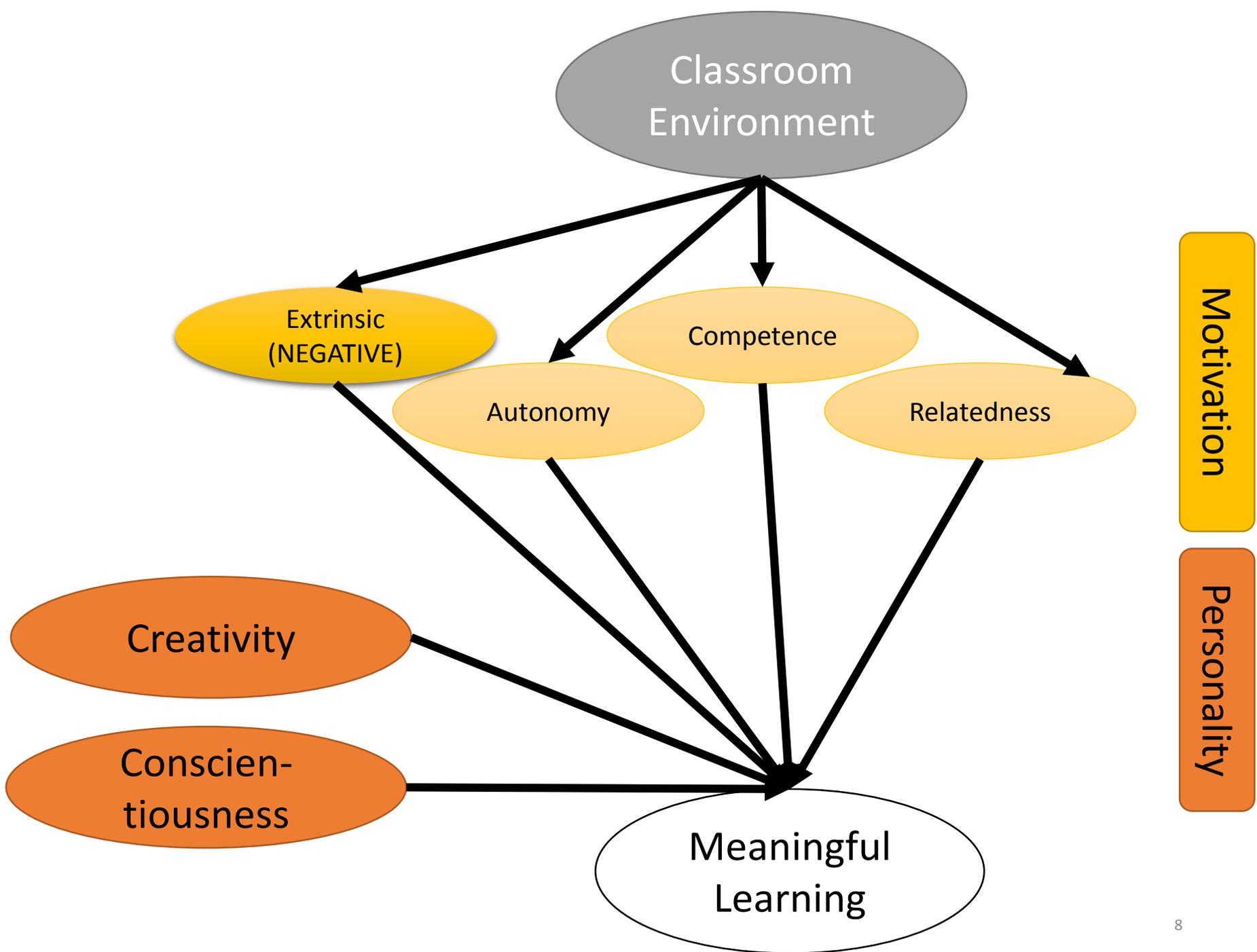
[working toward the final exam Q2]

## Task

- **Use Figure 1 from Yang et al (last class) as an example** of how to build a theoretical model using past research.
- Pick 5 Self-relevant variables we have explored throughout the term. Arrange them in a model that summarizes how you see them fitting together. (Example next side)
- In an accompanying narrative, note why you drew each connection (cite relevant research to back up your arrangement).

## Here's how I recommend approaching it

1. List all course themes (see Schedule)
2. Compile all readings and your notes on them
3. Generate a list of all major variables we have explored (keep track of which readings feature which variables)
4. Pick 5 variables you want to feature heavily
  - *You think they're central to Self*
  - *You can envision a meaningful way to organize them (e.g., mediation and/or causal pathways)*
  - *You can relate to them such that you will be able to evaluate your own social media engagement with the model you create*



# Feedback from skimming final exam activity last class

- Consider different levels of mastery that will inform the rubric
  - parroting back isolated content,
  - effectively link to examples,
  - linking islands of content in a way we've done before,
  - layer of independent and creative thought/interpretation,
  - layer of independent thought that is supplemented by other research and theory,
  - proposing new theory of self that weaves together and extends past work

# Final Exam Description From Syllabus

<http://blogs.ubc.ca/psychsocialmedia/goals-assessments/final-exam/>

Earn 35% of your grade by completing a final exam, including a peer-assessment and self-assessment. At this time, the plan for the final exam is described below, but is subject to change. Expectations will be confirmed by the end of classes. **Evaluates Learning Goals #1, #3, and #6.**

1. A few articles will be assigned to read in advance as preparation. Two of them will be featured on the final exam. Your Task: link the results and theory from these articles to one of the course themes, and use the results from these studies to explain/understand/interrogate an event you've witnessed in social media.
2. 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?
3. Using a rubric provided, evaluate your own and a random peer's final exam.