

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

*Vote for Impact Project weighting on Piazza.
Current response rate 40%.*

Please sit with your working groups.
Have a copy of today's article ready.

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

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



Agenda

- 11:00-11:20 Check in on Impact Projects in your Working Group
- 11:20-11:55 Mini-presentations on theme reading
- 11:55-12:20 Final Exam Prep Session #2

Motivation Theme Readings

Thursday

- Alt., D. (2015). College students' academic motivation, media engagement and fear of missing out. *Computers in Human Behavior, 49*, 111-119.
- Tell Everyone Chapter 5: Voices That Rise Above The Noise

Today

- Kowert, R., & Oldmeadow, J. A. (2015). Playing for social comfort: Online video game play as a social accommodator for the insecurely attached. *Computers in Human Behaviour, 53*, 556-566.

Prepare a brief group presentation that answers these questions.

1. What is Adult Attachment Theory? What qualities characterize adult attachment styles?
2. How did the authors hypothesize online video game use related to attachment?
3. What did the results suggest about the hypothesis? You may wish to include a diagram.
4. What other variables have we explored in this course that might relate to online video game use? What is your hypothesis about how they are related?

Agenda

- 11:00-11:20 Check in on Impact Projects in your Working Group
- 11:20-11:55 Discussion of theme reading
- 11:55-12:20 Final Exam Prep Session #2

12:00-12:20 Final Exam Prep Session #2 of 3

- Read requirements. How would you answer today?
- Consult prior readings and/or the Schedule to refresh your memory.
- **Outline** a response to each question, and hand it in with your name on it. (Don't need to write in paragraphs for this, just create an outline.)
- Aim to demonstrate mastery of our course readings and discussions.

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.

Feedback from skimming final exam activity last class

Tips I can offer right now

- Diagrams great, but must be accompanied by descriptive text. Make it apparent to the reader what you're thinking and where it comes from.
- “Can we use our own personal experience as our example, or should it be a larger phenomenon or event that we're aware of/ have discussed in class?”
 - Depends on what you mean. Generally yes draw in personal experiences, yet your goal is also to demonstrate mastery of course content. Were you here, thinking, learning, engaging deeply?
- “Can we overlap with our impact project (e.g., theme or example)?”
 - Yes though you’ll go beyond it. Think breadth, where your Impact Project is a chance for depth.
- Advance preparations will be key to have adequate time to complete

Feedback from skimming final exam activity last class

Next one Tuesday March 29

- Things I need to provide or consider or respond to
 - Provide list of themes next time (for in-class only... not for the final exam)
 - “What exactly do you mean by "comprehensive"?”
 - “How many articles should we bring in to the answer? how much depth?”
 - Think about how to clarify rigorousness and ways to weaving in research to inform an understanding of examples and experience