

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

Welcome to our last day of class!

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

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



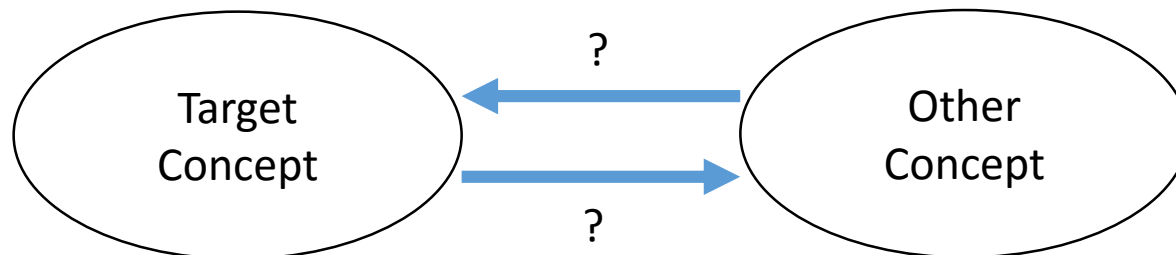
From Piazza... Building our concept bank. Any missing pieces?

On your own or
collaboratively

1. Collectively come up with a master list of course concepts. (Last day's handout: Complete article list)
2. Choose one concept that interests you. What is its definition? What is one research finding related to it?
 - Make suggestions/revisions/additions to what's there
3. Generate an example to illustrate the way this concept can play out in social media. You might draw from your own experiences or from examples in Hermida's book.

Synthesizing our learning across the course

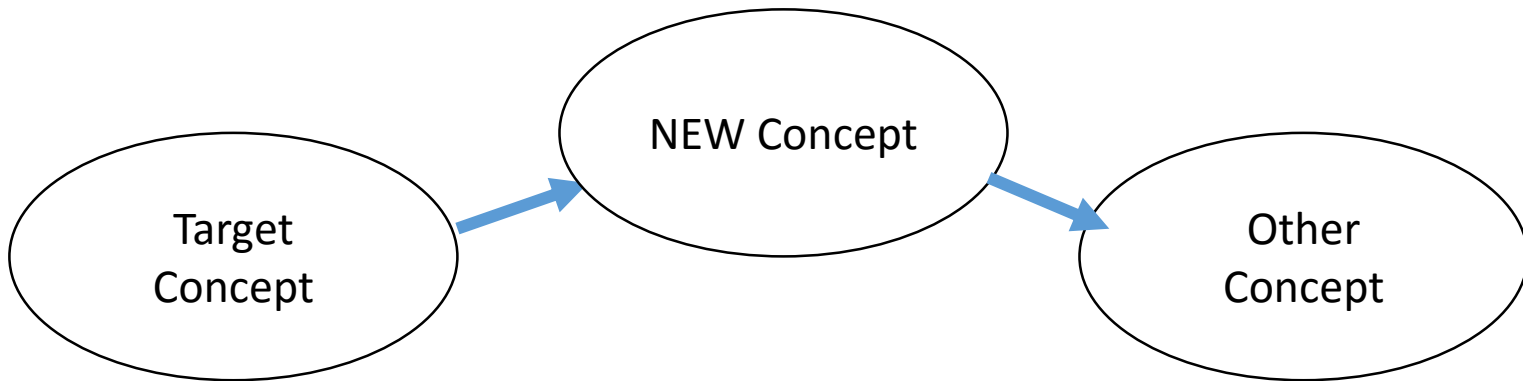
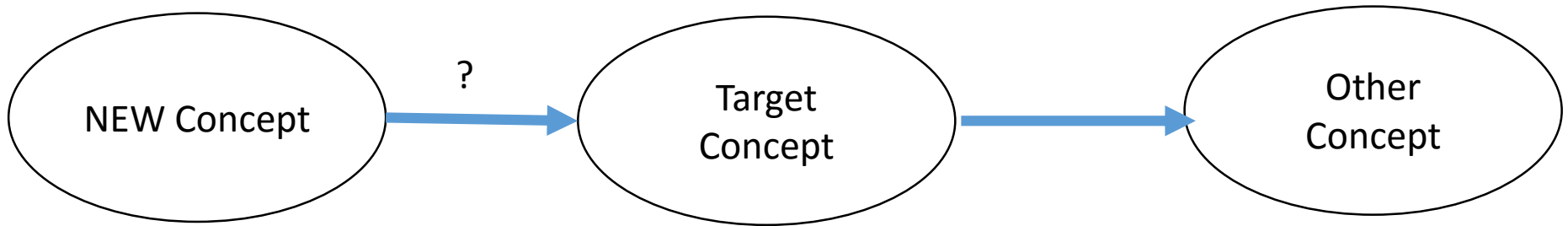
1. Choose one concept that has been defined. Add to the definition if needed.
2. How does this concept relate to one other concept from the master list? Does it *affect* that concept, or is it *affected by* that concept? Do you have any research evidence to support your ordering?



Synthesizing our learning across the course

- Find someone you're not used to working with. Explain your proposed relationship between these two concepts. Get feedback: do they agree? Can they think of research evidence to support that connection (or a different order)?
- Revise (if needed).
- Add another concept.
 - How does this concept relate to the two concepts you have involved? Does it *affect* one or both of those concepts, or is it *affected by* that concept? Do you have any research evidence to support your ordering?
 - Examples...

Ideas for Adding Another Concept...

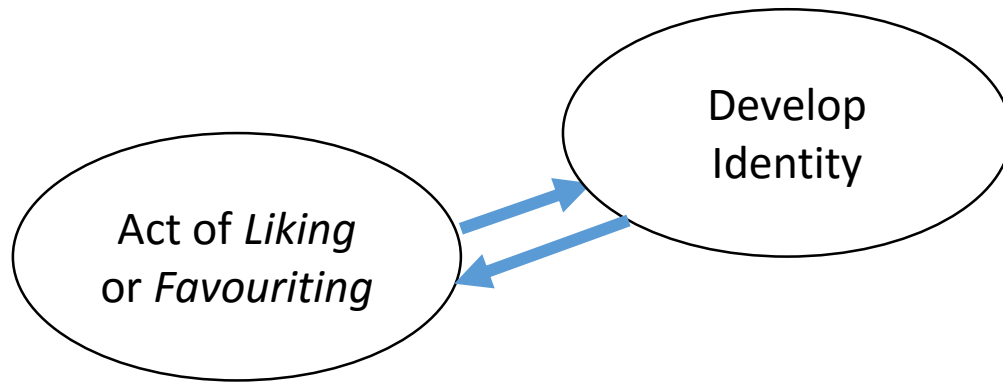


Add concepts, one at a time, taking notes as you go.

On your own please

- Pick 5 Self-relevant variables we have explored throughout the term. Arrange them in a model that summarizes how you see them fitting together.
 - *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*
- In an accompanying narrative, note why you drew each connection (cite relevant research to back up your arrangement).
 - An example...

Example for how to explain (part of) your model

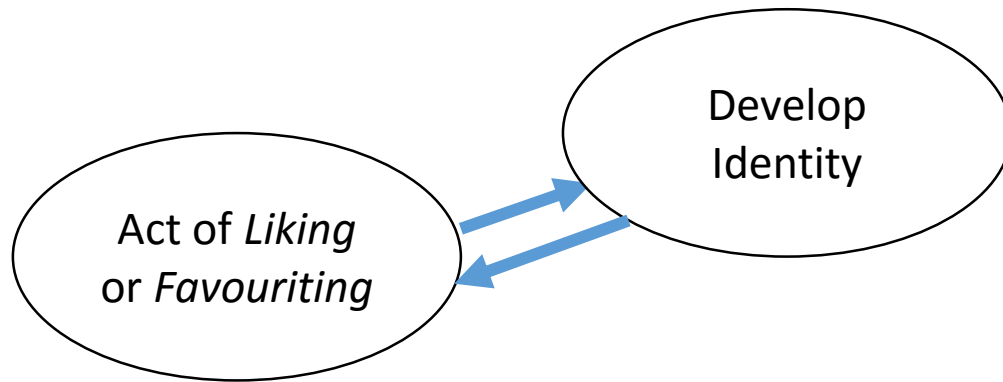


One aspect of my model focuses on behaviour of *Liking* or *Favouriting* something. Large studies from Facebook data have shown that action is correlated with personality (Kosinski et al, **date**): people with different personality traits reliably *like* different kinds of things. I'm relating it here to *identity*, which is more broad than personality and includes not just individual-differences characteristics but also the content of the self-concept. I think that there are two causal arrows here: the act of *liking* can be a cause of a particular identity, and *liking* can also affirm or shape peoples' identity. **[Note to self: look in notes for other evidence]**

Add concepts, one at a time, taking notes as you go.

- Think about your own social media engagement through the lens of your model (or part of it).
 - Use it 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?
 - An example...

Example for how to use (part of) your model



Over the course of this term, I have begun *Liking* more things online. Partly this has been a reflection of my identity as “course instructor” for #ubcpsyc325, trying to positively reinforce posts as well as show my students I’ve read what they’ve written. Therefore, this behaviour is consistent with the Identity → Liking path. Has the act of liking shaped my identity, as I propose with the reverse causal arrow? That direction is a little less obvious or deliberate. Looking back over what I’ve liked recently, I think the act of liking helps me become more supportive of others and less self-centred. The things I like most often are happiness/ gratitude/ beauty /achievement expressed by friends, acquaintances, and family. By choosing to *like* those things I think I do feel more connected and supportive. In the future, I might think about adding comments to develop that quality of supportiveness further. In other words, I predict that the act of Liking will shape my identity (i.e., Liking → Identity).

Final Exam Description From Syllabus. Use our in-class activities to develop your responses.

<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.

1h 45 minutes

45 mins

Target: Next Friday

Closing

- Supplies: Fresh handout of articles, piece of coloured paper, marker
- Skim the handout of articles
 - Place a star beside your favourite articles – ones that you would recommend be included on the syllabus next time
 - Submit one per person, even if you agree
- Take a few moments to reflect on what you have learned throughout this course.
 - Write one sentence that captures something important you've learned that you'd like to share. "I learned..."
 - Take a photo (with yourself or not) and post to Twitter #ubcpsyc325 (or Piazza)
- Please hand these both in.

Please complete Student Evaluation of Teaching online by Monday April 11, 11:59pm

- **Thanks those of you who have already completed it!**
 - **So far: 17% (17/102) for Instructor, 8% (8/102) for TAs**
- Check your email (go to <https://eval.ctlt.ubc.ca/arts>)
- Used by UBC for promotion, award decisions... In other words, they have big impact! Department head, Dean...
- I read every one, and consider every item's mean, median, SD
 - I post results and write responses each summer (see <http://blogs.ubc.ca/catherinerawn/teaching/assessing-teaching/>)
 - Some examples of changes I have made to my courses based on feedback: drop/adjust textbooks, more support for teamwork, add more details to expectations, kept using clickers, adjusted frequency and length of tests, changed written components entirely...
 - I know you are capable of great achievements, so my learning assessments are meant to challenge you to stretch your abilities
- I value your constructive feedback about the course & my teaching!
 - What did you find enjoyable, worthwhile about the course? What did I do to help you learn? What should I consider doing differently next time?
- Completely anonymous, and I don't receive access until May

Thank you for your enthusiasm,
insights, contributions,
compassion, challenges,
questions, and openness this
term.

I have learned that the settings of a particular social media platform are vital for predicting the resulting social norms and impact on self.

I have learned that you are capable of extraordinary insights and making important scholarly contributions.