



CHRISTIAN HERITAGE COLLEGE

**HB342**

**CONTEMPORARY TECHNOLOGY AND  
HUMAN BEHAVIOUR**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

|  |  |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
|--|--|---------------|----------|---------------------------------|----------|------------------------|----------|--------------|------------------|---------------------------------|----------|------------------------|----------|--------------|------------------|
| <b>Unit code</b>                                 | HB342  |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Unit name</b>                                 | Contemporary Technology and Human Behaviour  |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Associated higher education awards</b>        | Bachelor of Applied Social Science   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Duration</b>                                  | One semester   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Level</b>                                     | Intermediate   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Core/Elective</b>                             | Elective<br>Required for Human Behaviour specialisation  |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Weighting</b>                                 | Unit credit points: 10<br>Course credit points: 240  |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Student workload</b>                          | <p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>39 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>59 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>52 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>   | Contact hours | 39 hours | Reading, study, and preparation | 59 hours | Assignment preparation | 52 hours | <b>TOTAL</b> | <b>150 hours</b> | Engagement with study materials | 90 hours | Assignment preparation | 60 hours | <b>TOTAL</b> | <b>150 hours</b> |
| Contact hours                                    | 39 hours   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| Reading, study, and preparation                  | 59 hours   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| Assignment preparation                           | 52 hours   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>TOTAL</b>                                     | <b>150 hours</b>   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| Engagement with study materials                  | 90 hours   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| Assignment preparation                           | 60 hours   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>TOTAL</b>                                     | <b>150 hours</b>   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Delivery mode</b>                             | Face-to-face on site<br>External   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Prerequisites/ Corequisites/ Restrictions</b> | <i>Prerequisite</i><br>HB241 Social Psychology   |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Rationale</b>                                 | <p>The focus of this unit is to demonstrate contemporary technologies used by individuals for business, education, information, entertainment and social purposes, and the impact they have on the individual's mental, social, physical, and psychological development. Society has become more reliant on technology for supporting networks, dialogic learning, and building relationships through digital tools (Twitter, blogs, wikis, Facebook, etc.) as it enables rapid and continual communication, collaboration and engagement with knowledge, networks and society.</p> <p>Students need to be aware how this change in communication and receiving knowledge impacts the individual; their mental, social, physical and psychological development, and their relationship to the physical world. This unit will equip students with skills to understand discussion and research about online engagement, its management, risks and governance, and to begin to build knowledge to support people with problems in this area.</p> |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |
| <b>Prescribed text(s)</b>                        | Carr, N. (2011). <i>The shallows: What the internet is doing to our brains</i> . New York, NY: W.W. Norton.  |               |          |                                 |          |                        |          |              |                  |                                 |          |                        |          |              |                  |

|  |  |
|--|--|
| <p><b>Recommended readings</b></p>             | <p><b>Books</b></p> <p>Croteau, D., &amp; Hoynes, W. (2014) <i>Media/society: Industries, images, and audiences</i> (5th ed.). Thousand Oaks, CA: Sage.</p> <p>Doan, A., &amp; Strickland, B. (2012). <i>Hooked on games: The lure and cost of video game and internet addiction</i>. Coralville, IA: FEP International.</p> <p>Fuchs, C. (2014). <i>Social media: A critical introduction</i>. London, UK: Sage.</p> <p>Howard, T. (2010). <i>Design to thrive: Creating social networks and online communities that last</i>. Burlington, MA: Morgan Kaufmann.</p> <p>Keen, A. (2013). <i>Digital vertigo: How today's online social revolution is dividing, diminishing, and disorienting us</i>. New York, NY: St. Martin's Griffin.</p> <p>Kraut, R., Resnick, P., Kiesler, S., &amp; Ren, Y. (2012). <i>Building successful online communities: Evidence-based social design</i>. Cambridge, MA: MIT Press.</p> <p>McLean, S. (2014). <i>Sexts, texts and selfies: How to keep your children safe in the digital space</i>. Melbourne, VIC, Australia: Penguin Books.</p> <p>Steyer, J. (2012). <i>Talking back to Facebook: The common sense guide to raising kids in the digital age</i>. New York, NY: Scribner.</p> <p>Young, K. S., &amp; de Abreu, C. N. (2010). <i>Internet addiction: A handbook and guide to evaluation and treatment</i>. Hoboken, NJ: John Wiley &amp; Sons</p> <p><b>Journals</b></p> <p><i>Journal of Experimental Psychology: Human Perception and Performance</i></p> <p><b>Additional Resources</b></p> <p><i>Pew Research Internet Project</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p> |
| <p><b>Specialist resource requirements</b></p> | <p>Nil</p>   |
| <p><b>Content</b></p>                          | <ol style="list-style-type: none"> <li>1. History and development of the cyber world</li> <li>2. Patterns of use, gender, and cultural differences</li> <li>3. Inequalities in the cyber world, manipulation of media, and propaganda</li> <li>4. Online communities: gaming, special interest groups, educational groups, scamming, dating, private and public domains</li> <li>5. Sexting, texting, hyper texting, and online communication</li> <li>6. Impact of social media and new technology on physical and social wellbeing</li> <li>7. Impact of social media and new technology on spiritual and emotional wellbeing</li> <li>8. Impact of social media on the developing brain and neurological changes</li> <li>9. Impact of social media, online gaming, and the internet on violent behaviour, sexuality, and anti-social behaviours</li> <li>10. Impact of social media on learning, grammar, and spelling</li> <li>11. When social media and the internet becomes an addiction, "Facebook Depression", Cyberbullying, and ethics and the law in the faceless world</li> <li>12. Assisting people with online problems</li> </ol>  |

|                          |   |
|--------------------------|---|
| <b>Learning outcomes</b> | <p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. discussed the potential benefits and drawbacks of social media and contemporary technology on human behaviour;</li> <li>2. evaluated their own usage of digital technology and its impact on their wellbeing and development;</li> <li>3. comprehended a range of themes and topics of relevance to contemporary (digital) technologies and human behaviour;</li> <li>4. described and analysed the concerns of contemporary (digital) technologies on human behaviour and possible interventions; and</li> <li>5. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>  |
| <b>Assessment tasks</b>  | <p><b>Task 1: Analytical Report</b></p> <p>Compare and contrast two online communities with respect to their values, membership groups, philosophies, worldview, history, ethical frameworks, activities and outcomes.</p> <p>Word Length/Duration: 1,600 words</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1,3-5</p> <p>Assessed: Week 5</p> <p><b>Task 2: Reflective Essay and Diary of Digital Usage</b></p> <p>Keep a diary of your digital technology (television, internet, iPhone, iPad, iPod, emails, Facebook, etc.) usage for one week and write what you experience, your feelings, learning, social information and thinking. Then go without any of these technologies for 24 hours and keep a record of your thoughts and feelings. In a reflective essay, compare the impact of these technologies on your life as compared to the content from Weeks 5-9.</p> <p>Word Length/Duration: 1,750 words</p> <p>Weighting: 35%</p> <p>Learning Outcomes: 1-5</p> <p>Assessed: Week 10</p> <p><b>Task 3: Presentation</b></p> <p>Research the positive and negative impact of social media and contemporary technologies on human behaviour.</p> <p>Word Length/Duration: Presentation - 15 minutes; Handout - 500 words</p> <p>Weighting: 35%</p> <p>Learning Outcomes: 1, 3-5</p> <p>Assessed: Week 13</p> |
| <b>Unit summary</b>      | <p>This unit provides students with an in-depth introduction to concepts and emerging research on social media and contemporary (digital) technologies and their impact on human behaviour. It gives students the opportunity to evaluate their own use of social media and modern technology and introduces students to a number of potential harms to an individual's wellbeing with over use and abuse.</p>  |