

UNIT INFORMATION

UNIT CODE	HB342	
UNIT NAME	Contemporary Technology and Human Behaviour	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Human Services	
DURATION	One semester	
LEVEL	Intermediate	
UNIT COORDINATOR	Dr Stephen Beaumont	
TEACHING STAFF	Bridget Harding	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face on site	
	External	
STUDENT WORKLOAD	<i>Face to face</i>	
	Contact hours	39 hours
	Reading, study and preparation	59 hours
	Assignment preparation	52 hours
	TOTAL	150 hours
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	40 credit points of Social Sciences units	

RATIONALE

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.

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.

LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internally or Externally).

INTERNAL

Learning outcomes will be addressed through on-site lectures, tutorials and assessments.

In an internal unit, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

EXTERNAL

Learning outcomes will be addressed through consultations with your supervisor, online information, readings, resources, discussion forums and activities that can be found in this unit handbook and on the Moodle page for this unit. As this is an external, self-directed unit, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities.

These resources will provide you with all you need to complete the assessments. However, you must be sure to follow the weekly topics in this handbook and to log-on to the Moodle page for this subject regularly as your participation in the weekly discussions and activities posted there is essential for your successful completion of this unit.

Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.

- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

1. History and development of the cyber world.
2. Patterns of use, gender, and cultural differences.
3. Inequalities in the cyber world, manipulation of media, and propaganda.
4. Online communities: gaming, special interest groups, educational groups, scamming, dating, private and public domains.
5. Sexting, texting, hyper texting, and online communication.
6. Impact of social media and new technology on physical and social wellbeing.
7. Impact of social media and new technology on spiritual and emotional wellbeing.
8. Impact of social media on the developing brain and neurological changes.
9. Impact of social media, online gaming, and the internet on violent behaviour, sexuality, and anti-social behaviours.
10. Impact of social media on learning, grammar, and spelling.
11. When social media and the internet becomes an addiction, "Facebook Depression", Cyberbullying, and ethics and the law in the faceless world.
12. Assisting people with online problems.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Discussed the potential benefits and drawbacks of social media and contemporary technology on human behaviour.
2. Evaluated their own usage of digital technology and its impact on their wellbeing, development and Christian Worldview.
3. Comprehended a range of themes and topics of relevance to contemporary (digital) technologies and human behaviour.
4. Described and analysed the concerns of contemporary (digital) technologies on human behaviour and possible interventions including those form a Christian worldview.
5. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: ANALYTICAL REPORT

Compare and contrast two online communities with respect to their values, membership groups, philosophies, worldview, history, ethical frameworks, activities and outcomes. Briefly reflect on each community's approach from a Christian worldview and discuss potential implication of membership in such a community.

Word Length/Duration: 1,600 words
 Weighting: 30%
 Learning Outcomes: 1, 3-5
 Assessed: Week 6
 Method of Submission: Turnitin

TASK 2: REFLECTIVE ESSAY AND DIARY OF DIGITAL USAGE

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.

Word Length/Duration: 1,750 words
 Weighting: 35%
 Learning Outcomes: 1-5
 Assessed: Week 11
 Method of Submission: Turnitin

TASK 3: PRESENTATION / RECORDED PRESENTATION

Research the positive and negative impact of social media and contemporary technologies on human behaviour. Present your findings as a Prezi presentation making sure you cover the content covered in Weeks 5-12 and integrate a Christian worldview.

Word Length/Duration: Presentation: 15 minutes and Handout: 500 words
 Weighting: 35%
 Learning Outcomes: 1, 3-5
 Assessed: Week 14
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Graduate Teacher Standards	Graduate Attributes
Task 1	1, 3-5	1-5	n.a.	1-2, 4-8
Task 2	1-5	1-10	n.a.	4-7
Task 3	1, 3-5	1-12	n.a.	1-8

SPECIALIST FACILITIES OR EQUIPMENT

Digital recording device.

PRESCRIBED TEXTS

Hart, A. & Hart Frejd, D. (2013). *The digital invasion: How technology is shaping you and your relationships*. Baker Books.

RECOMMENDED READINGS

BOOKS

- Croteau, D., & Hoynes, W. (2019) *Media/society: Technology, industries, content and users* (6th ed.). Sage.
- Doan, A., & Strickland, B. (2012). *Hooked on games: The lure and cost of video game and internet addiction*. FEP International.
- Fuchs, C. (2017). *Social media: A critical introduction* (2nd ed.). Sage.
- Howard, T. (2010). *Design to thrive: Creating social networks and online communities that last*. Morgan Kaufmann.
- Keen, A. (2013). *Digital vertigo: How today's online social revolution is dividing, diminishing, and disorienting us*. St. Martin's Griffin.
- Kraut, R., Resnick, P., Kiesler, S., & Ren, Y., Bourke, M., Chen, Y., Kittur, N., Kostan, J., Ren, Y., & Riedl, J. (2016). *Building successful online communities: Evidence-based social design*. MIT Press.
- McLean, S. (2018). *Sexts, texts and selfies: How to keep your children safe in the digital space* (Rev. ed.). : Penguin Books.
- Steyer, J. (2012). *Talking back to Facebook: The common sense guide to raising kids in the digital age*. Scribner.
- Waite, T. (2007). *Plugged in: a clinicians' and families' guide to online video game addiction*. Publish America.
- Young, K. S., & de Abreu, C. N. (2010). *Internet addiction: A handbook and guide to evaluation and treatment*. John Wiley & Sons.

JOURNALS

Pew Research Internet Project

OTHER

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).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE