

**UNIT OUTLINE**

**Unit Code: HB342**

**Unit Title: Contemporary Technology and Human Behaviour**

**Semester: S**

**Year: 2020**

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| **Unit code** | | HB342 | | | |
| **Unit name** | | Contemporary Technology and Human Behaviour | | | |
| **Associated higher education awards** | | Bachelor of Applied Social Science | | | |
| **Duration** | | One semester | | | |
| **Level** | | Intermediate | | | |
| **Unit Coordinator** | |  | | | |
| **Core/Elective** | | Elective  Required for Human Behaviour specialisation | | | |
| **Weighting** | | Unit credit points: 10  Course credit points: 240 | | | |
| **Student workload** | | *Face-to-face on site*  Contact hours  Reading, study, and preparation  Assignment preparation  TOTAL  *External*  Engagement with study materials  Assignment preparation  TOTAL | | | 39 hours  59 hours  52 hours  150 hours  90 hours  60 hours  150 hours |
| Students requiring additional English language support are expected to undertake an additional one hour per week. | | | |
| **Delivery mode** | | Face-to-face on site  External | | | |
| **Prerequisites/ Corequisites/ Restrictions** | | *Prerequisite*  HB241 Social Psychology | | | |
| **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. | | | |
| **Prescribed text(s)** | | Hart, A. & Hart Frejd, D. (2013). *The digital invasion: How technology is shaping you and your relationships.* Grand Rapids, MI: Baker Books. | | | |
| **Recommended readings** | | **Books**  Croteau, D., & Hoynes, W. (2014) *Media/society: Industries, images, and audiences* (5th ed.). Thousand Oaks, CA: Sage.  Doan, A., & Strickland, B. (2012). *Hooked on games: The lure and cost of video game and internet addition.* Coralville, IA: FEP International.  Fuchs, C. (2014). *Social media: A critical introduction.* London, UK: Sage.  Howard, T. (2010). *Design to thrive: Creating social networks and online communities that last.* Burlington, MA: Morgan Kaufmann.  Keen, A. (2013). *Digital vertigo: How today’s online social revolution is dividing, diminishing, and disorienting us.* New York, NY: St. Martin’s Griffin.  Kraut, R., Resnick, P., Kiesler, S., & Ren, Y. (2012). *Building successful online communities: Evidence-based social design.* Cambridge, MA: MIT Press.  McLean, S. (2014). *Sexts, texts and selfies: How to keep your children safe in the digital space.* Melbourne, VIC,Australia: Penguin Books.  Steyer, J. (2012). *Talking back to Facebook: The common sense guide to raising kids in the digital age.* New York, NY: Scribner.  Waite, T. (2007). *Plugged in: a clinicians’ and families’ guide to online video game addiction.* Frederick, MD: PublishAmerica.  Young, K. S., & de Abreu, C. N. (2010). *Internet addiction: A handbook and guide to evaluation and treatment.* Hoboken, NJ: John Wiley & Sons.  **Additional Resources**  *Pew Research Internet Project*  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. | | | |
| **Specialist resource requirements** | | Nil | | | |
| **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 | | | |
|  | | 1. Impact of social media, online gaming, and the internet on violent behaviour, sexuality, and anti-social behaviours 2. Impact of social media on learning, grammar, and spelling 3. When social media and the internet becomes an addiction, “Facebook Depression”, Cyberbullying, and ethics and the law in the faceless world 4. 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** | | **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:  Weighting:  Learning Outcomes:  Assessed: | | 1,600 words  30%  1,3-5  Week 5 | |
| **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:  Weighting:  Learning Outcomes:  Assessed: | | 1,750 words  35%  1-5  Week 10 | |
|  | **Task 3:** 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:  Weighting:  Learning Outcomes:  Assessed: | | Presentation - 15 minutes; Handout - 500 words  35%  1, 3-5  Week 13 | | | |
| **Unit summary** | 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. | | | | | |