

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	PSY630
Module Title	Cyberpsychology
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Psychology	Option
BSc (Hons) Psychology with Foundation Year	Option

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

This module will equip students with an understanding of the psychological processes, motivations, intentions, behavioural outcomes, and consequences of any form of technology use. Students will develop a critical understanding of the relevant psychological theories associated with positive and negative aspects of online behaviour.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically discuss the application of psychological theory and research that contributes to the exploration of behaviour, emotions, or experiences in relation to digital technology.
2	Critically explore the positive and/or negative aspects of behaviour in an online/digital world and its impact on the offline/real world.
3	Critically discuss a range of theories and/or methods of investigation employed in cyberpsychology.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: A 2500-word portfolio using AI tools. (e.g., Student acts as a Cyberpsychology Consultant responding to a real-world client brief and submits a consultancy report / case study together with evidence of generative AI use and a critical reflection of the usefulness of the AI-generated material / AI audit trail.) Assessment 2: A 1500-word practical report e.g., individual perception of, or attitudes towards, digital communication.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2	Portfolio	2,500	60%	N/A
2	3	Written Assignment	1,500	40%	N/A

Derogations

None

Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars. Synchronous seminars will involve group discussions, debates, and relevant online activities to support the module content. TEDx talks and related online resources will be used to support learning.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures. The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

Indicative Syllabus Outline

- An introduction to Cyberpsychology
- Digital technology across the lifespan
- The 'self' online
- Social media: networking, groups, and communities
- Interaction and interactivity
- Negative consequences of digital technology
- Health and technology

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Kirwan, G., Connolly, I., Barton, H., & Palmer, M. (Eds.). (2024). *An introduction to cyberpsychology* (2nd ed.). Routledge

Other indicative reading:

Attrill, A. (Ed). (2015). *Cyberpsychology*. Open University Press.

Harley, D., Morgan, J., & Frith, H. (2019). *Cyberpsychology as everyday digital experience across the lifespan*. Palgrave Macmillan.

Kaye, L. K., (2022). *Issues and debates in cyberpsychology*. OUP.

Whitty, M. T., & Young, G. (2017). *Cyberpsychology: The study of individuals, society, and digital technologies*. John Wiley & Sons Ltd.

Administrative Information

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