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TEST ITEMS for the book are also available.
Contact Cambridge University Press.
1. Sample Course Description and Outline

**Course Description:** Cyberpsychology is the study of how emerging computer technologies, especially the Internet, affect the way we think, feel, and behave both online and in the “real” world. In this course we will explore a wide range of topics concerning this new field of psychology, with an emphasis on understanding the basic concepts of cyberpsychology, along with the implications of this knowledge for improving our wellbeing in this digital age. Activities each week will include lectures, individual and group exercises, quizzes on the readings, reaction papers, and online research.

**Course Outline:** *Psychology of the Digital Age: Humans Become Electric* consists of 17 chapters, including an introductory chapter and a short conclusion. The following course outline illustrates how the schedule of chapter readings might be adapted to accommodate a thirteen-week semester. Examples of videos (see section 3) and journal readings are also indicated.

**Week 1: The Birth of Cyberspace and Cyberpsychology**

An overview of the history of cyberspace and cyberpsychology; the research issues and methods that have appeared in the history of cyberpsychology.


Video: The Birth of Cyberpsychology


**Week 2: Cyberpsychology Architecture and Presence**

The psychological impact of different digital environments in terms of the Eight Dimensions of Cyberpsychology Architecture: the identity, social, interactive, text, sensory, temporal, reality, and physical dimensions; how these dimensions can explain environmental and interpersonal presence.

Textbook Readings: Cyberpsychology Architecture, Presence (Chapters 1 & 2)

Video: Texting in Class: Good or Bad?


**Week 3: Personal Identity**

The expression and management of identity in cyberspace; how different personality types behave online; compromised identities in cyberspace; the integration of the online self with the in-person self; the psychological ingredients that contribute to the online disinhibition effect.

Textbook Readings: The Dynamic Digital Psyche, The Disinhibited Self (Chapters 3 & 4)

Video: Upside of Social Media Narcissism, Psychosocial Effects of Anonymity

Week 4: Interpersonal Relationships

The effects of sensory stimulation in online relationships; text relationships; interpersonal misunderstandings and conflict in cyberspace; factors that affect intimacy; how online relationships compare to in-person relationships; buttonized methods of interacting such as “likes.”

Textbook Readings: Electrified Relationships, Other Than You Think (Chapters 5 & 6)
Videos: Social Media Dystopia, How I Hacked Online Dating

Week 5: Text Talk

The psychological and interpersonal aspects of communicating using text; the effects of absent face-to-face cues; differences between long and short forms; the psychological dimensions of email messages; creative keyboarding techniques; mobile texting.

Textbook Readings: Text Talk (Chapter 7)
Video: How Texting Can Ruin Relationships

Week 6: Image Talk

How people communicate online using images; the use of images versus words; photographs as a representation of identity; the social psychological aspects of online photosharing; selfies.

Textbook Readings: Image Talk (Chapter 8)
Video: The Psychology of the Selfie

Week 7: Avatars

Avatars as manifestations of identity; how avatars hide, reveal, and transform aspects of self; a psychological classification of avatars; avatars as vehicles for enhancing experience.

Textbook Readings: I, Avatar (Chapter 9)
Video: Avatar: The Virtual You

Week 8: Groups and Communities

The life cycle of groups; techniques for assessing groups; the psychological dynamics of work groups and digital classrooms; the struggle to find one’s cyberpsychological niche in social media.

Textbook Readings: One of Us: Groups and Communities (Chapter 10)
Video: Fifteen Million Merits (from the series Black Mirror)
Week 9: Change and Excess

The psychological ingredients that help or hinder people when faced with media transitions; media transition motivation; media transition anxiety; media mental sets, the symptoms of cognitive overload; strategies for dealing with cognitive overload; cyberspace mania.

Textbook Readings: Change and Excess (Chapter 11)
Video: What the Internet is Doing to Our Brains

Week 10: Addicted or Devoted?

The distinction between being devoted or addicted to online activities; controversies about Internet addiction as a new disorder; the signs of excessive Internet use; the various types of addiction; the psychological needs underlying these addictive behaviors; remedies for pathological Internet use.

Textbook Readings: Addicted or Devoted? (Chapter 12)
Video: A Year Offline: What I Have Learned

Week 11: Online Deviant Behavior

Online deviance in its various forms and across a range of severity; inappropriate images; cyberbullying; identity theft; hostile and lewd language; scams; hacking; the psychological motivations underlying online deviant behavior; strategies for dealing with deviance.

Textbook Readings: The Digital Deviant (Chapter 13)
Video: The Cyberbullying Virus, The Top Ten Types of Internet Trolls

Week 12: Synthesized Realities and Virtual Beings

The psychological aspects of virtual realities that mimic reality or create fantasy experiences; cyberspace as a dream world; artificially intelligent beings that mimic humans; virtual representations of a human personality; the psychological assessment of artificial intelligence.

Textbook Readings: Synthesized Realities and Synthesized Beings (Chapter 14)
Video: The Rise of Artificial Intelligence, Virtual Reality Gadgets of the Future
Week 13: Online Therapeutic Activities

Online self-help programs; professional psychotherapy conducted via the Internet; computerized psychotherapy; the ethics of online research; controversies about big data research.

Textbook Readings: Electric Therapeutics, Research & the Researcher (Chpt 15, Conclusion)
Video: Robot Helps Kids with Autism Communicate

Concluding Class: The Future of Cyberpsychology

The responsibilities of the cyberpsychologist; the importance of ethics in future research; methodologies of the future; big data research, careers in cyberpsychology

Textbook Reading: Conclusions: Research and the Researcher
Video: Stanford Researchers Examine the Psychology of Virtual Reality
2. Cyberpsychology Exercises and Reaction Papers

Similar to the book, many of these exercises encourage students to apply the principles of cyberpsychology to themselves for the purpose of better understanding their digital lifestyles and improving their wellbeing in cyberspace. Students can be encouraged to write reaction papers that will help them consolidate their learning. The instructions for these papers might mention: (1) the page length (perhaps one to three pages); (2) the inclusion of a short description of the exercise; (3) that students can discuss their personal insights about cyberpsychology from the exercise, and; (4) the application of at least one relevant concept or research finding in their paper. The following descriptions also mention videos and movies that are described later in this manual.

The Birth of Cyberspace and Cyberpsychology

– My Reactions to the video "The Birth of Cyberpsychology"

After watching the video, close your eyes, take a deep breath, relax, and allow an image to appear in your mind, an image about what your devices and cyberspace mean to you. What other pictures, memories, or feelings come to mind? (Note: This exercise encourages students to understand their underlying experience of cyberspace. Either specific memories or symbolic images tend to emerge. A wide range of attitudes about the Internet emerge: http://www.thejournal.ie/readme/lovehate-internet-1749530-Nov2014/

Cyberpsychology Architecture and Presence

– Applying The Eight Dimensions of Cyberpsychology Architecture

Apply each of the dimensions of cyberpsychology architecture to yourself. You can focus on your favorite social media or apply the dimensions to your online lifestyle in general. Address as many of the questions as you can that are listed for each of the dimensions in the chapter on cyberpsychology architecture.

– Presence

Describe a situation in cyberspace where you were unsure about presence, either because the environment did not seem to be functioning in a way that made you feel you were really “there,” because you were unsure about the presence of someone else in that environment, or both. Apply the principles about presence as discussed in the book.

Personal Identity

– Digital Identity

Use a search engine to locate information about yourself or a classmate who is willing to work with you. Create a summary of yourself or your classmate based on that information. What does that information suggest about your or your classmate’s lifestyle and personality?
– Interface Personality
Examine how you or a classmate who volunteers to work with you customized your computer or phone, the kinds of applications you use, and the people who are your contacts. How do these things reflect you or your classmate’s personality, lifestyle, and way of thinking?

– Online Disinhibition
Write about how online disinhibition effect might affect you. Be as specific as you can, describing something in particular that you do or have done, if you wish. Which of the ingredients of the disinhibition effect seem to influence you the most?

– Integrating Online and Offline Identity
The book offers six suggestions for bringing your online and offline lifestyles together, according to the integration principle. Apply these suggestions to yourself. How might this lead to an improvement in your digital lifestyle?

– Personality Types
How would you categorize your personality style according to McWilliams’s system as described in the book? You might see yourself as being similar to one, two, or more of the styles. How does your personality style affect your use of your devices and how you behave online?

– Social Media Identity
Working with a partner, examine your fellow student's activities in the social media of his or her choice. How would you describe that person based on profile information, posts, contacts, and interactions with other people? Be sure to look around all of that person’s social media pages. Share your conclusions with your partner.

Interpersonal Relationships

– Catfish
Describe your reactions to the movie Catfish. Does it remind you of anything you have experienced online? How would you have reacted if this kind of thing happened to you?

– The Senses
How does seeing, hearing, and touching others affect your relationships with others? Which of these senses do you rely on the most and the least, and for what kinds of relationships? Write about how your preferences affect your relationships online.

– Misperception
How have you misperceived other people using text communication, maybe in a way that led to problems, even a conflict? How was the miscommunication resolved? How could you prevent these kinds of miscommunications in the future?

– First Meet:
What was it like to meet in-person someone you only previously knew online? What image had your formed of them while online, and why? How are their online and FtF selves similar and different? Apply ideas about transference to your experience.
– An Imaginary Relationship
If you could create an imaginary online relationship with someone, what would it be? Who would you be and who would the other person be? How would this relationship affect you?

– The Black Hole
When did you have a black hole experience with someone? What went through your mind? How did the situation eventually turn out?

– Only Online or FtF
If you had to choose between spending the rest of your life interacting with other people only online, or only in-person, what would you choose, and why?

– Likes
Read over the reasons described in the book about why people might “like” something in social media. Look over the “likes” you give to other people and the ones you receive. Describe the different reasons why you give and receive likes.

Text Talk

– Yik Yak
Examine the conversations in Yik Yak on campus. How would you categorize the different posts? Why do some posts receive more up or down votes than others? What emotions are expressed? How do people interact with each other? Post something that is helpful to others. Why did you choose that particular post, and how did others react to it?

– Word Cloud
Choose Wordle or some other website to create a word cloud. You could use text from your own social media, email, your reaction papers in this course, or anything you have written. You might even use text written by some famous person. The more words the better. Once you get your word cloud, what about it strikes you as interesting?

– Class Chat
As a class we will have a group chat, perhaps in Yik Yak. Write about your impressions of the group during this chat. What role did you play in it, and why? Apply concepts from the chapter about texting and chat.

– Creating TextSpeak
Line by line, create an imaginative texting conversation between two or three people. Give them imaginary names. Make it an interesting conversation, but realistic. Use creative keyboarding techniques, including some that you have never used before. Establish the personalities of the people and their relationships through the text messages.

– Anatomy of an Email
Create an imaginary email to someone you know in which you are discussing something important to you, or in which you want to express something about yourself. Pay careful attention to the username you choose, the subject line, keyboarding techniques in the message body, the
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sign-off line and name, and your signature block. Feel free to be creative. Share this message with a partner in class to discuss what that message says about you and your relationship with that person you wrote the message to.

**Image Talk**

– **Photos and Selfies**

Look over your photos and selfies or those of a classmate who is willing to share them with you. How would you classify the different types of photos? What kinds of filter effects are used? What emotional impact do the photos convey? What do these things say about you or your classmate’s personality?

– **A Different You**

After looking over the kinds of selfies you usually post, create one that is very different and post it. Why did you choose that particular type of photo and what does it say about you? How is it different than what you usually post? How do people react to it?

– **Words about Photos**

After reading the section “Use Your Words” in the chapter on Image Talk, spend some time composing a title and description for a photo that you upload to social media. If people react to it differently than how they typically respond, why do you think that is? Also, try out the suggestions in that section about how to comment on other people’s photos. Spend more time than you usually do picking out a photo that stands out for you. Look at and think about it carefully before you post a comment.

**Avatars**

– **Creating an Avatar Collection**

Create a collection of at least five avatars that portray different aspects of your identity and lifestyle. You can use any picture that you create yourself or that you find online. Describe what each of the avatars indicates about your identity.

**Groups and Communities**

– **Online Discussion Groups**

Find an online discussion group that interests you (in Facebook or anywhere). Examine the information about the group and read through some of the posts. Analyze the group according to the questions listed in the "Geezers" section of the chapter on groups and communities.

– **Creating an Online Social Environment**

If you could create an online group of any kind, what would it be? A dating service, night club, discussion board, professional group, support group, or anything else. Apply at least some of the eight dimensions of cyberpsychology architecture. For example, does communication involve text, images, synchronous or asynchronous communication? Also apply some of the criteria for creating online groups as described in the chapter on groups and communities.
What do you like and dislike about courses that use Canvas? Apply ideas from the section on “Digitizing the Classroom” in the chapter on groups and communities.

Change and Excess

Mindfulness

The very simple instructions for mindfulness meditation are to close your eyes and focus your attention on your breathing. If your mind wanders to something else, if you start to think about something, just notice this and gently bring your attention back to breathing. You might have to bring your attention back to breathing over and over again. Do this for at least five minutes.

Now open your eyes and focus your attention on your phone or computer. Let go of any temptation to think about it, analyze it, judge it, or "use" it for any purpose. Just notice how it looks, sounds, and feels to the touch. Very slowly click on things and navigate around. Be aware of your movements, of how your body feels. Look at everything carefully. Notice any thoughts or feelings that come up, but return your attention to the device. Pretend you are exploring your phone or computer for the very first time, as if you've never seen it before. There is no goal or anything you have to do with it. Just experience the phone or computer, appreciating it for what it is rather than for what it will do for you.

Mental Sets

To help you break your mental sets about where you go online, try these two exercises: (1) Use StumbleUpon; (2) Open your web browser and begin randomly clicking on links. Do not think too much about where to go. Just spontaneously click on something that catches your eye. Let your intuition or "gut" guide you. What did you discover that was interesting? What kind of mental sets typically affect you?

The Deep Web

Use a standard search engine (e.g., Google) to find the deep web search engines. Try out some of these engines by searching for topics that are interesting to you. How do the pages you discover compare to the pages you usually get using the standard search engines?

Addicted or Devoted

Addiction Scale

Respond to the Internet Addiction Test on the NetAddiction website. Write about your reactions to the test results. Do the results seem accurate? If you spend too much time on your devices, what steps could you take to overcome your overuse? Think about the suggestions at the end of the chapter.

Device Abstinence

Spend one hour (or one day!) without using ANY communication devices. Write about your reactions. What did you do? What thoughts and feelings came to mind when not using your device? Would you change anything about your device use as a result of this exercise? Compare your reactions to what Paul Miller said in the video A Year Offline.
Online Deviant Behavior

– My Experiences with Deviant Behavior
Of all the different types of deviant behavior described in the chapter, what types have you experienced online? In what ways might you have behaved in a "deviant" way? Of the different strategies for controlling deviance as described in the chapter, which ones would be most effective in your social media?

– Preventing Deviance
If you were to create an online community in which there was as little deviance as possible, how would you do it? What strategies as described in the book would you use? Think about how the purpose and members of the community might affect the deviance that occurs there.

Synthesized Realities and Virtual Beings

– Synthesizing a Reality and a Being
If you could create any kind of virtual reality with virtual beings in it, what would they be? Imaginary, real, or a mixture of both? Would it involve brain stimulation or body immersion? What would be the purpose of this reality and being?

– Apocalyptic Computers?
This chapter discusses the possibility of the singularity – when artificial intelligence surpasses human intelligence and perhaps even takes control of our civilization. What movies have you seen about this topic? What are your opinions about the singularity and whether artificial intelligence will be good or bad for us?

– Chatbots
Try one of the chatbots that are available online. Experiment with it for at least 15 minutes. How do your impressions of it compare to what happened when the author of the book did a psychological assessment of a chatbot?

Online Therapeutic Activities

– Self Improvement Apps
Search for three self-improvement apps that you would be interested in using on your phone or computer. Describe these apps and why you would find them useful. If possible, actually try them out. Think about the pros and cons of these apps.

– Computerized Therapy
Find "Eliza" online and interact with the program. First, take the program seriously. Try to help it help you. Think about and respond to Eliza’s replies with thoughtful insight. After doing this for 10 minutes or so, play with the program to see how it works. Try to trick it, if you want. Write about your reactions. What does the program do right and wrong? What did this exercise teach you about psychotherapy? (Note: A more comprehensive version of this exercise is described at http://truecenterpublishing.com/tcp/eliza.html)
– The Dimensions of Cyberspace Therapeutics
Apply the dimensions of cyberpsychology architecture to yourself in a way that would be therapeutic for you. What could you do with each of these dimensions to make your use of cyberspace more helpful, to learn about yourself, or improve your relationships and lifestyle?

– An Ideal Therapeutic Environment
If you were to design any kind of therapeutic experience for people using computers or cyberspace, what would it be? Apply the eight dimensions of cyberpsychology architecture. What does your choice of this particular kind of therapy say about you?

– Online Support Groups
Search for an online support group that you might find therapeutic for yourself or someone you know. Use a search engine to find a list of such groups. They might be in Facebook or elsewhere. Read the information about the group and if possible look over some of the posts to the group. Describe what you discovered and why you think this group could be helpful. Think about the pros and cons of this group operating online as opposed to in-person.

Cyberpsychology Research

– Analyzing a Research Study
Choose one of the research articles that you read in this course or find another one online. Analyze the study in terms of: (1) the issue being examined and its relevance in cyberpsychology, (2) the strengths and weaknesses of the research methods, (3) the accuracy and implications of the conclusions drawn from the study, and, (4) how future research might improve on this study.

– Your Research Project
If you were to conduct your own cyberpsychology research study using experimental methods, what would it be? What issue would you focus on, what subjects would you use, and how exactly would you set up your experiment? Think about the ethical principles involved in your research.

– Big Data
What are your opinions about big data research and how it might be used to control social media? Think about the pros and cons of this kind of research as described in the chapter.

– Participant-Observation Research
If you were to study something online by using participant-observation methods, what would it be? How exactly would you go about doing this research? Think about the ethical principles that would affect your work.
The Circulating Papers Technique
For short reaction papers in response to any of these activities (papers no more than one side of a page), the “circulating papers” technique works well as a class exercise for students to receive feedback from their peers. This exercise is described at:
http://truecenterpublishing.com/tcp/cirpap.html

A Conclusion Paper
For their last paper, students can write about their experiences in the course and what they learned from it. What stands out in their minds? How can they apply cyberpsychology in their lives? How can they improve their digital lifestyles and wellbeing? Encourage them to read over their previous reaction papers. They might also write about possible careers they could pursue that are related to cyberpsychology – a topic discussed in this forum:
https://www.linkedin.com/grp/post/2715841-205088321

Other Exercises
Although they are not about cyberpsychology specifically, other exercises on the Teaching Clinical Psychology website can be used to help students better understand important topics related to cyberpsychology.

– A Mindful Walk
By encouraging students to simply go for a mindful walk on campus, they can appreciate the value of being away from cyberspace as well as how to remedy cognitive overload and addictive use of the Internet. http://truecenterpublishing.com/tcp/mindwalk.html

– Vision Quest
Based on the Native American tradition, this exercise is a more powerful version of the mindful walk mentioned above. Tell students to leave their phones behind.
http://truecenterpublishing.com/tcp/vquest.html

– Body Language
An exercise and role-plays for sensitizing students to the subtleties of body language, which are missing in online text communication. http://truecenterpublishing.com/tcp/bodylang.html

– Transference
An exercise that will help students understand their own tendencies towards transference, which might help them explain some of their reactions when they communicate online via text.
http://truecenterpublishing.com/tcp/transference.html
Videos and Films Related to Cyberpsychology

**The Birth of Cyberpsychology** (10 min)
This video includes an introduction that briefly describes how the rise of the Internet led to cyberpsychology, followed by a series of written quotes from famous people about technology, as well as images that illustrate essential concepts in cyberpsychology. At the beginning of the course it works well as an overview of cyberpsychology issues.
https://www.youtube.com/watch?v=4C8qpN0Qafo

**Psychosocial Impacts of Internet Anonymity** (7 min)
A short summary of how online anonymity contributes to unintended and problematic behavior, including a description of some of the factors contributing to the online disinhibition effect. This video works well as an accompaniment to the chapter on the disinhibited self.
https://www.youtube.com/watch?v=DONBLaHq8HA

**What the Internet is Doing to Our Brains** (4 min)
Drawing on Nicholas Carr’s ideas in his book *The Shallows*, this humorously illustrated video highlights how the over-stimulating atmosphere of the online world can disrupt the consolidation of memories and thwart deeper, more contemplative thinking. It is a good introduction to the chapter on change and excess.
https://www.youtube.com/watch?v=cKaWJ72x1rI

**Five Crazy Ways the Social Media is Changing Your Brain Right Now** (3 min)
This popular video is very similar to the previous one, but also mentions multitasking, phantom vibrations, the effects of dopamine, and how Internet use resembles drug addiction. Paradoxically, the video itself is over-stimulating also like the previous video – something to point out to your students.
https://www.youtube.com/watch?v=HffWFd_6bJ0

**Top Ten Types of Internet Trolls** (14 min)
The social justice warrior, the spamming self-promoter, the political troll, the lame teenager, the casual perv, the grammar nazi, the retroactive stalker, the flame warrior, the bigot, the shouter, the preacher, the hater. Although they are not all trolls in the technical sense, the types described in this video are an interesting and sometimes humorous classification of problematic behavior in social media. An interesting comparison can be made to the types described in the chapter on deviance.
https://www.youtube.com/watch?v=TQM8bUHOEuE

**Cyber Bullying Virus** (5 min)
This very popular video uses the metaphor of cyberbullying as being caused by a virus. That comparison alone is an interesting one to discuss with students, for it drives home several important ideas: that cyberbullying can be caused by psychological illness, that it is spreading rapidly in cyberspace, and that even relatively “normal” people might succumb to it.
https://www.youtube.com/watch?v=vmQ8nM7b6XQ

**What You Need to Know about Internet Addiction** (17 min)
This TED Talk by Kimberly Young, one of the pioneer researchers in this area of cyberpsychology, is an excellent summary of the symptoms, causes, and treatment of Internet addiction discussed in the chapter on this topic.
https://www.youtube.com/watch?v=vOSYmLER664
Stanford Researchers Examine the Psychology of Virtual Reality (3 min)
This short video highlights a few key concepts about psychological research on virtual reality as well as gives viewers a feel for what that research is like in the well-known Stanford Virtual Human Interaction Lab. https://www.youtube.com/watch?v=IIGFGF1hQmw

Top Five Virtual Reality Gadgets of the Future (13 min)
Although a series of promotions for industry products, this video will give students a good idea of how people use virtual reality technology and how that technology will advance in providing sophisticated sensory experiences. https://www.youtube.com/watch?v=9yplHQhaVXU

The Upside of Social Media Narcissism (3 min)
As discussed in the chapter on the dynamic digital psyche, healthy narcissism is not the same as pathological narcissism. This video does a good job of drawing that distinction by noting how social media might reflect and even improve positive self-esteem among young people, rather than simply being a vehicle for self-absorbed showmanship, as some people claim. https://www.youtube.com/watch?v=iryLv3FMKsM

Social Media Dystopia (5 min)
In this fast paced talk, Tom Scott tells the convincing story of how a young woman innocently posts to social media a video of herself singing, only to discover an hour later that it has led to a rioting flashmob in the street outside her home. A possible reality or fiction? https://www.youtube.com/watch?v=JE3azAS2e9k

Gender Switching in Online Gaming (3 min)
In this short video, Dr. Jennifer Stromer-Galley describes a study of online gaming that attempted to determine what behaviors distinguished males who did or did not switch their genders. For example, if you see a female avatar jumping up and down, it’s a male player. https://www.youtube.com/watch?v=I8A8ViuB8X0

Social Media and the End of Gender (8 min)
In this TED Talk, media researcher Johanna Blakley argues that social media will end cultural stereotypes about gender due to algorithms that modify the media based on how people (primarily women) behave there, especially based on what they like or don’t like. https://www.youtube.com/watch?v=ZR4LdnFGzPk

How I Hacked Online Dating (17 min)
Amy Webb humorously describes how her unsuccessful experiences with online dating sites inspired her to “reverse engineer” her profile in order to improve the matches the system made for her. https://www.youtube.com/watch?v=d6wG_sAdP0U

Avatar: The Virtual You (5 min)
Dr. Leon James and Rebecca Meeder from the University of Hawai'i at Manoa talk about avatar psychology and identity in the 3D virtual world Second Life. https://www.youtube.com/watch?v=wDH-9gt5WJc
How Texting Can Ruin Relationships (3 min)
Citing a study at Brigham Young University, Anthony from Dnews summarizes the problems that arise when people in a relationship text too much. He mentions gender discrepancies in the interpretation of what texting means.  https://www.youtube.com/watch?v=DzaU-TinoZQ

Texting in Class: Good or Bad? (4 min)
Two students talk about the problems related to texting in class, including how professors react to it, as well as the use of technology in general in the classroom. A light discussion but one that students can relate to.  https://www.youtube.com/watch?v=_fDqY0mycLw

Big Data and the Rise of Augmented Intelligence (17 min)
In this TED Talk physicist Sean Gourley discusses how human thinking and decision-making can be enhanced by combining the human mind with artificial intelligence driven by big data. https://www.youtube.com/watch?v=mKZCa_ejbg

The Rise of Artificial Intelligence (9 min)
This PBS video summarizes some of the critical issues about what artificial intelligence can and cannot do.  https://www.youtube.com/watch?v=53K1dMysJlg

The Psychology of the Selfie (7 min)
JP Sears describes the various stages people go through when creating and sharing selfies, including the psychological aspects of each of these stages. The end result is a cycle of selfies in which people strive for attention and self-worth. https://www.youtube.com/watch?v=GOnKO5KDubc

Robot Helps Kids with Autism Communicate (3 min)
This short video that explains how robots can help children with autism by regulating the amount of social stimulation presented to them and by modeling appropriate social behaviors. https://www.youtube.com/watch?v=Cii_6CcfDyc

Sherry Turkle: Connected, but Alone (20 min)
MIT professor Sherry Turkle summarizes some of the ideas from her well-known book *Alone Together* in which she describes the psychological dangers of our symbiotic relationship with our devices and social media.  https://www.youtube.com/watch?v=t7Xr3AsBEK4

Is Facebook Changing Our Identity? (first 5 min)
This fast-paced PBS video takes a mostly positive view of the various ways Facebook allows people to express and develop their identity, particularly in how it supports one’s memory.  https://www.youtube.com/watch?v=WRiGZJQZ_X4

Facebook Killed the Private Life (4 min)
NYU professor Clay Shirky discusses the controversies the Internet has created about what we do and do not consider private information concerning our identity. https://www.youtube.com/watch?v=azIW1xjSTCo
A Year Offline, What I Have Learned (18 min)
Technology journalist Paul Miller describes his experience of disconnecting from the Internet for a year in an attempt to find himself and become more productive. He wanted to better understand how he uses the Internet and how it uses him. This is a good video to watch when discussing the topics of addiction, cognitive overload, and compromised personal identity.
https://www.youtube.com/watch?v=trVzyG4zFMU

Catfish (87 min)
Inspired by the title of this 2010 documentary, the term catfish refers to people who fabricate online identities in order to trick people into long-term romantic relationships. In the documentary a photographer eventually discovers that the 19 year old woman that he fell in love with through Facebook, as well as her artistically talented younger sister, were actually the fantasy creations of a homebound mother who had given up her career to take care of her disabled sons.
https://en.wikipedia.org/wiki/Catfish

Black Mirror (TV series)
This British television series features fictional stories with dark and sometimes satirical themes that examine the unanticipated consequences of new technologies. The fascinating episodes cover a wide range of topics related to cyberpsychology, including voyeurism, identity expression, competition in social media, and the possible consequences of being able to record everything about your life.
http://www.tv.com/shows/black-mirror/episodes/

CSI Cyber (TV series)
A CBS series that features a cyberpsychologist who leads an FBI team investigating crimes using the Internet. Each episode illustrates an important issue concerning the possible dangers of cyberspace and the psychology of cyber-criminals.
https://en.wikipedia.org/wiki/CSI:_Cyber

The Top 25 Movies about Social Media
An excellent website that provides descriptions of 25 movies and documentaries – not just about social media, but other aspects of cyberspace as well.

10 Essential Movies about Artificial Intelligence
Another excellent website that describes movies about artificial intelligence in its various forms. Notice how the movies differ in whether AI wants to destroy, use, help, pity, or get away from us humans. A related theme is how the machine reflects its creator.
4. Journals Related to Cyberpsychology

Cyberpsychology, Behavior and Social Networking
http://www.liebertpub.com/overview/cyberpsychology-behavior-brand-social-networking/10/

Journal of Computer-mediated Communication
http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1083-6101

Cyberpsychology: Journal of Psychosocial Research on Cyberspace
http://www.cyberpsychology.eu/index.php

International Journal of Cyber Behavior, Psychology, and Learning
http://www.igi-global.com/journal/international-journal-cyber-behavior-psychology/1182

Computers in Human Behavior
http://www.journals.elsevier.com/computers-in-human-behavior/

International Journal of Human-Computer Studies
http://www.journals.elsevier.com/international-journal-of-human-computer-studies/

Behavior and Information Technology
http://www.tandfonline.com/toc/tbit20/current#.VRlwCJVbOS0

International Journal of Human-Computer Interaction
http://www.tandfonline.com/toc/hihc20/current#.VRJuGZVbOS0

Interacting with Computers: The interdisciplinary journal of Human-Computer Interaction
http://www.oxfordjournals.org/our_journals/iwc/about.html
5. Cyberpsychology Programs and Research Centers

Bournemouth University
Undergraduate module: Cyberpsychology
MSc in Cybersecurity and Human Factors
Cyberpsychology Honors Module

Edinburgh Napier University, School Of Life, Sport And Social Sciences
Undergraduate module: Psychology of the Internet

Glasgow Caledonian University, School of Health and Life Sciences
Undergraduate module: Cyberpsychology

Institute of Art, Design and Technology (IADT), Dun Laoghaire, Ireland
MSc in Cyberpsychology

Royal College of Surgeons in Ireland (RCSI), Institute of Leadership
Cyberpsychology Research Centre

University of Bolton, Psychology and the Faculty of Arts and Media Technologies
Undergraduate module: The Psychology of Cyberspace
Ph.D. Cyberpsychology
University of Bolton Computer and Cyberpsychology Research Unit (UBCCRU)

University of Derby, Department of Life Sciences
Undergraduate module in Cyberpsychology
MSc Cybercrime and E-Investigation
MSc Cyber Security

University of Wolverhampton, Institute of Psychology
Undergraduate module: Cyberpsychology
Ph.D. Psychology/ Cyberpsychology
Cyberpsychology Research at the University of Wolverhampton (CRUW)

See also:
http://cyberpsychology.org/director/research/cyberpsychology-research-groups/
6. Other Resources

The Psychology of Cyberspace: The Classic Text
http://truecenterpublishing.com/psycyber/psycyber.html

The International Society for Mental Health Online (ISMHO)
http://ismho.org/

The Cyberpsychology of Flickr
(this site also contains images that depict concepts in cyberpsychology)
https://www.flickr.com/photos/jsuler/albums/72157600001989576

@Cyberpsychology
https://twitter.com/cyberpsychology

Cyborgology
http://thesocietypages.org/cyborgology/

References Related to the Internet and Psychology
http://azy.edu.haifa.ac.il/references

Sharing Images Online and In-Person
http://truecenterpublishing.com/photopsy/toc_sharing.htm

Qualitative Research Methods for Photographic Psychology (pdf)
http://truecenterpublishing.com/photopsy/QRM-PhotoPsy.pdf

Media, Art, and Cyberpsychology
https://www.facebook.com/psisigmac

Cyberpsychology.org
http://cyberpsychology.org/