

## Assessment and Feedback in PSYC327

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### 1. Module assessment percentages

Assessment type	% of final mark
	Click here to enter text.
<b>Web-based blog posts and online discussion</b>	30%
<b>Exam (end term) Online</b>	70%

### 2. Coursework assessment in this module

#### 2.1 Submission and mark return deadlines

Coursework type	Word counts / Mins (presentation) / Number (ongoing assessments)	Date set	Deadline	Mark and feedback release
<b>Web-based blog posts</b>	1,000 words	24/09/2024	26/11/2024	14/01/2025
<b>+ Online discussion via CANVAS discussion boards</b>	Comment on 5 other blogs,  and reply to 5 comments made about your blog posts.		3/12/2024 at 4 pm  10/12/2024 at 4 pm	
<b>Online submission information</b>	The submission should be through the module CANVAS online discussion board.	All submission deadlines are <b>4 pm</b> .		

**Note:** The last date for submission is Tuesday 10<sup>th</sup> December at 4 pm.

#### 2.2 Marking Rubric for PSYC327 web-based blog pages and online discussion participation only.

This assessment aims to write two web-based blog pages/posts: 1. **A research-focused blog page/post** to convey research in psychology to a general audience through the critique process and 2. **An “About me” page/post** to present yourself to potential employers through a web-based blog platform (i.e., WordPress). Your web blog link will only be shared with your peers from this module cohort through the online CANVAS discussion forum, but I encourage you to consider posting it publicly once assessments are complete. You will be asked to comment on each other’s blogs (this is part of the assessment process – engagement in online discussion). Commenting on others’ work through an online discussion forum is a good way to encourage them to comment on yours, and writing several comments is a good way to assess your own understanding of a topic.

In addition to the marking criteria set out in the programme handbook the following criteria apply:

**75+:** The standard is that of an excellent blog to present yourself to the outside world in a unique way and a research-focused cyberpsychology topic to an audience with broad and general interests in the area by keeping them highly engaged with the reading process.

**62-68:** The standard is that of an average to a good blog to present yourself to the outside world in a professional way and a research-focused cyberpsychology topic to the audience with broad and general interests in the area but not to specialists in the cyberpsychology area.

**52-58:** The standard falls short of what would normally be expected of how you present yourself to the outside world and a research-focused cyberpsychology topic is suitable more to specialists rather than to a general audience.

The assessment criteria for the web blog coursework are mainly split into two categories:

**Category A: Content, such as:**

- analytical quality
- reflection process
- links to online resources
- relevance of examples and case studies
- demonstrated understanding of the topic
- present yourself to the real world for employability purposes

**Category B: Style, such as:**

- clarity of expression
- easy-to-follow structure
- conversational tone
- good use of images or other media

Assessment criteria	Fail (Unsatisfactory)	3 <sup>rd</sup> class (Satisfactory)	Lower 2 <sup>nd</sup> class (Good)	Upper 2 <sup>nd</sup> class (Very good)	First class (Excellent)
<b>Content-Cyberpsychology page/post</b>	<p>The cyberpsychology page/post provides no insight or understanding of a topic.</p> <p>The examples or case studies offer no insight into the point being made.</p> <p>The cyberpsychology page/post is unfocused and not well-presented.</p>	<p>The cyberpsychology page/post provides little insight or understanding of a topic offering a view that is not supported by research evidence.</p> <p>The examples or case studies offer little insight into the point being made.</p>	<p>The cyberpsychology page/post provides minimal insight, understanding, and reflection on a topic.</p> <p>The cyberpsychology page/post lacks overall focus or asks a question or offers a view that is well understood by the general audience.</p> <p>The examples or case studies offer minimal insight into the point being made.</p>	<p>The cyberpsychology page/post provides moderate insight, understanding, and reflection on a topic.</p> <p>The cyberpsychology page/post lacks focus on some places or asks a question or offers a view that is mostly understood by the general audience.</p> <p>The examples or case studies offer some insight into the point being made.</p>	<p>The cyberpsychology page builds a focused argument or asks a new question or has an unconventional view supported by research. Cohesively integrates multiple ideas and topics.</p> <p>The examples or case studies effectively illustrate the point being made.</p>

<b>Content-About me page/post</b>	The "About me" page/post is missing.	The "About me" page/post does not include all the information about yourself.	Some parts of your presentation are missing.	Only few information about yourself is missing.	Employers cannot ignore this blog self-presentation.
<b>Content-Layout</b>	Both pages/posts are uncreative, lack cohesion and would be unattractive to employers and the general audience.	Both pages/posts are somehow attractive, but it lacks cohesion and would be ignored by most of the general audience and employers.	Both pages/posts are uncreative, lack cohesion, and would be not engaging to the general audience.	Both pages/posts are moderately creative, fluent, and would stimulate some dialogue, commentary, and some new understanding for a general audience.	Both pages/posts are creative, fluent, and would stimulate dialogue, commentary, and a new understanding for a general audience.
<b>Accuracy, background and critical evaluation.</b>	<p>The cyberpsychology page/post does not give background to the topic, so the reader is unable to understand the rationale behind the research study.</p> <p>It provides no critical analysis and no arguments to support the topic.</p>	<p>The cyberpsychology page/post includes arguments which ignore the fundamental research evidence and theory. However, it may include some irrelevant evidence.</p> <p>It provides some critical analysis, but this is not supported by evidence.</p>	<p>The cyberpsychology page/post includes arguments which have many inconsistencies with research that are not dealt with.</p> <p>Minor inclusion of irrelevant evidence.</p> <p>It provides some critical analysis that is supported by evidence.</p>	<p>The cyberpsychology page/post includes arguments which have a few inconsistencies with research that are not dealt with.</p> <p>No inclusion of irrelevant evidence.</p> <p>It provides critical analysis that is supported by evidence although this may be derivative (not original).</p>	<p>The cyberpsychology page/post includes arguments which have consistent with research or make well-argued criticisms of existing theory or evidence, drawing on course material where appropriate.</p> <p>It provides detailed and/or original critical analysis which is supported by evidence.</p>
<b>Blog Structure</b>	<p>One of the two pages/posts has been completed or both two blog pages/posts are short.</p> <p>The cyberpsychology page includes copied sentences and presents no original structure.</p>	The web-based blog structure is poorly organised, or the media substantially detracts from the message.	<p>Overall, the web-based blog structure is acceptable, but difficult to follow in several places.</p> <p>The introduction and conclusion of the cyberpsychology page/post are not engaging.</p> <p>The media is gratuitous and detracts from the message.</p>	<p>Overall, the web-based blog structure is good, but difficult to follow in some sections.</p> <p>The introduction and conclusion of the cyberpsychology page are adequate but could be more compelling.</p> <p>Some media is gratuitous.</p>	<p>Overall, the web-based blog is well-structured such that each paragraph is well-connected to the previous paragraph and the overall message is clear.</p> <p>The introduction captures the audience, and the conclusion leaves the audience satisfied.</p> <p>Media is used in a way that adds to rather than detracts from the message.</p>

<b>Style</b>	<p>The text is poorly written (grammar, typos, spelling, etc.)</p> <p>The blog is far too concise or far too text heavy.</p> <p>No use of visual aids to communicate the message creatively.</p>	<p>Writing is not engaging, unclear, filled with jargon or unnecessarily complex language.</p> <p>More than four errors in spelling or grammar. Poor use of visual aids to communicate the message, little connection between visual aids and text.</p>	<p>Writing is not engaging and is unclear in several places, or reliant on unexplained jargon or overly complex language.</p> <p>Four misspellings and/or grammatical errors.</p> <p>Use of visual aids to communicate the message; a fair connection between visual aids and text.</p>	<p>Writing is mostly short, punchy, and entertaining.</p> <p>Mostly avoids jargon and overly complex language.</p> <p>Three or fewer misspellings and/or mechanical errors.</p> <p>Use of visual aids to communicate the message; a good connection between visual aids and text.</p>	<p>Writing is short, punchy, and entertaining.</p> <p>Avoids jargon (or is explained in a manner appropriate for a general audience).</p> <p>Uses a conversational tone and avoids overly complex language.</p> <p>No misspellings or grammatical errors. Use of visual aids to communicate the message; an excellent connection between visual aids and text</p>
<b>Q&amp;A: Questions answered, questions posted, and tone of comments</b>	<p>Questions are not answered or are inaccurately answered.</p> <p>Comments are not polite or supportive</p>	<p>Not all questions are answered, and/or some responses are not accurate.</p> <p>Comments could be more polite and supportive.</p>	<p>Responses to the questions are generally accurate but they could be answered in more detail.</p> <p>The tone of the comments is acceptable but could be improved.</p>	<p>Responses to the questions are generally accurate with occasionally more detail.</p> <p>The tone of the comments is acceptable but with occasional lapses.</p>	<p>Questions were answered accurately.</p> <p>Questions posed by viewers of the blog were answered accurately and in detail.</p>
<b>Sources and referencing</b>	<p>Many continual referencing errors. Most of the reference components (names, dates, etc.) are missing or are in the wrong place. Uses evidence from unreliable sources e.g. Wikipedia, blogs, social media, and news websites.</p> <p>Provides no evidence of any reading.</p>	<p>There are numerous formatting errors in the references section, and some components missing or in the wrong place. Uses evidence from a few reliable, relevant sources but most are unreliable and irrelevant.</p> <p>Provides evidence of limited reading.</p>	<p>Generally, well-formatted references with some errors and/or minor omissions. Uses evidence from reliable, relevant sources but many of these are not primary sources.</p> <p>Provides evidence of reading largely limited to material in the target paper or lectures.</p>	<p>Well formatted with only minor errors in the references section. Uses evidence from reliable, relevant sources and most of these are primary sources.</p> <p>Provides evidence of general reading beyond the material in the target paper or lectures.</p>	<p>In full accordance with APA referencing style and no errors or omissions. Uses highly relevant, reliable, and primary sources used throughout.</p> <p>Provides evidence of highly relevant wider reading beyond the material in the target paper or lectures.</p>

Criteria are marked using the standard categorical marking scheme.

## 2.3 General guidance

### General information

As part of your assessment for PSYC327, you have been tasked with producing a web-based blog site within which you will discuss a cyberpsychology topic. You will **select** to write your cyberpsychology research-focused blog post on **any** of the following articles. You will need to search beyond the article as you will discuss research widely and provide related examples from everyday life and/or interesting case studies making your blog attractive to non-psychologists.

### Digital Divide:

G. Wilson-Menzfeld, G. Erfani, L. Young-Murphy, W. Charlton, H. De Luca, K. Brittain & A. Steven (2024). Identifying and understanding digital exclusion: a mixed-methods study. *Behaviour & Information Technology*. <https://doi.org/10.1080/0144929X.2024.2368087>

### Multitasking and learning:

Deng, L., Zhou, Y., & Broadbent, J. (2024). Distraction, multitasking and self-regulation inside university classroom. *Education and Information Technologies*, 1-23. <https://doi.org/10.1007/s10639-024-12786-w>

### Online communication and emoji

Cavalheiro, B. P., Prada, M., & Rodrigues, D. L. (2024). Examining the effects of reciprocal emoji use on interpersonal and communication outcomes. *Journal of Social and Personal Relationships*, 41(8), 2147-2168. <https://doi.org/10.1177/02654075231219032>

### Problematic use of social media and dark triad

Rohmann, E., Winkler, S. M., Ozimek, P., & Bierhoff, H. W. (2024). Are narcissists trolls? A cross-sectional study about aggression, trolling behavior, narcissism, and the moderating role of self-esteem. *Telematics and Informatics*, 90, 102122. <https://doi.org/10.1016/j.tele.2024.102122>

### Sexting and victimisation

Hernández, M. P., Schoeps, K., Maganto, C., & Montoya-Castilla, I. (2021). The risk of sexual-erotic online behavior in adolescents—Which personality factors predict sexting and grooming victimization?. *Computers in human behavior*, 114(106569). <https://doi.org/10.1016/j.chb.2020.106569>

### Cyber dating abuse

Schokkenbroek, J. M., Hauspie, T., Ponnet, K., & Hardyns, W. (2024). Malevolent monitoring: dark triad traits, cyber dating abuse, and the instrumental role of self-control. *Journal of interpersonal violence*, 39(15-16), 3566-3590. <https://doi.org/10.1177/08862605241233263>

### Games and well-being

Liu, M., Choi, S., Kim, D. O., & Williams, D. (2024). Connecting in-game performance, need satisfaction, and psychological well-being: A comparison of older and younger players in World of Tanks. *new media & society*, 26(2), 692-710. <https://doi.org/10.1177/14614448211062545>

### Social Media Influencers

De Cicco, R., Iacobucci, S., Cannito, L., Onesti, G., Ceccato, I., & Palumbo, R. (2024). Virtual vs. human influencer: Effects on users' perceptions and brand outcomes. *Technology in Society*, 77, 102488. <https://doi.org/10.1016/j.techsoc.2024.102488>

**Virtual therapy**

Radanliev, P. (2024). Dance as a mental health therapy in the Metaverse: exploring the therapeutic potential of Dance Movement Therapy as a non-pharmacological treatment in the Metaverse. *Frontiers in Computer Science*, 6, 1334027. <https://doi.org/10.3389/fcomp.2024.1334027>

**AI – Future directions**

Pelau, C., Dabija, D. C., & Ene, I. (2021). What makes an AI device human-like? The role of interaction quality, empathy and perceived psychological anthropomorphic characteristics in the acceptance of artificial intelligence in the service industry. *Computers in Human Behavior*, 122, 106855. <https://doi.org/10.1016/j.chb.2021.106855>

Instructions about the web-based blog site design will be provided within the online seminars and lecture time as presented below.

**Online Seminars Week 1 and 2.** Information about your coursework (blog design and media development) and discussion about the relevant research papers (online seminars 1 and 2).

**Lecture Week 5.** Follow-up discussions and further guidance after Lecture 5 on the CANVAS online discussion forum.

**Online seminar Week 8.** Answer questions about your coursework (online seminar).

The word limit for the **cyberpsychology research-focused page/post is 1,000 words** including text, footnotes, endnotes, and in-text references (authors and dates). This word limit does **not** include the title, reference list section, tables, table captions, figure captions, figure and video animation. So, the word limit is everything written in the main body of the 'blog post', including in-text citations.

There is no word limit for the "About me" page/post. It is entirely up to you how you will present yourself.

**Do not forget:**

- The target audience is people who have broad and general interests in the area, rather than specialists in the particular topics;
- Your discussion of the limitations or weaknesses of the research should try and go beyond the limitations that are mentioned in the discussion section of the paper;
- To demonstrate that you have read around the topic, rather than only reading the target article; and
- To include relevant images/videos in your post to make the blog post easier to read and more engaging and attractive to the readers.

**"If you cannot explain a topic to a six-year-old (or at least a smart undergraduate in another field), then you do not really understand it!"**

**Submission**

Your web-based blog link should be submitted, via CANVAS online discussion forum on **Tuesday 26<sup>th</sup> November 2024 by 4 pm** (the last possible submission is Tuesday 10<sup>th</sup> December 2024 by 4 pm) and marks released on **Tuesday 14<sup>th</sup> January 2025 at 9 am**. You will be asked to comment on each other's posts (this is part of the assessment process) through the CANVAS discussion forum. Commenting on others' work is a good way to encourage them to comment on yours, and writing several posts is a good way to assess your understanding of a topic.

**Important submission dates:**

The CANVAS discussion forum for your submission will become visible on **Tuesday 12<sup>th</sup> November 2024 at 9 am.**

The deadline for the blog link submission is **Tuesday 26<sup>th</sup> November 2024 by 4 pm**

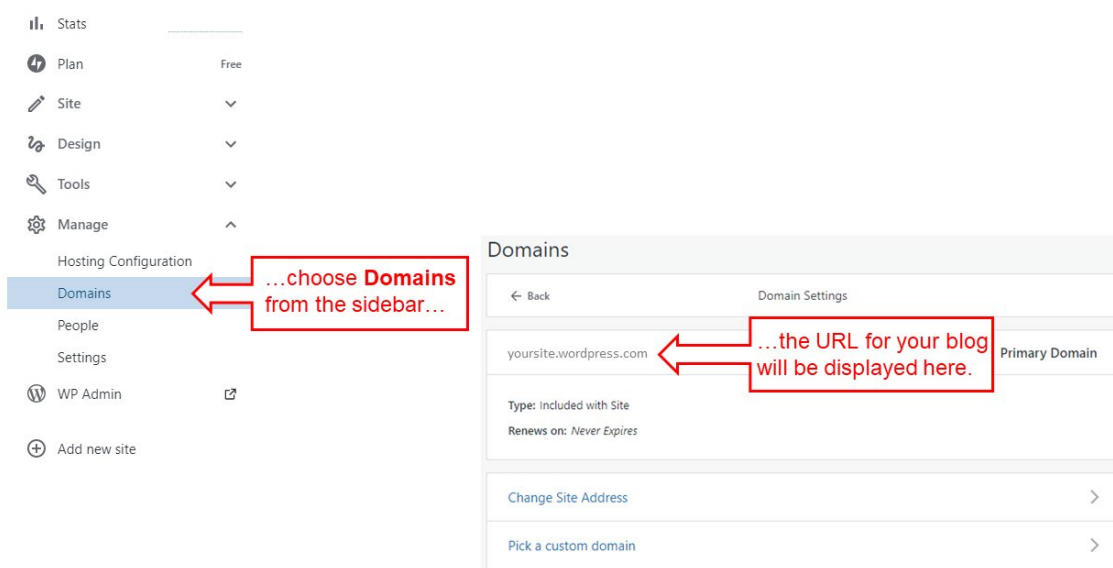
The deadline for commenting on other persons' blogs (at least 5 discussion comments) is **Tuesday 3<sup>rd</sup> December 2024 by 4 pm.**

The deadline for replying to your blog comments is **Tuesday 10<sup>th</sup> November 2024 by 4 pm.**

The marks will be released on **Tuesday 14<sup>th</sup> January 2025 at 9 am.**

**How to find your blog link on the WordPress that you need to submit to the CANVAS online forum.**

To find the URL for your blog...



## Useful resources

In the first two weeks, online seminars on blogging will be delivered to guide on what is expected of a blog entry and how blogs differ from formal academic work, such as essays. If you are not familiar with blogs, I recommend reading a few of the articles on the blogs below.

Here are a couple of web resources for writing a blog post.

[How to write a blogpost from your journal article in eleven easy steps](#)

The following blogs are examples of engaging general audience-style research blogs online. These may not follow the same sub-sections, as you will be advised to use in your submission, but they are well-written and touch on the areas you need to cover. Feel free to explore other blogs online for inspiration. Here is only a sample list.

**Psychology Today:** <https://www.psychologytoday.com/gb> (Familiarise yourself with the blog post structure for psychology).

**BPS Research Digest:** <https://digest.bps.org.uk/> (Interesting blog posts hosted by BPS).

**Physorg.com launched by Science X:** <https://phys.org/tags/social+media/> (Science X is a network of high-quality websites that provides the most complete and comprehensive daily coverage of science, technology, and medical news).

**Firefly Writes Psych:** <https://fireflywritespsych.wordpress.com/> (FireFly Writes Psych discusses different topics around cyberpsychology in a unique way).

**CyberSecPsych:** <https://cybersecpsych.com/> (Bring psychology topics to light as they relate to the Dark Web)

**A female of the species:** <https://u1506334.home.blog/> (blog posts related to emoji)

**Cyberpsychology research-focused blog example 1:** [Social media use associated with depression among US young adults](#)

The original research publication is Lin, L.Y., Sidani, J.E., Shensa, A., Radovic, A., Miller, E., Colditz, J.B., Hoffman, B.L., Giles, L.M., & Primack, B.A..(2016). Association between social media use and depression among U.S. young adults. *Depression and Anxiety*, 33(4), 323-331.

<https://doi.org/10.1002/da.22466>

**Cyberpsychology research-focused blog example 2:** [Could virtual reality be used to change eating behaviour and tackle obesity?](#)

The original research article is: Persky, S., Goldring, M. R., Turner, S. A., Cohen, R. W., & Kistler, W. D. (2018). Validity of assessing child feeding with virtual reality. *Appetite*, 123, 201-207.

<https://doi.org/10.1016/j.appet.2017.12.007>

**Cyberpsychology research-focused blog example 3:** [Understanding digital traces](#)

Please follow the guidelines below and the marking rubric to see what we want to see in your cyberpsychology blog though as there are varying perspectives on how they should be written/structured.

### **Marking criteria (including a note on how your mark is calculated)**

The markers will mark your web-based blog posts based on the rubric criteria, but please note that they help us reach an overall mark for your blog posts, rather than adding up a score for each criterion and totalling it. As this is a Year 3 assessment, we are looking for blog posts that critically evaluate a topic by demonstrating excellent knowledge and understanding of the key points and presenting an advanced critical analysis of your counterargument.

The following guide will help you write your blog post.

### **Introduction**

As with any written piece of work, you must identify the relevant issue that you will discuss from the outset of the research paper/topic (i.e., why is it important? What others have found? What is this study rationale?). An excellent introduction also includes a clear description of the aim of the journal article that you will discuss outlining the key points made in this topic area. A good rule to follow is for you to summarise the main threads of the research paper – hopefully, each paragraph will explain a key point or themed group of points. You can use these in the outline. Each journal article belongs to a different cyberpsychology area and you should discuss this area as well providing insights supported by references.

### **The (counter)argument**

An excellent cyberpsychology post not only identifies the relevant key issues providing a critical evaluation relevant to the (counter)argument, but also expands your thinking rather than just listing the key points. If you do this well, it shows that you have excellent knowledge of these points but also that you understand them. You must make sure that you focus on the key arguments for and against the discussed topic, without going off on a tangent and exploring other issues. You must also make sure that you are focusing on arguing your points, rather than describing the topic generally with too much background, otherwise, you will lose valuable words which could be used to argue your points.

These points must also be conveyed correctly to show your knowledge and information with no inaccurate statements or information.

An aspect of a good argument is the ability to evaluate the material that you present. You can **only evaluate your (counter)argument or evaluate both sides** (select one evaluation strategy to provide consistency across your post). Excellent critical analysis is detailed and supported by good-quality evidence. If you can include an original take on evaluating the material, this is excellent too.

### Structure

Another key to an excellent blog post is to create a good 'story' or narrative. Your cyberpsychology blog post should flow well and logically, with smooth transitions between paragraphs must be smooth and easy to read. Getting the narrative flow right is always a hard task; try some way of linking paragraphs together that is not 'clunky.' Drafting and redrafting will help you with this. Cyberpsychology blog post/page **may** have the following structure, but do **not** limit yourself to it (you may present a different blog structure to have a nice narrative blog text).

Introduction

Method

Results

Limitations: Critique of any weaknesses in the paper in terms of its methods, data analysis or interpretation of findings

Discussion & Conclusions: Here you can cover the wider implications of the work

References: These should be in APA format

If you have the above structure, then each of the above blog sub-sections could be approximately 200 words, but it is more than reasonable for some sections to be slightly short (i.e. 160 words) and some longer (i.e. 240 words). The 200 words is a guideline and there is a degree of flexibility here. There is no word limit for the Reference list.

**Note:** As mentioned above, the above structure is only a sample, feel free to follow the structure that fits your writing style.

### Conclusion

Like an introduction, an excellent conclusion includes a summary of the key points you have made throughout the blog post. It also comes to explicitly clear, original conclusions which are logically based on what you have argued and/or the critical evaluation. In this case, it must be obvious why you have concluded based on the key elements that you have summarised.

### Style

The writing style of a blog post is slightly different from the styles of other assessments that you will have produced, and it varies depending on the author's writing style. You must try to write in a persuasive style, although still in a formal manner. This might involve using more emotive language than you are used to but still using the 3<sup>rd</sup> person and keeping the writing professional. Camp (2009, p.4) suggests that "in persuasive writing, the main purpose is to influence the way the reader thinks, feels or acts." If you want to read more about how best to write persuasively, Camp's book is available as an electronic book from the library:

Camp, L. (2009). *Can I Change Your Mind? : The Craft and Art of Persuasive Writing*. Bloomsbury Publishing. ProQuest Ebook Central,  
<https://ebookcentral.proquest.com/lib/liverpool/detail.action?docID=320235>

Some techniques outlined in many persuasive writing guides, including Camp (2009), include the following:

Technique	Description
Alliteration	This is a type of repetition where you use several words in a sentence which start with the same letter; these can be used together or spaced out in a sentence.
Emotive language	You can use powerful, emotion-laden language to emphasise your message and elicit a response in your reader. Be careful not to go over the top though; you do not want to sound too much like a tabloid.
Editing	Powerful pieces of writing are edited and re-edited to make their message stronger. This 'Something that <del>really</del> good persuasive writers never stop doing" (Camp, 2009, p. 99).
Empathy	Try to see your reader's point of view or try to tap into their perspective with your writing.
No jargon	Try not to use technical language or jargon as your audience might not know what you mean.
Opinion	The key is to make your position clear but not just make the blog post an opinion piece without supporting evidence.
Repetition/Rule of three	Repeating words or types of words or having a repetitive structure can provide added emphasis – you just need to make sure you do not go over the top with this. The power of three is sometimes used as a technique in persuasive writing. Adding alliteration will make the sentence more powerful.

### Sources and referencing

To show that you have read around the topic, it is good if you can show evidence of wider reading around this topic and/or research methodology. It is excellent if you can provide a broad range of evidence to support your assertions and that all of these are supported by an appropriate reference. As always, references within the text and in the reference section of the text must be formatted in **APA style**, and all references used in the text must be listed in the reference section.

[Click here to enter text.](#)

### 2.4 Web-based blog submission and participation in the online discussion forum

It is up to students to ensure that they have submitted correctly (on the correct module and the correct coursework submission portal in that module) as evidenced by the CANVAS online forum post-message report. If work does (a) not appear on CANVAS in the correct submission area and (b) no online discussion date and time tracking message can be produced this is **classed as a non-submission of work and a mark of 0 will be awarded**.

If your work is missing on CANVAS and you realise it after submission, you should resubmit your work to the correct place or immediately contact the SEO to direct you to the correct online discussion forum before 4 pm on the day of submission.

At the end of this document and on the module CANVAS space under the Assessment area, you can find all the details regarding your course submission, marking criteria online feedback and grades (Section 5).

### 3. Examinations

#### 3.1 Exam format

All exams will be online 2024/25

End of term (length 2 hours)

Examination details	% of the exam mark
<b>Seen: Essay-based Exams x 2 questions out of 6</b>	70%
<ul style="list-style-type: none"> <li>Students will have 2 hours to submit their essays from the released date of essay titles</li> <li>Students will only be able to submit once</li> <li>Each question has a 1,000-word limit</li> <li>Treat it as an exam - no referencing lists are needed at the end</li> <li>Use Microsoft Word to check your final word count before submission.</li> </ul> <p>Any other applications may use different methods to calculate the total word count, which can result in an artificially lower word count.</p>	

#### 3.2 Exam submission

It is up to students to ensure that they have submitted correctly (on the correct module and the correct exam submission portal in that module). If work does (a) not appear on CANVAS in the correct submission area, then this is **classed as a non-submission of work and a mark of 0 will be awarded**. No late submissions for exams are allowed; any late submissions will be **classed as a non-submission of work and a mark of 0 will be awarded**.

**Note:** All submission deadlines are **4 pm** unless otherwise stated below.

#### 3.3 Practice exam questions

Past year essay titles (Student should select answer 2 out of 6).

- With reference to Yee's (2007) 3 elements of gaming, critically evaluate how the wellness industry has used these elements to promote healthy behaviour.
- Critically discuss the positive and negative role Internet anonymity plays on people's lives.
- Critically discuss why people with low self-esteem turn to social media as a way of making friends, and what effect social media has on their self-esteem.

#### 3.4 General Guidance for exams

##### Essays:

There is a lot of similarity between exams and coursework. One of the biggest mistakes is to try and start writing an essay immediately without a clear plan; inevitably this leads to an unfocussed, badly structured essay that risks answering the question you want to answer not the actual one on the exam.

The planning stage is important, use a page to devote time to planning your essay. Firstly, read all the questions carefully to ensure you know what the essay requires. Look at the keywords, are you; *Summarising? Describing? Contrasting? Critiquing?* This will inform the way you need to write your

essay. You will never see an essay that asks you to write everything you know about a given subject, but often people mistakenly write exam essays like this.

When writing a plan do not forget to include a brief introduction, where you will define keywords and/or processes. Next, plan your paragraph structures, within each paragraph consider levels of detail and what evidence you need to support your argument (including citations you will need to give). As you are writing your essay be aware that things will come to mind that you did not think of during the planning stage, for example, you might remember a key study. When this happens make a note on your plan so you can include these items later. Do not forget to put a conclusion at the end of the essay.

#### Seen:

Seen exams allow you to focus more on the preparation of a specific answer. This does not mean that you need to revise less for these types of exams, instead, you need to focus on making your argument clear rather than understanding a broad range of literature in preparation for a variety of possible questions.

When preparing for seen exams read more than you intend to use. This strategy will enable you to have a better understanding of the broader literature and write the best possible essay. Plan answers and different ways of answering, in doing so you may find that your initial strategy of answering the question is not as convincing as you think, and an alternative approach may be needed. Practice writing the answer with notes and then without notes and ensure you can answer within the timeframe; remember nerves can impede your ability to think and cause you to forget things, and practice is central to mitigating this.

#### 4. Academic Integrity – Coursework and exams

A student submitting work for assessment is expected to adhere to the conventions of academic integrity by producing their own work, acknowledging explicitly any material that has been included from other sources or legitimate collaboration and presenting their own findings, conclusions or data based on appropriate and ethical practice.

The penalties will not show upon release of results but be shown in the results on Liverpool Life when the main exam results are released. The penalties are as follows Cat A = 5% penalty, Cat B = reduction to 40%, Cat C - reduction to 0.

See the link below for the full University policy; go to the Appendix which deals with Academic Integrity.

<https://www.liverpool.ac.uk/aqsd/academic-codes-of-practice/code-of-practice-on-assessment/>

#### 5. Receiving feedback

It is *very* important for you to use your feedback to improve your work; a surprising number of students simply look at their marks and not the comments given alongside them. There is a considerable amount of research that has demonstrated that focusing on marks while ignoring narrative feedback, increases fear of failure, reduces motivation, and ultimately leads to declining performance (see, for example, Butler 1988).

Although there is understandable anxiety about reading “negative” comments about your work, these comments are there to assist you and help you to improve your future work. If you take your feedback into account now you can avoid receiving “negative” comments in the future. In addition,

your feedback will contain comments on what was done well, not just problems with your work. Attending university is an opportunity to strengthen writing and reporting skills, and being open to receiving constructive feedback is a critical component of performing well in employment also.

Remember that you are also welcome to discuss feedback on coursework and exam performance in a one-to-one session with the marker. This will need to be scheduled on an individual basis through the module coordinator.

### 5.1 Coursework

[How you submit your coursework \(blog link\) to the online CANVAS discussion forum and leave comments to others](#)

Go to the **Discussion** area, find the “**Blog Assignment-submit and comment here**” and then click on “**Write a reply**” below the discussion main thread.

Firstly, provide a short description of the cyberpsychology topic that you have discussed in your WordPress blog. For example, this could be “**Educational technology**”, if you discuss a topic from this wide area or you may copy the title of your blog research-focused page/post. By providing this type of topic title, you and your peers can have a quick overview of all the topics discussed in the blogs. This will allow everyone to focus their posts on the subject they find most interesting.

In the **discussion comment** box, you should additionally provide the following information:

**Your Blog link and words for the research-focused post/page.**

For example:

**Blog topic title:** Educational technology

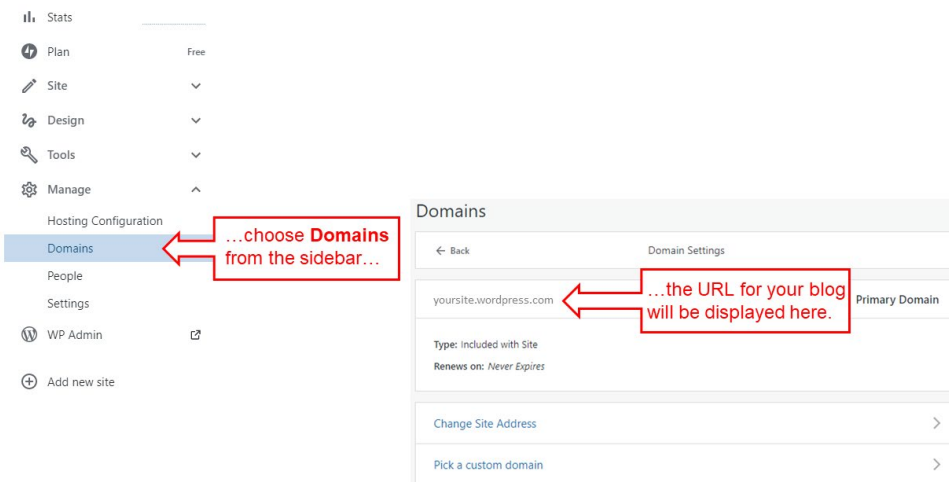
**Blog link:** <https://mlimniou.wordpress.com/>

**Word limit:** 982

Click on the “**Reply**” button to post your message.

**To copy your blog link**, one way to do so is the following.

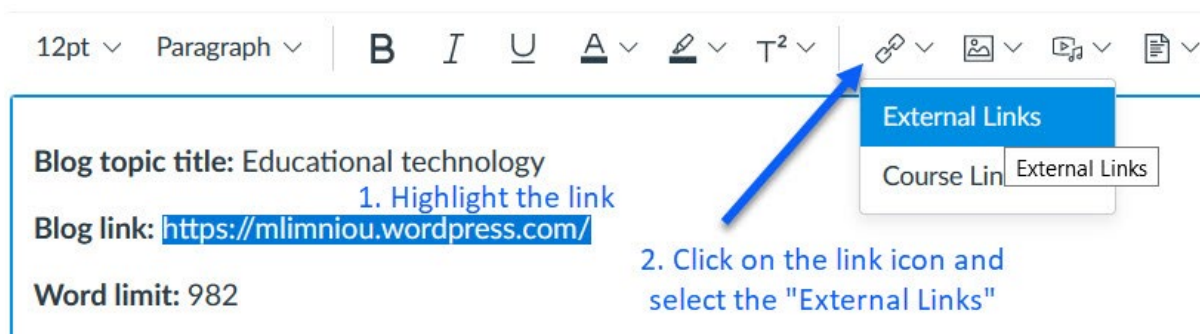
To find the URL for your blog...



When you paste your blog link in the **CANVAS assignment discussion forum thread**, it may not be easily accessible by others. For example, they cannot just click on it and open your blog (see below).

<https://mlimniou.wordpress.com/>

To activate the link, highlight it and click on the "link" symbol (see the image below).



Once you do so, a new pop-up menu will appear.

## Insert link ×

Text

Link

Close

Done

Insert your link here and then click the "Done" button

To **submit comments** on another student's blog in "Blog Assignment-submit and comment here" forum, click on "**Write a reply...**" below the relevant blog post, add your comment and click the "**Post reply**" button. This then appears in the same box, labelled reply.

To submit **your comments in reply** to a student's comments on your blog you should follow the same process as described above.

**Note:** You must create a thread to view other threads in the forum, so you will not see any other blogs until you have made your submission. You will not be able to delete your own threads.

## 5.2 Examinations

Exam feedback will be given in the form of normative feedback across the module. Specifically, you will be informed how the cohort has performed on the exam as a whole and on specific essays/questions (for example one essay may have had better responses than another).

Exam feedback will guide you regarding what should be contained within an ideal answer and what common mistakes were made. This will appear online on CANVAS following the release of marks.

It is important to note that you can request individual feedback for examinations. To get this feedback please contact the Module Coordinator.

Below are generic feedback/criteria for essay-based exams within our department.

### Marking descriptors for essay-based exams

#### 1<sup>st</sup> class – Excellent

Introduction identifies the problem, issue or topic in an excellent manner and provides a concise outline of the essay; Provides an answer that is directly relevant to the question set; Presents information with a high level of accuracy; Identifies and discusses the most important issues in appropriate detail, demonstrating a comprehensive understanding; Uses evidence from a broad range of sources to support the current argument; Presents an excellent argument that is clear and logical; Provides detailed and/or original critical analysis; Conclusion summarises key elements and comes to clear, logical and original conclusions without introducing new theories or research.

**Upper 2nd class - Very good**

The introduction identifies the problem, issue or topic well and provides an outline of the essay; Provides an answer that is generally relevant to the question set with no redundant information; Presents information that has a very good level of accuracy; Identifies and summarises the most important issues, demonstrating a sound understanding; Uses evidence from a range of other sources to support the current argument; Presents a very good argument that is clear and logical; Provides a competent critical analysis; Conclusion summarises key elements and comes to clear and logical conclusions.

**Lower 2<sup>nd</sup> class – Good**

The introduction identifies the relevant problem, issue or topic but in a basic way; Provides an answer that is generally relevant to the question set with some redundant information; Identifies and summarises some key points, showing good understanding; Presents information that is inaccurate in only a few places; Uses evidence from a limited range of sources (largely based on teaching inputs) to support the current argument; Presents a good argument that has some clarity and logic; Very little or no critical analysis; Conclusion summarises some key elements and comes to conclusions that are somewhat clear and logical.

**3<sup>rd</sup> class – satisfactory**

Introduction identifies some of the relevant problem, issue or topic; Provides an answer that has some relevance to the question set but has a great deal of redundant information; Identifies some key points but there are several omissions, demonstrating some limited understanding; Presents information that is inaccurate; Uses limited evidence to support the current argument, demonstrating a lack of reading around the topic and self-directed learning; Presents an argument that is not clear; Conclusion summarises some key elements but does not come to clear or logical conclusions.

**Fail – unsatisfactory**

Introduction does not identify the relevant problem, issue or topic at all OR no introduction; Provides an answer that does not address the question set; No key points identified; Presents information that is inaccurate throughout most of the answer; Does not use any relevant evidence to support the current argument; Conclusion does not summarise the key elements and does not come to clear or logical conclusions OR no conclusion.

**6. Our moderation processes to ensure consistency and fairness in marking**

To ensure consistency and fairness across marking and markers, we have a rigorous moderation process. For each module, teaching teams meet before and during the marking process (for both coursework and exams) to ensure markers are consistent in their approach to marking and giving feedback. After marking has been completed, before the release of marks, an internal moderator (a member of academic staff who is not a member of the module's teaching team), will then check marking and feedback across the module, and across the markers. Marking and feedback are then reviewed at 3<sup>rd</sup> time by our External Examiners at the end of the academic year.