

COM5108: PSYCHOLOGICAL PROCESSING OF NEW MEDIA

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Psychological Processing of New Media

Subject Code

COM - Media and Communication

Course Number

5108

Academic Unit

Media and Communication (COM)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to discover and examine cutting-edge research in the areas of media psychology and new media studies. Specific topics addressed will include human-computer interaction (HCI) and human-AI interaction research on various types of new media environments such as social media, e-commerce systems, virtual reality, and video games.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discuss major psychological issues in new media interface design and usability	25	x		
2	Examine and evaluate relevant theories and research dealing with various psychological effects of new media technologies	25	x	x	
3	Discover and analyze social and psychological effects of new media technologies from an empirical science perspective	25	x	x	
4	Apply major theories in media psychology and research to real-world new media design and use problems	25		x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lectures	Students are required to attend lecture each week during which major psychological theories and methods relevant to new media interface design and use will be examined.	1	1.5 hours per week
2	On-line/class discussion	Students are asked to regularly discuss the topic using either on-line/class discussion.	1	

3	Group Discussion	Under the guidance of the teacher, students will breakout into groups in tutorial sessions and analyze and evaluate relevant theories and research dealing with various psychological effects of new media technologies.	2	1 hour per week
4	Case studies	Students will be asked to investigate case studies to discover how the use of new media will influence users' psychological processes.	3, 4	
5	Theory and research in media psychology	Students in groups are asked to seek innovative solutions for a real-world new media design or use problem by explaining and applying relevant theories and research in media psychology.	4	
6	Presentation	Each group is asked to present their research findings and solutions to their fellow classmates.	2, 4	3 hours in the final week

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Two in-class quizzes	1	30	N/A	No
2	In-class exercises; Presentation on cases of psychological processing of new media	2, 3	20	GenAI use is allowed only for formative tasks (e.g. background research and presentations)	Yes
3	Produce a 15 to 20-page group report, and make a 15-minute group presentation	4	50	GenAI use is allowed only for formative tasks (e.g. background research and presentations)	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

In-class quizzes (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Demonstrate knowledge of key concepts and theories in media psychology.

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

In-class exercises and presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Demonstrate ability to discuss and link concepts and theories discussed in class.

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

Group report and presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Demonstrate competence to translate concepts and theories from media psychology and apply them to the real work context. Demonstrate ability to articulate and present complex idea clearly.

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not even reaching marginal levels

Assessment Task

In-class quizzes (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstrate knowledge of key concepts and theories in media psychology.

Excellent

(A+, A, A-) Superior grasp of subject matter; evidence of extensive knowledge base.

Good

(B+, B) Reasonable understanding of issues; evidence of familiarity with literature.

Marginal

(B-, C+, C) Basic understanding of the subject and the literature.

Failure

(F) Little or no evidence of familiarity with the subject matter.

Assessment Task

In-class exercises and presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstrate ability to discuss and link concepts and theories discussed in class.

Excellent

(A+, A, A-) Strong evidence of original thinking; good organization, capacity to analyse and synthesize.

Good

(B+, B) Evidence of grasp of subject, some evidence of critical capacity and analytic ability.

Marginal

(B-, C+, C) Limited ability to grasp subject matter, but still benefiting from the class experience.

Failure

(F) Pronounced weakness in critical and analytic skills

Assessment Task

Group report and presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstrate competence to translate concepts and theories from media psychology and apply them to the real work context. Demonstrate ability to articulate and present complex idea clearly.

Excellent

(A+, A, A-) Demonstrate superior ability to generate creative ideas for discovering and developing knowledge or problem-solving strategies.

Good

(B+, B) Demonstrate some ability to generate creative ideas for discovering and developing problem-solving strategies.

Marginal

(B-, C+, C) Demonstrate very limited ability to generate creative ideas for discovering and developing problem-solving strategies.

Failure

(F) Little evidence of ability to generated creative ideas; very limited or irrelevant use of literature.

Part III Other Information**Keyword Syllabus**

Psychological media effects, new media technologies, cognitive processing, information processing, interface design and usability, human-computer interaction, computer mediated communication, AI-human communication

Reading List**Compulsory Readings**

	Title
1	Giles, D. (2003). Media Psychology. Hillsdale, NJ: Lawrence Erlbaum Associates.
2	Kraut, R. E. & Resnick, P. (2012). Evidence-based social design: Mining social sciences to build online communities. Cambridge, MA: MIT Press.
3	Nabi, R. & Oliver, M. B. (2009). The SAGE handbook of media processes and effects. Thousand Oaks, CA: SAGE Publications.
4	Pavlik, J. & McIntosh, S. (2014). Mass communication and its digital transformation. In Converging media: An introduction to mass communication. New York, NY: Oxford University Press.

Additional Readings

	Title
1	Sparks, Glenn G. (2012). Media Effects Research: A Basic Overview (4th ed.), Cengage Learning.
2	Bryant, J., & Zillmann D. (2009). Media effects: Advances in theory and research (3rd ed.). Hillsdale, NJ: Erlbaum.