

SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology
1.5 Study cycle	Master
1.6 Study program / Qualification	Master's Degree in Human Resource Psychology and Organizational Health

2. Course information

2.1 Name of the course	Technology and society/Tehnologie și societate (PME 1436)						
2.2 The holder of the course activities	Prof. Univ. Dr. Petru L. Curșeu						
2.3 The holder of the seminar activities	-						
2.4 Year of study	2	2.5 Semester	4	2.6. Type of evaluation	E	2.7 Course regime	DO

3. Estimated total time (hpurs per semester of teaching activites)

3.1 Number of hours per week	2	Of which: 3.2 course	2	3.3 seminar/laboratory	0
3.4 Total hours in the curriculum	24	Of which: 3.5 course	24	3.6 seminar/laboratory	0
Distribution of estimated time:					ore
Studying textbook, course support, bibliography, and notes					20
Additional documentation in the library, on specialized electronic platforms and in the field					15
Preparation of seminars / laboratories, papers, portfolios, and essays					16
Tutorship					5
Evaluations					4
Other activities: research activities					
3.7 Total hours of individual study					51
3.8 Total hours per semester					75
3.9 Number of ECTS credits					3

4. Preconditions (where applicable)

4.1 curriculum	<p>Completion of this course is facilitated by the completion of the following subjects:</p> <ul style="list-style-type: none"> • Social Psychology (Bachelor Sem 3), • Organizational Psychology (Bachelor Sem 6).
4.2 competencies	<ul style="list-style-type: none"> • Basic skills and knowledge of research methods specific to social sciences • Knowledge of the fundamental theories in Social Psychology

5. Conditions (where applicable)

5.1 Course conduct	<ul style="list-style-type: none"> Lecture room with at least 50 seats, computer and video projector
5.2 Conducting the seminar	<ul style="list-style-type: none"> Lecture room with at least 50 seats, computer and video projector

6. Competențele specifice acumulate

Professional competencies	<ul style="list-style-type: none"> The student is able to develop evidence-based methods and instruments drawing upon the scientific literature (theories, frameworks, empirical data) in order to identify, measure, and evaluate a set of individual, group, organizational, and situational characteristics. (1.3.) The student is able to define the complex situation or problems affecting a group, department, or organization based on the data collected from the organization. (1.4.) The student is able to define and apply organizational development and change methods in order to support the performance and innovation of the organization. (2.3.) The student is able to differentiate between and adopt perspectives, approaches, and theories or organizational complexity in order to inform actions and decisions that support organizational performance. (3.3.) The student is able to integrate technology into an organization's practices in order to improve the dynamic, performance, and innovation of multiple organizational levels. (3.5.) The student is able to identify and list factors that activate, facilitate and obstruct human resources strategy formulation and implementation in order to ensure organizational efficiency and innovation. (8.4.) The student is able to understand the organizational business model and requirements in order to facilitate organizational efficiency and innovation. (8.5.)
Transversal competencies	<ul style="list-style-type: none"> The student is able to use written language, verbal language, non-verbal language, multi-media technologies and different communication channels in order to send and receive clear and precise information, adapted to the targeted audience. (1.1). The student is able to use feedback techniques to repair or mention the communication or performance quality at multiple levels. (1.2.). The student is able to interpret and integrate information from multiple sources in order to make decisions and recommendations within organizations. (2.2). The student is able to auto-evaluate his performance in order to actualize his own professional needs in the field of human resources psychology and organizational health. (6.1.). The student is able to independently find the resources needed in order to actualize his own professional needs in the field of human resources psychology and organizational health. (6.2.).

7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 The general objective of the discipline	<ul style="list-style-type: none"> Understanding the complex interactions between social dynamics and modern technologies as well as the concepts of systems thinking and organizational design from a socio-technical perspective
7.2 Specific objectives	<ul style="list-style-type: none"> Understanding the principles of socio-technical design. Understanding the interdependence between social and technological in organizations in modern society.

	<ul style="list-style-type: none"> • Understanding the interaction between social and technological in the context of sustainable development. • Acquisition of the concepts of systemic thinking and organizational design
--	---

8. Contents

8.1 Course	Teaching methods	Remarks
Elements of systems theory in organizational and social psychology – complex adaptive systems	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Research in management sciences – between basic science and design	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Socio-technical models and socio-technical design 1	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Socio-technical models and socio-technical design 2	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Case studies in socio-technical design	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Information technology, interpersonal relationships, social freedom and happiness	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Virtual organizations and the digital society	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Technology and organizational change	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Sustainability – socio-technological dimensions	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Information technology and innovation	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Case studies – synergistic dynamics between social and technological (systemic perspectives)	exposition, demonstrative example, synthesis of knowledge, guided discovery	
Case studies – antagonistic dynamics between social and technological (systemic perspectives)	exposition, demonstrative example, synthesis of knowledge, guided discovery	

References:

- Cherns, A. (1987). Principles of sociotechnical design revisited. *Human Relations*, 40(3), 153-161.
- Clegg, C. W. (2000). Sociotechnical principles for system design. *Applied Ergonomics*, 31(5), 463-477.
- Daniels, J. (2013). Race and racism in Internet studies: A review and critique. *New Media & Society*, 15(5), 695-719.
- Flood, R. L. (1990). Liberating systems theory: Toward critical systems thinking. *Human Relations*, 43(1), 49-75.

- Glen, R., Suci, C., & Baughn, C. (2014). The need for design thinking in business schools. *Academy of Management Learning & Education*, 13(4), 653-667.
- Hall, J. A. (2016). When is social media use social interaction? Defining mediated social interaction. *New Media & Society*, 1461444816660782.
- Helsper, E. J., & Reisdorf, B. C. (2017). The emergence of a “digital underclass” in Great Britain and Sweden: Changing reasons for digital exclusion. *New Media & Society*, 19(8), 1253-1270.
- Kast, F. E., & Rosenzweig, J. E. (1972). General systems theory: Applications for organization and management. *Academy of Management Journal*, 15(4), 447-465.
- Latzer, M. (2009). Information and communication technology innovations: radical and disruptive?. *New Media & Society*, 11(4), 599-619.
- Marwick, A. E., & Boyd, D. (2014). Networked privacy: How teenagers negotiate context in social media. *New Media & Society*, 16(7), 1051-1067.
- Mumford, E. (2006). The story of socio-technical design: Reflections on its successes, failures and potential. *Information Systems Journal*, 16(4), 317-342.
- Servaes, J., & Hoyng, R. (2017). The tools of social change: A critique of techno-centric development and activism. *New Media & Society*, 19(2), 255-271.
- Servaes, J., & Hoyng, R. (2017). The tools of social change: A critique of techno-centric development and activism. *New Media & Society*, 19(2), 255-271.
- Utz, S. (2016). Is LinkedIn making you more successful? The informational benefits derived from public social media. *New Media & Society*, 18(11), 2685-2702.
- Van Aken, J. E. (2005). Management research as a design science: Articulating the research products of mode 2 knowledge production in management. *British journal of Management*, 16(1), 19-36.

9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The content of the discipline is consistent with what is taught in other university centers in the country and abroad. For a better adaptation to the demands of the labor market of the content of the discipline, in order to promote the idea of a practitioner-researcher, the topics presented in the course were discussed with former students, currently employed in different applied fields of psychology.

The contents of the discipline are compatible with the recommendations of professional associations at European level (EAWOP and EFPA) regarding the granting of the right to practice freely in Work and Organizational Psychology in Europe.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the
10.4 Course		Semestrial project	100%
10.4 Course			
10.6 Minimum performance standard			
<p>The final assessment will be based on a semester project addressing an illustrative case study for the interaction between social dynamics and technology</p> <p>The final grade consists of the score obtained for the semester project.</p>			

Date of completion	Signature of the course holder	Signature of the seminar holder
12.09.2023	Prof. Univ. Dr. Petru L. Curșeu	-



Date of approval in the department	Signature of the department chair/director
14.09.2023