

ELC 561 Digital Influence

Instructors

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Teaching Assistants

N/A

Course Description

This course focuses on using the latest social online tools—such as blogging, social networking, social video and wikis—to affect social change. The first third of the course is technical, covering essential tools and techniques used in the social web. The next third is a survey and critical discussion of the latest theories on how to effectively influence change using social web technologies. The last third is practical, exemplifying the lessons of the course through the creation of a persuasive social web site or a social video on a sustainability topic.

Course Introduction

Understanding how to use influence and persuasion in a sustainable and ethical manner is important to everyone involved in business, even if you are not in the marketing department. This class discusses how to use these skills online as well as not, asking the students to answer the question: “how can we use these skills to create positive change?”. Students will gain a tools to influence and persuade and well as to take command of their digital presence. At the end of the course, students will be proficient in online communication and the current psychology of ethical influence.

Prerequisites

none

Instructional Contact Hours/Credits

3 credits

Please note that for every credit hour there will be a minimum of 10 synchronous contact hours (face to face and/or virtual session hours). You should expect at least 2 hours of asynchronous learning (readings, written assignments, group activities) for every synchronous contact hour in this course.

Learning Objectives

At the end of the course, students will have demonstrated the following knowledge and abilities:

- Gain proficiency of online and offline influence within a professional context
- Speak authentically online and be able to use this authenticity to affect ethical influence in a variety of communication mediums
- Have an understanding of online tools and digital skills

Core Competencies

- Demonstrate skills of online participation such as engaging in social networks, and other digital community interaction
- Form an evolving “personal brand” suitable for public profiles on- and off-line
- Learn effective tools to filter and organize large amounts of digital information
- Create a variety of forms of social media, including demonstrating skills of basic audio and video editing
- Understand the use of metrics, behavior change, digital collaboration and creating value
- Demonstrate basic Web 2.0 approaches, in particular, openness, transparency, iteration, “ship early and often,” “fail fast”, and “perfection is the enemy of the good”
- Exhibit an understanding of the audience, use of techniques of influence and persuasion and an understanding of the barriers to change
- Participate in analysis, dialogue, constructive criticism, and iterative improvement on digital influence and communication with fellow classmates and faculty.

Instructional Materials and References

- Heath, C., & Heath, D. (2007). *Made to Stick: Why Some Ideas Survive and Others Die*. New York, NY: Random House. ISBN:978-1400064281
- Cialdini, R. (2007). *Influence: The psychology of persuasion* (revised edition). New York, NY: Random House. ISBN:978-0061241895

All other required course materials are either available online, are in the BGI Library, or are part of Virtual Classroom archives.

All students are required to have an iPad 2, and a laptop with video editing capability. A video camera or smartphone capable of HD 720p or 1080p video is highly recommended.

Instructional Methods

Focusing on individual and group work, action learning projects, readings, lecture and practice of digital tools.

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Topical Outline

Week Topic Activities Estimated Time

Commitment* 1 Introduction to Digital Influence

Readings/Resources, Written and/or Verbal Presentations, Class Meeting Preparation
8 hrs

2 Personal Branding; Barriers

to Personal Engagement and Participation

Readings/Resources, Written and/or Verbal Presentations, Group Work, Class Meeting Preparation
6 hrs

3 Social Networks, Behavior

Change, Metrics and Results

Readings/Resources, Written and/or Verbal Presentations, Class Meeting Preparation
8 hrs

4 The Future (is now) of Social

Media: 21st century tools and communication

Readings/Resources, Written and/or Verbal Presentations, Class Meeting Preparation
8 hrs

5 Information: barriers, and

research best practices. Effects of information on digital revolutions.

Readings/Resources, Written and/or Verbal Presentations, Class Meeting Preparation
6 hrs

6 Action Learning Practicum Readings/Resources, Written and/or Verbal Presentations, Class Meeting Preparation

8 hrs

7 Digital Collaboration and

Creating Value

Readings/Resources, Written and/or Verbal Presentations, Group Work, Class Meeting Preparation

10 hrs

8 Memetics, Stickiness and

Gamification

Readings/Resources, Written

8 hrs and/or Verbal Presentations, Group Work, Class Meeting Preparation 9 Current Topics

Readings/Resources, Written and/or Verbal Presentations, Group Work, Class Meeting Preparation

8 hrs

10 Using Influence in the

Modern Era

Readings/Resources, Written and/or Verbal Presentations, Class Meeting Preparation, Assessment

8 hrs

TOTAL ESTIMATED TIME TIME COMMITMENT: COMMITMENT: 78 hrs

*** PLEASE NOTE: See Appendix A for estimated time commitment by category of asynchronous learning activity.**

Assessment Criteria and Methods of Evaluating Students

Weekly reading & commentary 20%

Team assignment: Action Learning Practicum

30%

Weekly Assignments 30%

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Class participation 10%

Post Mortem 10% Total 100%

BGI Assignment Grading Scale

Exceptional Work

Meets Expectations

Unsatisfactory

“Meets Expectations” is the minimum acceptable level required to pass the course.

BGI Final Grading Scale

CR Credit (A through B)

NC No Credit (C through F)

I Incomplete

Policies

Please refer to the BGI Catalog for current academic policies regarding attendance, grading, academic honesty, students with disabilities, intellectual property and any other pertinent information.

Disclaimer

The content of this syllabus or course outline may change during the quarter.

Date Syllabus Was Last Reviewed

Andersson 2/18/14

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APPENDIX A: Time Estimates by Category of Asynchronous Learning Activity

Reading Reading // Re

Resources

viewing and integrating screencasts, podcasts, TEDtalks and other media

~ 30 minutes per resource Required readings (including integrated learning (note-taking, mind-mapping)
15 pages = 1 hour

Written Written and/ and/or Verbal Presentations

blogs / journals (development, writing and presentation) 2.5 hours excel spreadsheet exercise 2.5 hours

papers (research or summative) 2 hours per page forum post 30 minutes

reports / case studies (development, writing and presentation)

3 hours

verbal presentation 1 hr prep per 15 min of

presentation **Group Group Work Work**

team meeting / project prep 2 hours per hour meeting team meeting 1+ hour(s) **Assessments**

Assessments

examinations 3 hours quizzes 30 minutes

Class Class Meetin Meeting Preparation

prep for online class (review slides, etc) 30 minutes

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