LIS5751 COMPUTERS AS PERSUASIVE TECHNOLOGY (3 credits)
SECTION(S)
TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION
MODE OF INSTRUCTION: ONLINE

Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University's course schedule for each semester. Additional asynchronous interactions among students and with instructor will be required, as indicated below in course evaluation and assessments, to complete the course.

Instructor: M. Lustria
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):

COURSE DESCRIPTION:

This course explores how digital technologies can be designed to influence individuals' attitudes or behaviors in a number of contexts (i.e., e-commerce, social marketing, education, health, etc.). It emphasizes a user-centered approach that draws on theories and methods from multiple disciplines including psychology, human behavior studies, communication and human-computer interaction to inform the design of persuasive experiences delivered through interactive technologies and applications.

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. Explore the application of persuasive technologies in different contexts.

2. Describe the theoretical and practical foundations of persuasive technology design.

3. Discuss principles and theories of persuasion and human behavior that can be used to inform the design of persuasive technologies.

4. Discuss the ethical considerations in designing persuasive technologies.

COURSE MATERIALS:

Required Readings:
- **Required Textbook**: Yocco, Victor S. (2016). *Design for the Mind: Seven Psychological Principles of Persuasive Design.* Shelter Island, NY: Manning Publications. **ISBN:** 978-1617292958.

- **Other Required Readings:** A list of readings will be provided on the course site. Students will have 3-4 readings per topic.

Optional Book (*May be interesting for MSinIT Majors or anyone interested in studying persuasive technology design at a deeper level. This is optional reading that may be useful to those working on a persuasive technology project*): Wendel, S. (2013). *Designing for Behavior Change: Applying Psychology and Behavioral Economics* (1st ed.). Sebastopol, CA: O'Reilly Media, Inc. **ISBN:** 978-1449367626

Synchronous Instruction: For weekly online sessions, we will be using a real-time, synchronous, virtual classroom environment that supports both audio and chat for two-way communication.

Hardware Requirements: You will be required to participate in class using audio so you will need a headset with an attached microphone. Mac users will need a microphone/headset that uses a USB port. Try not to use your computer's internal microphone and speakers as this is known to cause feedback and delay in the audio which can be extremely distracting.

Lastly, although we have tested and found the system to work well on a variety of platforms and connection speeds (including dialup), the system doesn't work well on wireless (especially during peak use hours in the evening). Try to connect via Ethernet cable for weekly synchronous class sessions.

COURSE ASSIGNMENTS:

Below is a brief overview of the main assignments for this course. More detailed guidelines for completing each assignment will be provided on the course site.

Project Plan (20%) - You can choose to do either a Research Paper or a Persuasive Technology Project Proposal for your final assignment. More details about this assignment are found on the course site.

- *Choice 1 Research Paper* - You will submit a 3- to 4-page report that includes the following: your proposed topic, at least 3 research questions, a 300- to 400-word synopsis of the main thesis of the paper, and an annotated bibliography of at least 5 peer-reviewed journal articles. Each source must include a 150-word annotation about how the resource supports your main arguments/thesis.

- *Choice 2 Persuasive Technology Project (Recommended for MS in IT students)* – You will submit a 3- to 4-page proposal that includes the following: title of your proposed project, a 300- to 400-word summary, an evaluation of similar technologies, and main challenges or concerns for development.

Final Project Paper (30%) – As mentioned earlier, you can choose to do either a Research Paper or a Persuasive Technology Project Proposal for your final assignment.

- *Choice 1 Research Paper* - You will write an original, evidence-based paper focusing on any of the following: trends and patterns, policy or ethical issues, theory and research related to the use, application and/or design of persuasive technology. In this paper, you are required to provide an overview of the topic or issue, critically review and analyze scholarly literature and present this as evidence for your main argument or thesis, identify and discuss gaps in the literature, and recommend areas for future research. The paper should be at least 2500 words (this word count does not include the bibliography, or any figures or tables presented).

- *Choice 2 Persuasive Technology Project (Recommended for MS in IT students)*– You will conceptualize and design a persuasive technology project. The final paper for this consists of a

proposal with the following parts: a user needs analysis, scenario, task flow analysis, paper prototypes (supporting at least 2 main user tasks) and pretest evaluation report. The concept must be based on evidence and must demonstrate an in-depth understanding of theories of persuasion, attitude and behavior change, user needs, and other concepts related to the effective design of persuasive technologies. The report should include paper prototypes (produced using any prototyping tool; it is also possible to produce prototypes using presentation software like PowerPoint and Keynote using pre-built UI or user interface elements).

Final Project Presentation (10%) – At the end of the semester you will create a pre-recorded 5- to 8-minute presentation of your final project. These recorded presentations will be reviewed by your peers (each student will be assigned to do 3-4 peer reviews). The top 5-8 presentations will be presented in class on the designated presentation day.

In-Class Activities (15%) – We will have structured learning activities on selected weeks (these will be indicated in the course modules). These may include short exercises, case studies, prototyping or team challenges.

Read & React Discussion Posts (20%) – This requirement comes in two parts.

(1) *READ & REFLECT*: Read **at least 3** of the articles on the reading list for each week (at least one article per topic) and synthesize your reflections and critical comments on what you read as a whole. For each post: **(a)** identify 2 main takeaways from the week's readings and briefly explain why these resonated with you - these should be critical reflections and NOT summaries; **(b)** pose a critical question about the topic for another student to answer. Discussion board postings must be substantive and **at least 200 words**. Original posts must be submitted by midnight EST on the day **before** the topic will be discussed in class. At the end of each post, list the articles you chose to read for that week. Use APA 6th format for your citations.

(2) *REACT*: Post a response to another student's critical question (see 1.b) for that week. These comments must be substantive (at least **150 words** long) and must be posted no later than *midnight EST on **Friday*** the week the topic is covered in class.

GRADE CALCULATION:

Grades will be distributed in the following manner:

REQUIREMENTS	%
Project Plan	20
Final Project Paper (Research Paper OR Persuasive Technology Project)	30
Final Project Presentation	10
In-Class Activities	15
Read & React Discussion Posts (minimum of 8 on different weeks)	20
Attendance (minimum of 10 sessions including final presentation)	5
TOTAL	100

GRADING SCALE:

Letter grades will be assigned based on the following scale:

A	93 – 100	A-	89 – 92
B+	85 – 88	B	81 – 84
B-	77 – 80	C+	73 – 76
C	69 – 72	C-	65 – 68
D+	61 – 64	D	57 – 60
D-	53 – 56	F	0 – 52

COURSE TOPICS:

- Course Overview
- Computers as Persuasive Tools
- Applications of Persuasive Technologies (Health, Education, E-commerce)
- Understanding the Mind and Behavior Change
- Principles of Influence and Persuasion
- Persuasion Through Mobile, Context-Aware, Networked Devices
- Gamification as a Persuasive Strategy
- Designing Persuasive Interfaces
- Ethical Considerations in Designing Persuasive Technologies
- Evaluating Persuasive Technologies

SCHOOL POLICIES:

Copyright Statement
Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Technology, Education, And Copyright Harmonization (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harassment Policy
It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/graduate/information/university_notices/

iSchool Hardware and Software Requirements
A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:
http://ischool.cci.fsu.edu/academics/online/requirements/

Student Eligibility for an Incomplete Grade
Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory.

UNIVERSITY POLICIES:

University Attendance Policy:
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy)

Americans With Disabilities Act:
Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
https://dos.fsu.edu/sdrc/

Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.