Psychology of Interactive Media

PSYC 556
Section: 52778
Spring 2020
4 Units

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Wednesdays, 4:00 pm to 7:50 pm
Classroom: THH 113

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Course Description

In 2007, Steve Jobs took the stage of MacWorld at the Moscone Convention Center in San Francisco and said, "We're going to make some history today." Ten years later, Apple has sold more than one billion iPhones and has become the world's most highly valued company. In 2006, Mark Zuckerberg opened Facebook up to the public, allowing anyone over age 13 to join his social network; It now has 1.65 billion active users a month. Internet-connected mobile devices and social media together have changed the way people live, work, and play around the world. These kinds of interactive technologies represent not just technology, but a paradigm shift; a new socio-technical DNA whose two strands - behavior and technology - are now forever intertwined, mutually informing and shaping one another. Our society is undergoing sweeping social and demographic changes right now, shaped by technology. People are seeking experts to help untangle and explain today's new digital environment, and the implications for a changing consumer and workforce. "Digital natives" leave, eat sleep and breathe connected to digital devices. Older Americans - including parents, grandparents and business leaders - often struggle to understand this new social context, and how to adapt to it.

Ten years after the iPhone launch, we are entering the next phase of interactive technologies, what some have called "The Fourth Transformation:" ushered in by augmented or so-called "mixed" reality (AR), virtual reality (VR) and artificial intelligence

(AI), these technologies will power nascent "smart" systems, the Internet of Things (IoT), robotics and autonomous vehicles. The IoT will increase the connection between people, mobile devices and physical things, including appliances, houses, cars, and an increasing array of smart "things" that will inhabit their everyday lives. The "Internet of Everything" is already reshaping behavior, creating an "Untethered Society" where people are increasingly likely to interact through digital interfaces or with artificially intelligent "agents" for home automation, driving, customer service, shopping, and education. Given these changes, understanding the emerging technical and consumer ecosystem - and having the technical and theoretical tools to effectively work within it - is vital.

This course will provide students both knowledge and experience with real world tools, technologies, and techniques to manage social media campaigns and lend expertise to interactive technology development and use. Topics for the social media marketing component will include choosing appropriate platforms, creating effective and engaging social media content, content management, search engine optimization and social listening. Students will also be introduced to emerging technologies including virtual reality, augmented reality, artificial intelligence, chatbots, and others where their expertise can be applied.

Classroom activities include lectures, reading, and tutorials. Hands-on labs will include using templates to create a social media strategy; using keyword research tools to identify search engine optimization keywords and identify topics for content creation; using social network analysis tools to identify influencers and hashtags for campaigns and outreach, using cloud based software to curate a social media story and manage their campaigns. Finally, students will learn about opportunities in interactive technologies from guest lecturers ranging from company executives from a former White House executive to startup founders working in the arena of emerging technologies. Our course will culminate with a series of fast pitches to our clients and tech executives the projects they worked on during the course of the semester.

COURSE OBJECTIVES

The learning objectives for this course include:

• Define different types of social media channels along with key trends in this evolving medium.

- Describe and apply best practices for utilizing various social channels in marketing plans.
- Understand the importance of storytelling and emotion in marketing and emerging technologies like AI and VR
- Research/ analyze audience behavior and needs in order to define target segments and develop appropriate social media marketing programs to achieve business objectives.
- Describe, and apply marketing techniques used in social/emerging media. Apply these techniques within an integrated social media marketing plan.
- Create social media marketing campaigns with targeted objectives & outcome measurements.
- Describe relevant issues including privacy, security and cybersecurity, corporate social responsibility and social license to operate.
- Gain an understanding of new/emerging interactive technologies and the role psychologists can play in developing them and using them for brand marketing
- Demonstrate the ability to work collaboratively with a team to create and present a campaign or project.
- Demonstrate the ability to create and present a project as an individual contributor.

REQUIRED TEXT

Social Media Marketing: A Strategic Approach, 2E. Barker, Barker, Bormann and Neher, 2017 South-Western, Cengage Learning, ISBN-13: 978-1305502758

Left to Their Own Devices: How Digital Natives Are Reshaping the American Dream. Albright. Prometheus Books. ISBN-13: 978-1633884441.

Supplemented Articles will be available online

SUGGESTED TEXTS

Wright, T., & Snook, C. J. (n.d.). Digital sense: the common sense approach to effectively blending social business strategy, marketing technology, and customer experience.

Kawasaki,G. & Fitzpatrick, P. (2014). The Art of Social Media: Power Tips for Power Users.

Selby, N. & Vescent, H. (2017). Cyber Attack Survival Manual: From Identity Theft to The Digital Apocalypse and Everything in Between. Weldon Owen. ISBN: 1681881756.

Class Business

As a member of a learning community at this University, students have a responsibility to one another to facilitate an environment conducive to focusing on the subject at hand. For this reason - Please turn off all cell phones ringers/buzzers, etc. prior to class starting. However, given that this is a technologically-focused class - please bring a tablet or laptop to class for the hands-on lab components.

You are expected to attend class having read all assignments.

Please get your final papers in on time, unless you are experiencing a crisis, in which case a doctor's note or jury summons will be needed. Late papers and assignments will be marked down 10 points for every day late. NO late papers will be accepted more than 3 days after the due date. Cite all work appropriately, using APA format. Turn in all your work in the class Blackboard please.

Note: Due to the travel schedules of our executives who will be speaking, the schedule may change.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-

violating-university-standards-and-appropriate-sanctions. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu describes reporting options and other resources.

SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

LABS AND PROJECTS

LABS

This course will be very "hands-on" as you learn new skills to apply psychology to social media marketing and interactive technology development. Most labs will be ungraded, except for the Social Media Analysis.

PROJECTS

INDIVIDUAL PROJECTS: SOCIAL MEDIA

We will be doing a series social media posts - graphics, infographics, and blog posts in class.

More specific guidelines will follow on this project in class.

GROUP PROJECT

Pitch Days - April 22; 29; Powerpoint and 3-5 Page Executive Summary -   Due May 6 Online

Choose from A, B or C below:

A. SOCIAL MEDIA MARKETING STRATEGY PROJECT

Read or download a social media strategy template by HootSuite and create a social media strategy for a real business or institution. You will be given a businesses in class for this project; past projects have included a private dining experience company for a chef who won the "Chef Wanted" challenge on TV, and a private yachting company which will be open in time for the America's Cup in Bermuda in Summer 2017, KIA Motors and Audi. As a team, you will create a strategy and pitch the owner/ CEO or marketing rep for that company.

You will need to include a SWOT (e.g., strengths, weaknesses, opportunities and threats) analysis and incorporate findings in your strategy.

You will create a powerpoint and pitch your plan. You will have 10 minutes to pitch your plan, with 5 minutes for discussion / questions. You will submit the powerpoint and Executive Summary (Approximately 5 pages) on Finals day. The deliverables for this project should include Research of the Industry, Social Media Strategy and one Social Media Campaign, or other appropriate information for your specific campaign (to be discussed in class). One executive summary + powerpoint/keynote deck (or Prezi link etc) per group. Turn these in online the final day, May 6.

B. DEVELOP AN EMERGING TECHNOLOGY COMPONENT OR UNIT: AI, VR, CHATBOTS, VOICE, or OTHER EMERGING TECHNOLOGY - INCLUDING SMART CONTACT LENSES

In this course, you will be introduced to a number of emerging interactive technologies in this course including Virtual reality, chatbots and Artificial Intelligence for Education or Entertainment by executives from a number tech companies working in these areas.
For this project, your group will create a component or unit for your chosen technology which incorporates psychological and/or social psychological theories and principles.
(Ex: Teaching emotional intelligence and reading non-verbal cues to children using an AI mobile program or propose a chatbot).
You will come up with specific learning objectives or goals, clear steps to implement the training or unit and learning outcomes.
Your group will create a Powerpoint and will pitch executives your idea in 10 minutes, with 5 minutes left for questions/ discussion. You will then turn in the powerpoint plus a 5 page executive summary of your technology component on the day of the scheduled final for class on Blackboard.

C. SEMESTER PROJECT AREA: INFORMATION OPERATIONS

This project focuses on an aspect of information operations, from identifying operations in the wild, verifying truths, identifying deception, and/or combating information operations from a social or technological perspective. Information operations occur on social media platforms and originate from a variety of countries targeting internal (domestic) and external (international) audiences.

Information Operations (IOs) are psychological operations used to influence emotions, beliefs and decision making that will benefit an adversary's goals.
IOs include:

- Disinformation: the spreading of false information or propaganda
- Deep fakes: doctored media where audio and/or video has been replaced
  Maskirovka: the general term for Russian deception techniques used in and beyond times of war.

You will work alongside a noted cybersecurity expert to develop a semester project which you will pitch back at the end. Your group will create a Powerpoint and will pitch an executive your idea in 10 minutes, with 5 minutes left for questions/ discussion. You will then turn in the powerpoint plus a 5 page executive summary of your technology component on the day of the scheduled final for class on Blackboard.

D. CUSTOM PROJECT - To be discussed/ defined with your professor.

Instructions:

Your group of approx. 3 students will select a project of interest to compile and present either: (1) a social media campaign, or (2) an interactive technology unit for an emerging technology - chatbots, VR, IoT, smart contact lenses, etc or (3) a disinformation/cyber project.

Esch group will prepare a powerpoint, and each team will have 10 minutes to present their project of choice. Each group member must speak. Students will then have 5 minutes for Q & A with the professor and tech entrepreneur panelists.

Students will apply the learnings in the course, including psychological theories and models, audience segmentation, psychographics, social media marketing tools and techniques, etc.. They will apply these to their chosen technology or social media campaign.

COURSE GRADING AND ASSIGNMENTS

Social Media / Blogs	20%
Final Group Pitch Event	40%
Final PPT + Executive Summary	40%
	100%

GRADING SCALE

A 933-1000	A- 900-932	B+ 866-899	B 833-865	B- 800-832	C+ 766-799
C 733-765	C- 700-732	D+ 666-699	D 633-665	D- 600-632	F Below 600

TO CALCULATE YOUR GRADE

Recalculate everything on a 1000 point scale - For example: The Social Media Analysis is 20% = 200 points; Group Project = 400 points; Final PPT + Executive Summary = 400 points. For your total grade, on the 1000 point scale, see Table above. All grades will be kept on Blackboard, which you can access anytime by logging in with your USC email login info at blackboard.usc.edu, and choose our class.

SCHEDULE OF CLASSES

Note: The following is a *preliminary* schedule and may be subject to change pending speaker's availability.

Session #: date	Course Topics	Speaker
SECTION I	**THEORIES**	
1: 1-15-18	Part I: • Introduction to the Class and to Each Other. Discovering your goals. • Part I: Digital Transformation - Coming Untethered • Syllabus • Projects Overview • Break: 15 Minutes Part II: • The Untethered World - New Opportunities *Readings: (Blackboard) We are All Connected: the Power of Social Media; Personal Brand*	Albright

2: 1-22-2017	Part I: Coming Untethered: Psychological Aspects of Growing Up Digital *Client Introduction Meeting 1 - Social Media Campaign* Part II: • Introduction to Social Media Marketing • Brands and Brand Storytelling Part II: • Behavioral Drivers *Readings: (Kaplan) Users of the World Unite* *(Barket et al) Chapters 15* *Choose Groups and Projects*	Albright/ Paul Boutin, Former Editor, Wired Magazine, New York Times, and others.
SECTION II	**TOOLS**	
3: 1-29-18	Part I: *Client Introduction Meeting 2 - Smart Contact Lenses* Part II: Messaging as a Platform, the Turing Test and the case of AI *Reading:* Complete beginner's guide to chatbots. Available online at http://tinyurl.com/chatbot101	Albright/ Ariel Jalali, Sensay
4: 2-05-2020	• Developing Digital Sense: Social Media Strategy • Part II: In Class Exercise Readings: Li and Bernoff: Socio-technics Ladder	Albright
5: 2-12-2020	• Getting the Word Out: Search Engine Optimization - SEO Lab *Reading: (Moz) SEO Chaptersz 1, 2 and 4* *(Blackboard) Reading: SEO Blog Writing Tips* *Lab Time - Groups*	Albright/Julio Fernandez, Cisco

6: 2-19–2020	• Blogging, Microblogging and Social Network Analysis • Hashtags/ Identifying Influencers • Network Analysis Lab *Lab Time - Groups* *Reading: (Barket et al) Chapters 6 & 7*	Albright/ Marc Smith - Social Research Foundation
SECTION III	**INTERACTIVE TECHNOLOGIES: CASE STUDIES**	
7: 2-26-2020		
	• Augmented and Virtual Reality for Behavior Change and Social Good *Lab Time - Groups* *Reading:* Scoble, R. and Israel, S. (2016). Standing Upright in *The Fourth Transformation*. Virtual Reality for Social Good - Campaigns http://tinyurl.com/VRforGood	Albright/ Lisa Padilla, Founder, NewPath VR
8: 3-04-2020	Part I: Synchronization and Harmonization (Albright) Part II: • Information operations, disinformation, deep fakes and other psychological/social info operations. *Reading:* (Vescent Reading - to be announcecd)	Albright/ Heather Vescent, Author, The Cyber Attack Survival Manual
09: 3-18-2020	SPRING BREAK - NO CLASS	

10: 3-25-2020	Emerging Issues Around Device Connectivity: • Part I: Untethered from the Body and Nature - Physicality, Devices, and Mental and Physical Health / The Untethered Workforce • Part II: Voice and Voice Controlled Intelligent Agents /AI.	Albright / Leslie Spring, Chief Scientist at VoiceSell
11: 4-01-2020	• Artificial Intelligence (AI) and Gamification for Education *Reading:* Scoble, R. and Israel, S. (2016). Teacher, Virtual Teacher in *The Fourth Transformation* • Social Media for Societal Crisis Management and Community Resilience in Natural and Man Made Disasters	Albright/ Jonathan Kim, AICON
12: 4-08-2020	• Emerging Technologies: • Part I: Drones • Part II: IoT and Smart Vehicles and Green Technologies	Gonzalo Bacigalupe, National Research Center for Integrated Natural Disaster Management (CIGIDEN), Comisión para la Resiliencia ante Desastres Naturales (CREDEN), University of Massachusetts Boston Eduardo Javier Mundo, CEO, Bravo Motors

13: 4-15-2020	• Interactive Media in Governmental and Organizational Context Part II: • Online Reputation Management Part II: Wrap Up, and thinking of the future of technology and psychology *Reading: TBD*	Alan Silberberg, Former Deputy Director, White House Presidential Inquiries; CEO, Digijaks
SECTION IV	**OUTCOMES**	
14: 4-22-2020	• Fast Pitch Day	Albright + Panelists
15: 4-29-2020	• Fast Pitch Day	Albright + Panelists
15: 5-6-2020	FINAL: Final Projects Due by 6:30 PM Online	