

# Technology-enhanced Learning – Lesson/Activity Plan

**Name:** Gayani Gamage

**Grade / Course:** Tertiary (UG)

**Length of Activity:** 1 hour

## Lesson Summary:

Students will learn about the social psychological concept of ‘persuasion’ and the six main principles identified by Robert Cialdini. It will be learning through examples of each principle and they will have opportunity to contextualise these to their local setting

## Lesson Objective:

To provide students with basic understanding of the concept ‘Persuasion’ in Social Psychology discipline and principles related and review the ethical considerations

## Resources/Technology – Teacher

Interactive Whiteboard

Online Resources

- [https://ocw.mit.edu/ans7870/9/9.00SC/MIT9\\_00SCF11\\_text.pdf](https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf)
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## Resources/Technology – Students

Computer Lab or Student Laptop setting

Worksheet /Learning Materials

Online Resources:

Video

- <https://www.youtube.com/watch?v=cFdCzN7RYbw>

e-textbook

- [https://ocw.mit.edu/ans7870/9/9.00SC/MIT9\\_00SCF11\\_text.pdf](https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf)

Activity

- <http://digitalstorytelling.coe.uh.edu/index.cfm>

## **Intended Curriculum Learning Outcomes**

- Explain the concept of persuasion in Social Psychology context
- Describe each of the six basic principles by Cialdini
- Relate the principles of persuasion to real life situations
- Design a context relevant presentation from local situations
- Critically review the ethical considerations for applying these principles relating to reception, responsibility and manipulation

## **Instructional Activities**

- Teacher will provide the link to the video either as a self learning material or on class presentation
- Teacher will provide the chapter on e-text book on 'Persuasion' as reading material before the presentation
- If the class watch this together then teacher can pause the video at each principle and discuss with the class providing local contextual examples
- If they are self learners then instructions are given to pause at each principle and think about similar situations in their context
- Students will watch the video and relate to these principles through the examples of this video or their own examples at either on-class discussion or through self-learning activities/online discussion forum in distance learning
- The definitions and concept of persuasion is reviewed together with critical review of ethical issues that might relate to using these in real life

## Learner Assessment

- Students will be given an assignment/activity to find a local example (situation or an advertisement in mass media) and present that to the class using creative methods
- If its distant learning/blended learning then they can post 'a ditigal story' of these pricniples using their own experiences/examples from local media

<http://digitalstorytelling.coe.uh.edu/index.cfm>

- Once all the assignments are presented or posted on forum, the on-class/online discussion or a livehangout/webinar of the ethicalissues surrounding such practices is conducted. The need to have it live may influence different arguments produced with more contrating ideas from students
- Take the quiz at

<https://www.boundless.com/communications/textbooks/boundless-communications-textbook/persuasive-speaking-14/introduction-to-persuasive-speaking-72/the-psychology-of-persuasion-285-4176/>

