

**University of Puerto Rico
Rio Piedras Campus
College of Business Administration
Business Communication Department**

SYLLABUS

TITLE	:	Business Communication Technologies- Webinars, Augmented Reality, and Artificial Intelligence
CODE	:	INCO 4104
HOURS/CREDITS	:	45 hours / 3 credits
PREREQUISITES:	:	None
COURSE DESCRIPTION:		
<p>A course to plan, design, produce and evaluate webinars, artificial intelligence (AI) chat bots, and augmented reality (AR) interactive experiences for business communication. The course Introduces the student to the theory, practice, concepts and methodologies for business communication content creation (written, oral visual, and nonverbal) for webinars, AR and AI.</p> <p>Face-to-face, online and hybrid course.</p>		
LEARNING OBJECTIVES:		
<p>By the end of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze the use of diverse technologies to create business webinars. 2. Practice the methods of webinar design to become an effective, innovative communicator. 3. Apply the current theories, models and practices of webinar production, AR and AI production for business communication. 4. Practice delivering webinars using different commercial platforms. 5. Produce three different types of Business Virtual Synchronous Meetings—one-way audio with chat, one-way video with chat and two-way video. 6. Create virtual meeting rooms. 7. Create all content assets for webinars—audio files, content slides and documents. 8. Create an AI chat bot for a business website. 9. Create and interactive AR experience for a commercial product. 		
CONTENT OUTLINE & TIME DISTRIBUTION:		
	Time Distribution	

Topics	Face to face	Hybrid	Online
General introduction to course and new technologies-AR, Ai & webinars	3 hours	3 hours face to face	3 hours
Webinars-the framework and platforms	6 hours	6 hours face to face	6 hours
Content Design	6 hours	6 hours (3 hours face to face 3 hours online)	6 hours
AI Chatbot design and prototype	10.5 hours	10.5 hours online	10.5 hours
AR interactive experience design	10.5 hours	10.5 hours online	10.5 hours
Presentation Design	3 hours	3 hours online	3 hours
Projects Presentations	3 hours	3 hours online	3 hours
Exams	3 hours	3 hours	3 hours
Total Contact Hours	45 hours	45 hours (12 hours face to face =25%and 33 online = 75%)	45 hours

Suggested Textbooks:

Schmalstieg, D, Holler, T., (2016). *Augmented Reality: Principles and Practice (Usability) 1st Edition*. Addison-Wesley Professional.

Janarthanam, S., (2017). *Hands-On Chatbots and Conversational UI Development: Build chatbots and voice user interfaces with Chatfuel, Dialogflow, Microsoft Bot Framework, Twilio, and Alexa Skills*. Packt Publishing.

INSTRUCTIONAL TECHNIQUES:

FACE TO FACE	HYBRID	ONLINE
<ul style="list-style-type: none"> • Lectures • Readings • Group projects • Fieldwork • Individual Assignments • Measurement activities • Hands on activities • Oral Presentations 	<ul style="list-style-type: none"> • Online instructional modules • Online readings: Academic Journal • Fieldwork • Instructional Videos • Group projects • Individual Assignments • Measurement activities • Hands on activities • Oral Presentations 	<ul style="list-style-type: none"> • Interactive instructional modules • Online readings: Academic Journal • Virtual Fieldwork • Instructional Videos • Group projects • Individual Assignments • Measurement activities

	<ul style="list-style-type: none"> Synchronous and asynchronous videoconferences 	<ul style="list-style-type: none"> Hands on activities Oral Presentations Synchronous and asynchronous videoconferences
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COURSE RESOURCES AVAILABLE OR/AND REQUIRED:

Resources/Equipment	Face to face	Hybrid	Online
Institutional Learning Management System (e.g. Moodle, MS Teams, Google Meet)	Institution	Institution	Institution
Organizational email (upr.edu)	Institution	Institution	Institution
Computer, Tablet or Smartphone with high-speed access to the internet or data plan.	Student	Student	Student
Software (MS Office, Google Suite)	Student	Student	Student
Speakers	NA	Student	Student
Webcam and Microphone or Smartphone with camera and data plan	NA	Student	Student

EVALUATION TECHNIQUES:

Face to face	Hybrid	Online
Homework..... 10%	Homework 10%	Homework 10%
Exams..... 20%	Exams..... 20%	Exams..... 20%
Portfolio10%	Portfolio..... 10%	Portfolio.....10%
Oral Presentations.20%	Oral Presentations.20%	Oral Presentations.20%
Cases..... 10%	Cases..... 10%	Cases..... 10%
Research Group Projects .20%	Research Group Projects20%	Research Group Projects20%
Attendance.....10%	Synchronous meetings10%	Synchronous meetings10%
Total... 100%	Total..... 100%	Total... 100%

ACOMODO RAZONABLE:

La Universidad de Puerto Rico (UPR) reconoce el derecho que tienen los estudiantes con impedimentos a una educación post secundaria inclusiva, equitativa y comparable. Conforme a su política hacia los estudiantes con impedimentos, fundamentada en la legislación federal y estatal, todo estudiante cualificado con impedimentos, tiene derecho a la igual participación de aquellos servicios, programas y actividades que están disponibles de naturaleza física, mental o sensorial y que por ello se ha afectado, sustancialmente, una o más actividades principales de la

vida como lo es su área de estudios post secundarios, tiene derecho a recibir acomodos o modificaciones razonables. De usted requerir acomodo o modificación razonable en este curso, debe notificarlo al profesor sobre el mismo, sin necesidad de divulgar su condición o diagnóstico. De manera simultánea, debe solicitar a la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) de la unidad o Recinto, en forma expedita, su necesidad de modificación o acomodo razonable.

INTEGRIDAD ACADÉMICA

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido, a distancia y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.

POLÍTICA Y PROCEDIMIENTO PARA EL MANEJO DE SITUACIONES DE DISCRIMEN POR SEXO O GÉNERO EN LA UNIVERSIDAD DE PUERTO RICO

La Universidad de Puerto Rico (Universidad), como institución educativa y centro laboral, tiene como norte proteger los derechos y ofrecer un ambiente seguro a todas las personas que interactúan con la institución, ya sean estudiantes, empleados, contratistas y/o visitantes (en adelante “personas concernidas”). En atención a ello, se promulga la presente Política por virtud de la Certificación 107, JG 2021-2022, con el fin de promover un ambiente de respeto a la diversidad y los derechos de los integrantes de la comunidad universitaria. Se establece el protocolo, para el manejo de situaciones relacionadas con las siguientes conductas prohibidas: discrimen por razón de sexo, género, o embarazo, hostigamiento sexual, violencia sexual, violencia doméstica, violencia en cita y acecho, (en adelante, «las conductas prohibidas»), en el ambiente de trabajo y estudio.

PLAN DE CONTINGENCIA EN CASO DE UNA EMERGENCIA

Si se da una circunstancia inusual, de emergencia, que tal vez incluso impida la reunión con los estudiantes, no importa la modalidad, el profesorado se comunicará vía correo electrónico institucional para coordinar la continuidad del ofrecimiento de curso.

GRADING SYSTEM

A, B, C, D, F

BIBLIOGRAPHY

Alexander, B. (2017). *The New Digital Storytelling: Creating Narratives with New Media--Revised and Updated Edition*, 2nd Edition 2nd Edition. Praeger.

Allen, M. W. (2016). *Michael Allen's guide to e-learning: Building interactive, fun, and effective learning programs for any company*. United States: John Wiley & Sons.

Aukstakalnis, S. (2016). *Practical Augmented Reality: A Guide to the Technologies, Applications, and Human Factors for AR and VR (Usability)* 1st Edition. Addison-Wesley Professional.

Bennett, R., & Kent, M. (Eds.). (2017). *Massive open online courses and higher education: Where to next?* United Kingdom: Routledge.

Cancel, D., Gerhardt, D., (2016) *Conversational Marketing: How the World's Fastest Growing Companies Use Chatbots to Generate Leads 24/7/365 (and How You Can Too)* 1st Edition. San Francisco, CA: Wiley.

Clay, C., & Clay, C. (2012). *Great webinars: How to create interactive learning that is captivating, informative and fun*. San Francisco, CA: Wiley, John & Sons.

Diamandis, P. (2020). *The future is faster than you think: how converging technologies are transforming businesses*. New York: Simon & Schuster.

Elkins, D., & Pinder, D. (2015). *E-learning fundamentals: A practical guide*. United States: ASTD Press.

Habraken, J. (2015). *Office 2016 in depth (includes content update program)*. United States: Que Corporation, U.S.

Iansiti, M., Lakhani, K. (2020) *Competing in the Age of AI: Strategy and Leadership When Algorithms and Networks Run the World*. Cambridge, MA: Harvard Business Review Press.

Janarthanam, S., (2017). *Hands-On Chatbots and Conversational UI Development: Build chatbots and voice user interfaces with Chatfuel, Dialogflow, Microsoft Bot Framework, Twilio, and Alexa Skills*. Packt Publishing .

Karia, A. (2015). *How to design Ted-Worthy presentation slides (black & white edition): Presentation design principles from the best Ted talks*. United States: Createspace.

Kennedy, D. S., & Mathews, D. (2017). *No B.S. Guide to powerful presentations: The ultimate no holds*

barred plan to sell anything with Webinars, online media, speeches, and seminars. United States: Entrepreneur Press.

La Cava, M. (2015). *Lean presentation design: How to create presentations that everybody loves.* United States: Createspace Independent Publishing Platform.

LaBorie, K., & Stone, T. (2015). *Interact & engage!: 50 activities for virtual training, meetings, and Webinars.* United States: ASTD Press.

Ozer, J. L. (2015). *Mastering Webcam and Smartphone video: How to look and sound great in Webinars and Videoconferences: Webinar edition.* United States: Doceo Publishing.

Siebel, T. (2019) *Digital transformation: survive and thrive in an era of mass extinction.* United States: Rosetta Books.

Schmalstieg, D, Holler, T., (2016). *Augmented Reality: Principles and Practice (Usability) 1st Edition.* Addison-Wesley Professional

Williams, R. (2017). *The non-designer's presentation book: Principles for effective presentation design.* United States: Peachpit Press.

Yao, M., Zhou, A., Jia, M. (2018). *Applied Artificial Intelligence: An Introduction For Business Leaders.* TOPBOT.

Electronic references:

Cassard, A.M. y Sloboda, B.W.(2021). AI and AR: A Copacetic Approach in the New Educational Environment. Cassard (H. W. Taft University, USA) y Sloboda (University of Phoenix, USA). Source title: Current and Prospective Applications of Virtual Reality in Higher Education. Copyright:©2021 Pages: 16. DOI: 10.4018/978-1-7998-4960-5.ch010.
<https://www.igi-global.com/chapter/ai-and-ar/259664>

Ferreira, M. (2020). Embedding Virtual Reality and Artificial Intelligence in Integrated Marketing Communications. Impacts of Virtual and Augmented Reality.
<https://www.igi-global.com/chapter/embedding-virtual-reality-and-artificial-intelligence-in-integrated-marketing-communications/248294>

Guerreiro, J. (2020). Do We Really Care About Artificial Intelligence?: A Review on Social Transformations and Ethical Challenges of AI for the 21st Century and Social Impacts of Virtual and Augmented Reality, - igi-global.com Business Research Unit (BRU-IUL), Instituto Universitário de Lisboa (ISCTE-IUL), Lisbon, Portugal. Source Title: Managerial Challenges and Social Impacts of Virtual and Augmented Reality. Copyright: © 2020 |Pages: 18. DOI: 10.4018/978-1-7998-2874-7.ch014
<https://www.igi-global.com/chapter/do-we-really-care-about-artificial-intelligence/248306>

Kose, U.(2018). An Augmented-Reality-Based Intelligent Mobile Application for Open Computer Education Utku Köse (Usak University, Turkey). Source Title: Virtual and Augmented Reality:

Concepts, Methodologies, Tools, and Applications. Copyright: © 2018 |Pages: 21.
DOI: 10.4018/978-1-5225-5469-1.ch016 <https://www.igi-global.com/chapter/an-augmented-reality-based-intelligent-mobile-application-for-open-computer-education/199693>

Penland, J. y Lavers, K.(2020). Reimagined Higher Ed Classrooms: Meaningful Learning Through Culturally Unbiased Virtual and Augmented Reality. Jennifer (Jenny) L. Penland (Shepherd University, USA) and Kennard Lavers (Sul Ross State University, USA). Source Title: Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education. Copyright: © 2020 |Pages: 17. DOI: 10.4018/978-1-5225-9232-7.ch006.
<https://www.igi-global.com/chapter/reimagined-higher-ed-classrooms/231153>

Electronic Resources Online

Google AR - <https://arvr.google.com/ar/>

Apple AR - <https://developer.apple.com/augmented-reality/>

Chat bots - <https://docs.microsoft.com/en-us/learn/modules/responsible-bots/>

www.Interaction-design.org

www.strategyzer.com

Available Software

MS Office

MS Teams

MS Azure

Moodle

Google Classroom

Google Apps for Education

Nota

1. Las personas matriculadas en esta clase tienen el derecho a la inclusión, la equidad y a que se les llame por el nombre de su preferencia, independientemente de su género.

Revised: January 2024