

## UNIT 1 Digital Marketing Strategy

### Activity 1: Digital marketing vs Traditional Marketing. Pros and cons.

#### Skill 1: Compare traditional and digital marketing

**Time:** Approximately 150 minutes

**Methodology and teaching techniques:** Working in groups, role playing, debating, Presentation, brainstorming, Discussion, Coordination, Supervision

**Pedagogical theory:** social constructivism: The students discover knowledge by themselves through studying, sharing and conducting with their peers.

**Media used:** internet access, pen and paper, Personal Computers

#### Learning outcomes:

Students should be able to:

- Discuss the differences between traditional and digital communication
- Discuss the business environment from a digital marketing perspective

#### Activity:

- Students are asked to name words, concepts, professions, industries etc, that are related with digital marketing. Then a short PowerPoint or video presentation is given by the teacher introducing marketing and digital marketing. (20-25 minutes)
- All Students in teams of two, are asked to study marketing and digital marketing by themselves, using the PC. They may find their own sources. Proposed links: (15-20 minutes)
- Traditional marketing - <https://www.marketing-schools.org/types-of-marketing/traditional-marketing.html>
- Advantages & Disadvantages of Traditional Marketing - <https://smallbusiness.chron.com/advantages-disadvantages-traditional-marketing-25573.html>
- Traditional marketing techniques that are just as effective as digital marketing - <https://muffinmarketing.com/traditional-marketing/>
- Students are divided into three teams:
  - the journalists,
  - the ones who support digital marketing and
  - the ones who support traditional marketing
- in order to play the following scenario: “A TV show has invited representatives from local enterprises to discuss the pros and cons of digital marketing”. Students are allowed 25-30 minutes to write down their arguments.

- Debate is taking place. Students present the characteristics of traditional and digital marketing, the pros and cons of digital marketing and finally write down the conclusions of their discussion (40-45 minutes).
- Self-assessment using the following rubric (5 minutes)
- The teacher presents the results of the activity, summarizing the knowledge and adding what was not covered by the students. (5 minutes)
- A sample of a basic website/social media page/blog is designed and published in order to practice on digital marketing skills (20-25 minutes)

### **Produced material to verify the skills:**

- Videos of role playing
- website links (found and marked by the students during their studying) with material about digital marketing pros and cons, etc.
- The simple sample website/social media page/blog that will be produced.

### **Performance indicators:**

- Draw a list of the differences of digital communication with communication from traditional channels
- Write 2 key advantages and 2 disadvantages for both traditional and digital communication channels.

**Evaluation:**

We suggest the evaluation rubric format as follows:

Highest Evaluation 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight
Report a list of the differences of digital communication with communication from traditional channels and analyse them.	The student does not turn in the assignment on time or has trouble understanding the differences	The student turns in the assignment on time and has basic understanding of how DM is different from traditional marketing. So he/she:  - identifies less than three differences of digital communication with communication from traditional channels  - Analyses one of these differences	The student turns in the assignment on time and exhibits solid understanding of how DM is different from traditional marketing. So he/she:  - identifies three up to four differences of digital communication with communication from traditional channels  - Analyses two of these differences	The student turns in the assignment on time and demonstrates excellent understanding of differences. So he/she:  - identifies at least five differences of digital communication with communication from traditional channels  - Analyses three of these differences	15%
Report a list of the elements (pros and cons) of digital marketing and analyse them.	The student does not turn in the assignment on time or demonstrates no or little awareness of the key concepts of DM	The student turns in the assignment on time and illustrates basic understanding of DM elements.  - identifies less than three elements of DM  - Analyses one of them	The student turns in the assignment on time and exhibits solid understanding of DM elements.  So he/she:  - identifies three up to four elements of DM  - Analyses two of them	The student turns in the assignment on time and demonstrates excellent understanding of DM elements.  So he/she:  - identifies at least five elements of digital marketing  - Analyses three of them	9%

Innovation and creativity	None	Little	Medium	High	3%
Group dynamics	None	Little	Medium	High	3%

**Activity 2: How do your grandparents do their shopping? [Research on how demographic factors affect the customer’s interest in digital communications]**

**Skill 2: Develop interest via digital communications**

**Time:** Approximately 120 minutes

**Methodology and Teaching techniques:** Working in groups, brainstorming, mini research activity, Presentation, Discussion, Coordination, Supervision

**Pedagogical theory:** social constructivism: The students discover knowledge by themselves through studying, sharing and conducting with their peers.

**Media used:** internet access, pen and paper, Personal Computers, CMS Joomla, WordPress, Social media or other, Google Forms

**Learning outcomes:**

Students should be able to:

- Identify how age and other demographic factors can influence the customer’s interest in digital communications

**Activity:**

The teacher supervises a discussion about the factors that influence customer’s interest in digital communications and co-ordinates the process through which the students will design, create and publish a questionnaire and collect and analyse the data.

- Brainstorming by students (5 minutes)
- All Students are asked to study the following proposed links. They may find their own sources, too: (15-20 minutes)
  - 7 Factors To Understand Your Audience: <https://venngage.com/blog/7-factors-to-understand-your-audience/>
  - How different age groups are using social media:
    - <https://www.targetinternet.com/how-different-age-groups-are-using-social-media/>
  - Developing a Plan for Communication: <https://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/communication-plan/main>

- Students and their teacher design and deliver a questionnaire in order to investigate how factors like age, nationality and gender affect the way someone reacts to a message/product. (35 minutes)
- This survey is constructed in two forms, the first in google forms and the second in printed format and is distributed to 3 different samples (pupils, their parents and their grandparents) (15 minutes)
- Survey data are presented, and relative results are documented, analysed and recorded. (15-20 minutes)
- Students work on a website/social media page in order to design, create and publish an article that reflects the activity outcomes (30 minutes)
- Self-assessment using the following rubric (5 minutes)

**Produced material to verify the skills:**

- website links (discovered by the students) with material about how age and other demographic factors can influence the customer’s interest in digital communications
- Survey and survey results
- The simple sample website/social media page/blog that will be produced.

**Performance indicators:**

- Demonstrate how to increase customer interest in messages communicated via digital devices

**Evaluation:**

We suggest the evaluation rubric format as follows:

Highest Evaluation 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight
Report a list of the demographic factors that influence the customer’s interest in digital communications and in what way	The student does not turn in the assignment on time or does not meet any of the indicated criteria.	The student turns in the assignment on time. So he/she: - identifies less than three factors that influence the customer’s interest in digital communications - Analyses one of these factors	The student turns in the assignment on time. So he/she: - identifies three to four factors that influence the customer’s interest in digital communications - Analyses two of these factors	The student turns in the assignment on time. So he/she: - identifies at least five factors that influence the customer’s interest in digital communications - Analyses three of these factors	15%

Design, create and publish an article on a web page/social media page that is attractive to a multi demographic audience.	The student does not turn in the assignment on time and fail to propose interactive activities for audiences	The student turns in the assignment on time and publishes an article on a web page/social media page but it is mainly addressed and looks to be attractive to a specific demographic category (i.e. young people)	The student turns in the assignment on time and publishes an article on a web page/social media page but it is mainly addressed and looks to be attractive to up to two specific demographic categories (i.e. young people and middle aged)	The student turns in the assignment on time and publishes an article on a web page/social media page that is addressed to a multi demographic audience and looks attractive to them.	15%
Innovation and creativity	None	Little	Medium	High	2%
Group dynamics	None	Little	Medium	High	2%

### Activity 3: Feel (like) your customer.

#### Skill 3: List online customer engagement factors

**Time:** Approximately 90 minutes

**Methodology and teaching techniques:** Working in groups, brainstorming, mini research activity, Presentation, Discussion, Coordination, Supervision

**Pedagogical theory:** social constructivism: The students discover knowledge by themselves through studying, sharing and conducting with their peers.

**Media used:** internet access, whiteboard, pen and paper, Personal Computers, CMS Joomla WordPress Social media or other software

#### Learning outcomes:

Students should be able to:

- Identify the factors that influence the customer’s digital experience
- Identify the factors that influence the customer’s e-Engagement

**Activity:**

The teacher supervises a discussion about the factors that influence the customer’s digital experience and digital e-Engagement and co-ordinates the process through which the students will make a mini research activity about the topic and design, create and publish an article on a web-site/social media account that reflects the main principles of consumer engagement.

- Brainstorming by students: a list of these factors is made, written on the whiteboard and split in two columns (digital experience, e-Engagement) (10-15 minutes)
- All Students are asked to study the following link: <https://www.yotpo.com/blog/the-indispensable-list-of-new-customer-engagement-strategies/>
- and pages (140,141,144,145,146) of the following document: [https://www.researchgate.net/publication/303546571\\_A\\_Study\\_on\\_Factors\\_Influencing\\_Consumer\\_Engagement\\_in\\_Retail/link/5747cb0308ae14040e28d723/download](https://www.researchgate.net/publication/303546571_A_Study_on_Factors_Influencing_Consumer_Engagement_in_Retail/link/5747cb0308ae14040e28d723/download) (15 minutes)
- Students work in teams of two, visit websites and try to find and recognize if the website design incorporates the factors above. They should keep notes. Every team works on different product area, for example, fashion websites, tourist promotion websites, educational institutions or other services. Also, half of the teams work on factors that influence the customer’s digital experience and the other half on factors that influence the customer’s digital e-Engagement (20-25 minutes)
- Students share their experience in the classroom and present their results. (10-15 minutes)
- The teacher summarizes the list of all these factors (5 minutes)
- Students work on the website/social media account that has been developed for the purposes of this project and try to design, create and publish a page that reflects the activity outcomes (20 minutes)

**Produced material to verify the skills:**

- The simple sample website/social media page/blog that will be produced.

**Performance indicators:**

- Demonstrate how customer engagement can increase in messages communicated via digital device

**Evaluation:**

We suggest the evaluation rubrics format as follows:

Highest Evaluation 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight
Make a list of the factors that influence the	The student does not turn in the assignment	The student turns in the assignment on	The student turns in the assignment on	The student turns in the assignment on	10%

customer's digital experience	on time or does not meet any of the indicated criteria.	time. So he/she: - identifies less than three factors that influence the customer's digital experience - Analyses one of these factors	time. So he/she: - identifies three up to four factors that influence the customer's digital experience - Analyses two of these factors	time. So he/she: - identifies at least five factors that influence the customer's digital experience - Analyses three of these factors	
Make a list of the factors that influence the customer's digital e-Engagement	The student does not turn in the assignment on time or does not meet any of the indicated criteria.	The student turns in the assignment on time. So he/she: - identifies less than three factors that influence the customer's digital e-Engagement - Analyses one of these factors	The student turns in the assignment on time. So he/she: - identifies three up to four factors that influence the customer's digital e-Engagement - Analyses two of these factors	The student turns in the assignment on time. So he/she: - identifies at least five factors that influence the customer's digital e-Engagement - Analyses three of these factors	10%
Design, create and publish an article on a web page/social media page that increases audience engagement.	The student does not turn in the assignment on time or he/she demonstrates no or little ability to create engaging activities for the audiences as this measured by likes, shares, comments etc	The student turns in the assignment on time and he/she demonstrates some ability to create engaging activities for the audiences as this measured by likes, shares, comments etc	The student turns in the assignment on time and he/she has developed engaging activities for multiple audiences as this measured by likes, shares, comments etc	The student turns in the assignment on time and he/she has developed highly engaging activities for all the audiences as this measured by likes, shares, comments etc	12%
Innovation and creativity	None	Little	Medium	High	2%
Group dynamics	None	Little	Medium	High	2%



**Remarks:**

Part of the activities maybe continued/completed by the students as homework

**Evaluation:**

	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight
<b>Compare traditional and digital marketing</b>	The student - does not turn in the assignment on time - has trouble understanding the differences between DM and Traditional Marketing. - demonstrates no or little awareness of the key concepts of DM	The student - turns in the assignment on time - has basic understanding of how DM is different from traditional marketing - illustrates basic understanding of DM elements	The student - turns in the assignment on time - exhibits solid understanding of how DM is different from traditional marketing. - exhibits solid understanding of DM elements	The student - turns in the assignment on time and demonstrates excellent understanding of differences between DM and Traditional Marketing. - demonstrates excellent understanding of DM elements	24%
<b>Develop interest via digital communications</b>	The student does not turn in the assignment on time or does not meet any of the indicated criteria.	The student - turns in the assignment on time - identifies and analyses few factors that influence the customer's interest in digital communications - publishes an article on a web page/social media page but it is mainly addressed and looks to be attractive to a specific demographic category	The student - turns in the assignment on time - identifies and analyses many factors that influence the customer's interest in digital communications - publishes an article on a web page/social media page but it is mainly addressed and looks to be attractive to up to two specific demographic categories	The student - turns in the assignment on time - identifies and analyses most factors that influence the customer's interest in digital communications - publishes an article on a web page/social media page that is addressed to a multi demographic audience and looks attractive	30%

				to them.	
<b>List online customer engagement factors</b>	The student - does not turn in the assignment on time - demonstrates no or little ability to create engaging activities for the audiences as this measured by likes, shares, comments etc	The student - turns in the assignment on time - identifies and analyses few factors that influence the customer's digital experience and e-Engagement - demonstrates some ability to create engaging activities for the audiences as this measured by likes, shares, comments etc	The student - turns in the assignment on time - identifies and analyses many factors that influence the customer's digital experience and e-Engagement - develops engaging activities for multiple audiences as this measured by likes, shares, comments etc	The student - turns in the assignment on time - identifies and analyses most factors that influence the customer's digital experience and e-Engagement - develops highly engaging activities for all the audiences as this measured by likes, shares, comments etc	32%
<b>Innovation and creativity</b>	None	Little	Medium	High	7%
<b>Group dynamics</b>	None	Little	Medium	High	7%