

Teacher Instructions

Pick the best practices
and
teaching methods!

Module: 5. Digital Analytics & Monitoring

Topics:

- 5.1 How Analytics Work
- 5.2 Metrics
- 5.3 Understand your Audience
- 5.4 Segmentation and Filtering
- 5.5 Online listening

1. Number of topics

UNITS	
5.1	How Analytics Work
5.2	Metrics
5.3	Understand your Audience
5.4	Segmentation and Filtering
5.5	Online listening and monitoring

2. Actionable learning outcomes

ACTIONABLE LEARNING OBJECTIVES		
	1	Describe how Website Analytics Works
	2	Determine what metrics should be used
	3	Categorize metrics into groups of websites
	4	Compare the behaviour types of users
	5	Assess the behaviour of users
	6	Apply filtering to the data
	7	Construct analysis with segments

3. Units detailed information

UNITS				
5.1	How Analytics Work			
Unit duration time		Number of assignments	Number of activities in the classroom	Duration time of the assignment
1 hour		1	1	15 minutes
Topics	Description			
1	Describe how website analytics works			
5.2	Metrics			
Unit duration time		Number of assignments	Number of activities in the classroom	Duration time of the assignment
5 hours		3	3	2 hours
Topics	Description			
1	Measuring - Defining Your Measurement Strategy			
2	Measuring - Key goal performance measures			
3	Measuring - Metrics That Matter			
5.3	Understand your Audience			
Unit duration time		Number of assignments	Number of activities in the classroom	Duration time of the assignment
12 hours		4	6	8 hours
Topics	Description			
1	Overview of audience			
2	Users behaviours			

3	Evaluate Acquisition			
4	Understand Behaviour			
5	Evaluate Conversion			
6	Evaluate Retention/Loyalty			
5.4	Segmentation and Filtering			
Unit duration time		Number of assignments	Number of activities in the classroom	Duration time of the assignment
8 hours		1	1	4 hours
Topics	Description			
1	Filtering traffic			
2	Segmentation			



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Topic: 5.1 How Analytics work

1. Actionable learning outcomes

ACTIONABLE LEARNING OUTCOMES	
1	Describe how Website Analytics Works

2. Course content to be delivered in your unit

COURSE CONTENT TO BE DELIVERED IN YOUR UNIT	
Topics	1
Bridge-In	<p>Open the topic on "How Website Analytics Works" by showing how companies used to measure consumer interaction in stores before the advent of the internet. For that purpose, they used consumer observation, which was a time-consuming and very expensive process, and almost always used by large retailers.</p>
Course content and in-class activities	<p>CONTENT Describe how website analytics works, showing how websites interact with browsers. Talk about the code that is inserted into the page (js code) and cookies.</p> <p>Share one of these videos: https://www.youtube.com/watch?v=p1eQuegrNdU https://www.youtube.com/watch?v=1Fr9pLFGwig</p> <p>ACTIVITIES Ask students how true the data that is presented by the website or platform analytics tool is. The groups should research and identify what factors can distort the data collection and consequently lead to the data presented being wrong.</p>
Assigned readings	<p>How Website Analytics Works https://www.techtarget.com/searchbusinessanalytics/definition/Web-analytics https://www.optimizely.com/optimization-glossary/web-analytics/ https://www.siteimprove.com/glossary/web-analytics/ https://en.wikipedia.org/wiki/Web_analytics https://research.aimultiple.com/web-analytics/ https://www.copypress.com/kb/measurement/web-analytics-your-complete-guide/</p>

	<p>Chapter 4: Tonkin, S., Whitmore, C., & Cutroni, J. (2010). Performance marketing with Google Analytics: Strategies and techniques for maximizing online ROI. Wiley Pub., Inc.</p> <p>Chapter 1: Why Understanding Your Web Traffic Is Important to Your Business Clifton, B. (2012). Advanced Web metrics with Google Analytics (3rd ed.). Wiley.</p> <p>Chapter 1 and 2: Kaushik, A. (2007). Web analytics an hour a day (1st edition ed.). Sybex.</p>
Assessment list and due dates	<p>SUMMATIVE ASSESSMENTS – Describe how Website Analytics Works Multiple choice quiz</p> <p>FORMATIVE ASSESSMENTS – Topic Exit Ticket What big ideas did you take away from today's topic? Describe three things that you learned, two things you need clarification on and one thing you found interesting.</p>
Instructor preparation involved	<p>Divide the class in groups of 3 or 4 elements. Make sure students bring their laptops.</p>



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Module: Digital Analytics & Monitoring

Topic: 5.2 Metrics

1. Actionable learning outcomes

ACTIONABLE LEARNING OUTCOMES	
1	Determine what metrics should be used
2	Categorize metrics into groups of websites

2. Course content to be delivered in your unit

COURSE CONTENT TO BE DELIVERED IN YOUR UNIT	
Topics	1 – Measuring - Defining Your Measurement Strategy 2 – Measuring - Key goal performance measures 3 – Measuring - Metrics That Matter
Bridge-In	Start this topic by showing the importance of choosing appropriate metrics. You can start with a joke, showing the implications of the metric system and the imperial system. Then you can move forward by exemplifying consequences of choosing inappropriate metrics by choosing personal and business situations. Finish by showing that the proper metrics of a website are relevant contributions to improving the performance of an organization.
Course content and in-class activities	<p>CONTENT</p> <p>1. Measuring - Defining Your Measurement Strategy Describe what is referred to as:</p> <ul style="list-style-type: none"> • Web analytics process • Web Analytics Workflow • Measurement Strategy <p>There are several steps that are present in this process: Developing a strategy, Setting goals, Identifying key performance indicators, Collecting data, Processing data, Reporting, Optimization, etc.</p> <p>2. Measuring - Key goal performance measures Introduction of the KPI concept: Key Performance Indicators (KPIs) are the crucial (key) quantifiable indicators of improvement toward an envisioned result. They provide a focal point for strategic and operational improvement, producing an analytical foundation for decision making and directing attention on what matters. Introduce the notion that KPIs are dependent on organization, location, time, among other variables.</p>

	<p>3. Measuring - Metrics That Matter Introduce the key metrics associated with website analytics tools.</p> <p>ACTIVITIES</p> <p>1. Measuring - Defining Your Measurement Strategy For the next list, choose an organization and its website: - Online store. - Online brand presence. - Information repository (e.g., news)</p> <p>Define the measurement strategy for each organization</p> <p>2. Measuring - Key goal performance measures For the next list, choose an organization and its website: - Online store. - Online brand presence. - Information repository (e.g., news)</p> <p>Indicate the key KPIs for each organization</p> <p>3. Measuring - Metrics That Matter List the key metrics that are provided by analytics platforms.</p>
Assigned readings	<p>1. Measuring - Defining Your Measurement Strategy https://www.techtarget.com/searchbusinessanalytics/definition/Web-analytics https://research.aimultiple.com/web-analytics/ https://www.copypress.com/kb/measurement/web-analytics-your-complete-guide/</p> <p>Chapter 4: Kaushik, A. (2007). Web analytics: an hour a day. Sybex. Chapter 19: Hemann, C., & Burbary, K. (2018). Digital marketing analytics: making sense of consumer data in a digital world (Second edition. ed.). Pearson Education, Inc. Chapter 2: Tonkin, S., Whitmore, C., & Cutroni, J. (2010). Performance marketing with Google Analytics: strategies and techniques for maximizing online ROI. Wiley Pub., Inc. Chapter 1 and 2: Kaushik, A. (2007). Web analytics an hour a day (1st edition ed.). Sybex. Chapter 3: Alhlou, F., Asif, S., & Fettman, E. (2016). Google analytics breakthrough: from zero to business impact. John Wiley.</p> <p>2. Measuring - Key goal performance measures https://www.kpi.org/KPI-Basics/ https://www.techtarget.com/searchbusinessanalytics/definition/Web-analytics https://research.aimultiple.com/web-analytics/ https://www.copypress.com/kb/measurement/web-analytics-your-complete-guide/ https://www.kaushik.net/avinash/best-web-metrics-digital-companies/ https://www.kaushik.net/avinash/digital-marketing-and-measurement-model/</p> <p>Chapter 5: Kaushik, A. (2007). Web analytics an hour a day (1st edition ed.). Sybex.</p>

	<p>3. Measuring - Metrics That Matter</p> <p>https://research.aimultiple.com/web-analytics/</p> <p>https://www.copypress.com/kb/measurement/web-analytics-your-complete-guide/</p> <p>Chapter 6: Kaushik, A. (2007). Web analytics an hour a day (1st edition ed.). Sybex.</p> <p>Chapter 9: Clifton, B. (2012). Advanced Web metrics with Google Analytics (3rd ed.). Wiley.</p> <p>http://www.webanalyticsdemystified.com/downloads/The_Big_Book_of_Key_Performance_Indicators_by_Eric_Peterson.pdf</p> <p>Chapter 3: Kaushik, A. (2010). Web analytics 2.0: the art of online accountability & science of customer centricity. Wiley.</p> <p>Chapter 3: Alhlou, F., Asif, S., & Fettman, E. (2016). Google analytics breakthrough: from zero to business impact. John Wiley.</p>
Assessment list and due dates	<p>SUMMATIVE ASSESSMENTS – Defining Your Measurement Strategy</p> <p>Define the measurement strategy for one of the alternatives on the list provided.</p> <p>SUMMATIVE ASSESSMENTS – Key goal performance measures</p> <p>Define the Key goal performance measures for one of the alternatives on the list provided.</p> <p>SUMMATIVE ASSESSMENTS – Measuring - Metrics That Matter</p> <p>Multiple choice quiz</p> <p>FORMATIVE ASSESSMENTS – Topic Exit Ticket</p> <p>What is something you need further clarification on?</p> <p>Based on what I learned today, what do I want to learn in the next class?</p>
Instructor preparation involved	<p>Divide the class in groups of 3 or 4 elements.</p> <p>Make sure students bring their laptops.</p> <p>Create a list of websites and provide that list to students for the strategy and KPI definition exercises.</p>

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Module: Digital Analytics & Monitoring

Topic: 5.3 Understand your Audience

1. Actionable learning outcomes

ACTIONABLE LEARNING OUTCOMES	
1	Compare the behaviour types of users
2	Assess the behaviour of users

2. Course content to be delivered in your unit

COURSE CONTENT TO BE DELIVERED IN YOUR UNIT	
Topics	1 – Overview of audience 2 – Users behaviours 3 – Evaluate Acquisition 4 – Understand Behaviour 5 – Evaluate Conversion 6 – Evaluate Retention/Loyalty
Bridge-In	Start this topic by stressing that analytics platforms are a technology and that technologies should always have a purpose. In this topic, analytics platforms provide information about consumer behaviour on the website. It is also interesting to question students, suggesting they make a comparison with physical shops.
Course content and in-class activities	CONTENT 1. Overview of audience User vs. Sessions Audience demographics Geography and language Technology and devices Behaviour 2. Users behaviours Associate the behaviour of users to the funnel, mentioning that there are four types of behaviour: - Acquisition - Interaction - Conversion

- Retention or loyalty

3. Evaluate Acquisition

The platforms provide indication of the origin of the traffic, e.g.: Direct, Organic Search, Paid Search, Display, Email, Referral, Organic Social, Organic Video, etc. Campaigns with UTM code

4. Understand Behaviour

Metrics definitions in the platform
 Popular and engagement pages
 Events

5. Evaluate Conversion

Conversions, goals, value, conversion rate, and abandonment rate
 Micro and macro conversions
 Goal flow
 Conversion funnels

6. Evaluate Retention/Loyalty

Track of visitor retention and loyalty

ACTIVITIES

The activities in this unit require access to an analytics platform.

The groups access the demo google analytics account and choose the Google Analytics 4 property: Google Merchandise Store

1. Overview of audience

Using the data from the platform, answer the following questions:

- What is the demographic profile of the audience (e.g., age, gender, income, etc.)?
- What technology do they use?

3. Evaluate Acquisition

Using the data from the platform, answer the following questions:

- Identify the different channels that are driving traffic to your website, such as organic search, direct, referral, social, email, and paid search.
- Analyse the data to determine which channels are the most effective at acquiring new users.

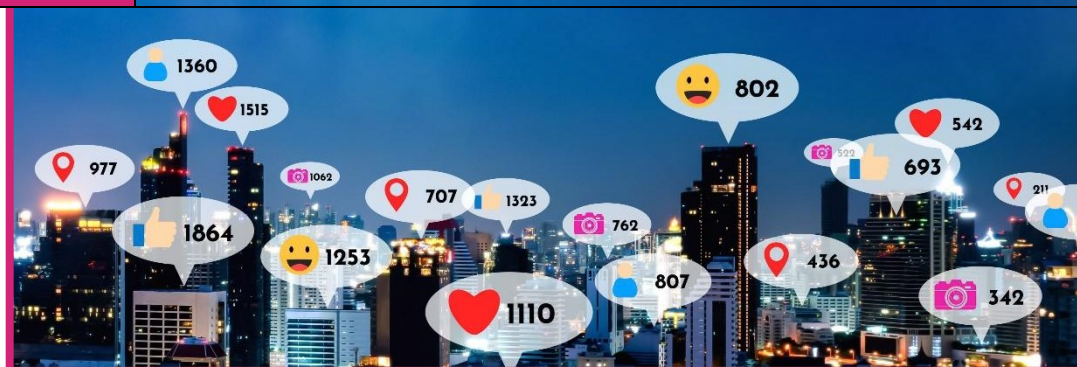
4. Understand Behaviour

Using the data from the platform, answer the following questions:

- Study the different metrics such as pages per session, bounce rate, session duration, and exit rate.
- Analyse the data to understand how users interact with the website, such as which pages are most popular and where users tend to drop off.
- Use the navigation summary report to identify the most common path that users take through the website.
- Create a report that includes a breakdown of the user behaviour metrics for different sections of the website (e.g., blog, product pages, checkout process)

	<p>e) Using the data from your report, make recommendations on how to improve user engagement and reduce bounce rates by optimizing the most popular pages and addressing issues that cause users to drop off.</p> <p>5. Evaluate Conversion Using the data from the platform, answer the following questions:</p> <ul style="list-style-type: none"> a) Identify the goals that you have set up for the website, such as form submissions, product purchases, and account creations. b) Analyse the data to understand the conversion rate for each goal and identify any potential bottlenecks in the conversion process. c) Use the funnel visualization report to identify where users are dropping off in the conversion process and understand which steps of the process are causing the most friction. d) Create a report that includes a breakdown of the conversion rate for different sections of your website (e.g., product pages, checkout process, thank you page) e) Using the data from your report, make recommendations on how to improve the conversion rate by addressing issues that cause users to drop off and optimizing the most popular pages. <p>6. Evaluate Retention/Loyalty Using the data from the platform, answer the following questions:</p> <ul style="list-style-type: none"> a) Analyse the data of user engagement over time, such as the number of returning users, frequency and recency of visits, and average session duration. b) Use the Cohort Analysis report to understand how user engagement changes over time and identify patterns in the behaviour of different groups of users. c) Create a report that includes a breakdown of the retention rate for different sections of the website (e.g., product pages, blog, account pages) d) Using the data from your report, make recommendations on how to improve retention rate by addressing issues that cause users to disengage and optimizing the most popular pages.
Assigned readings	<p>3. Evaluate Acquisition Chapter 7: Alhlou, F., Asif, S., & Fettman, E. (2016). Google analytics breakthrough: from zero to business impact. John Wiley. Chapter Understand Your Website's/Company's Acquisition Strategy: Kaushik, A. (2007). Web analytics: an hour a day. Sybex. Chapter Understanding Visitor Acquisition Strengths: Kaushik, A. (2010). Web analytics 2.0: the art of online accountability & science of customer centricity. Wiley.</p> <p>4. Understand Behaviour Chapter 6: Kaushik, A. (2007). Web analytics: an hour a day. Sybex. Chapter 5: Clifton, B. (2012). Advanced Web metrics with Google Analytics (3rd ed.). Wiley. Chapter 6: Tonkin, S., Whitmore, C., & Cutroni, J. (2010). Performance marketing with Google Analytics: strategies and techniques for maximizing online ROI. Wiley Pub., Inc. Chapter 3: Kaushik, A. (2010). Web analytics 2.0: the art of online accountability & science of customer centricity. Wiley.</p>

	<p>5. Evaluate Conversion</p> <p>Chapter 8: Alhlou, F., Asif, S., & Fettman, E. (2016). Google analytics breakthrough: from zero to business impact. John Wiley.</p> <p>Chapter 11, 13 and 14: Kaushik, A. (2007). Web analytics: an hour a day. Sybex.</p> <p>Chapter 7: Clifton, B. (2012). Advanced Web metrics with Google Analytics (3rd ed.). Wiley.</p> <p>Chapter 5: Kaushik, A. (2010). Web analytics 2.0: the art of online accountability & science of customer centricity. Wiley.</p> <p>6. Evaluate Retention/Loyalty</p> <p>Chapter Cohort Analysis Report: Alhlou, F., Asif, S., & Fettman, E. (2016). Google analytics breakthrough: from zero to business impact. John Wiley.</p> <p>Percentage of New versus Returning Visitors (or Customers): Clifton, B. (2012). Advanced Web metrics with Google Analytics (3rd ed.). Wiley.</p>
<p>Assessment list and due dates</p>	<p>SUMMATIVE ASSESSMENTS</p> <p>The assessment in this unit requires access to an analytics platform.</p> <p>The groups access the demo google analytics account and choose the Google Analytics 4 property: Google Merchandise Store</p> <ol style="list-style-type: none"> Generate a report summarizing your findings and recommendations, including any insights you've gained from analyzing acquisition user behavior. Generate a report summarizing your findings and recommendations, including any insights you've gained from analyzing user behavior. Generate a report summarizing your findings and recommendations, including any insights you've gained from analyzing user behavior and conversion data. Generate a report summarizing your findings and recommendations, including any insights you've gained from analyzing user behavior and retention data. <p>FORMATIVE ASSESSMENTS – Topic Exit Ticket</p> <p>In your opinion, what is the most important thing we learned today?</p> <p>Describe three things that you learned today, two things you need clarification on and one thing you found interesting.</p>
<p>Instructor preparation involved</p>	<p>Divide the class in groups of 3 or 4 elements.</p> <p>Make sure students bring their laptops.</p>



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Module: Digital Analytics & Monitoring

Topic: 5.4 Segmentation & Filtering

1. Actionable learning outcomes

ACTIONABLE LEARNING OUTCOMES	
1	Apply filtering to the data
2	Construct analysis with segments

2. Course content to be delivered in your unit

COURSE CONTENT TO BE DELIVERED IN YOUR UNIT	
Topics	1 – Filtering traffic 2 – Segmentation
Bridge-In	<p>Begin this topic by clarifying that in some places and cultures, a significant percentage of people who visit shopping centres do so with the intention of simply walking around. For this reason, these people are not the target segments of shops or shopping centres and should not be the preliminary object of study. Including them in the sample may bias the results.</p>
Course content and in-class activities	<p>CONTENT</p> <p>1. Filtering traffic One must filter traffic in analytics platforms to more accurately analyse and understand the website's performance. Some examples of when you may want to filter traffic include: a) Internal traffic b) SPAM traffic c) Bots</p> <p>2. Segmentation Segmentation in analytics platforms is the process of dividing the website's traffic into smaller groups based on specific criteria, such as demographics, location, behaviour, or other characteristics. This allows a more effectively analysis and understanding how different groups of users are interacting with the website.</p> <p>ACTIVITIES</p>

	<p>2. Segmentation</p> <p>Requires access to the Google Analytics platform. The groups access the demo google analytics account and choose the Google Analytics 4 property: Google Merchandise Store</p> <ol style="list-style-type: none"> 1. Identify the different channels that are driving traffic to the website, such as organic search, direct, referral, social, email, and paid search. 2. Analyse the data to determine which channels are the most effective at acquiring new users. 3. Create two segments to analyse the behaviour of users acquired through specific channel (e.g., organic search and direct) and compare it with overall behaviour of all users. 4. Generate a report summarizing your findings and recommendations, including any insights you've gained from analysing user behaviour.
Assigned readings	<p>1. Filtering traffic</p> <p>Chapter 9: Alhlou, F., Asif, S., & Fettman, E. (2016). Google analytics breakthrough: from zero to business impact. John Wiley.</p> <p>Chapter 14: Kaushik, A. (2007). Web analytics: an hour a day. Sybex.</p> <p>Chapter 8: Clifton, B. (2012). Advanced Web metrics with Google Analytics (3rd ed.). Wiley.</p> <p>Chapter 11: Tonkin, S., Whitmore, C., & Cutroni, J. (2010). Performance marketing with Google Analytics: strategies and techniques for maximizing online ROI. Wiley Pub., Inc.</p> <p>2. Segmentation</p> <p>Chapter 10: Alhlou, F., Asif, S., & Fettman, E. (2016). Google analytics breakthrough: from zero to business impact. John Wiley.</p> <p>Chapter 14: Kaushik, A. (2007). Web analytics: an hour a day. Sybex.</p> <p>Chapter 8: Clifton, B. (2012). Advanced Web metrics with Google Analytics (3rd ed.). Wiley.</p> <p>Chapter 7: Tonkin, S., Whitmore, C., & Cutroni, J. (2010). Performance marketing with Google Analytics: strategies and techniques for maximizing online ROI. Wiley Pub., Inc.</p>
Assessment list and due dates	<p>SUMMATIVE ASSESSMENTS</p> <p>The assessment in this unit requires access to an analytics platform. The groups access the demo google analytics account and choose the Google Analytics 4 property: Google Merchandise Store</p> <p>Objective: To learn how to segment your website's traffic in Google Analytics and gain insights into the behaviour of different groups of visitors.</p> <ol style="list-style-type: none"> 1. Create a New Segment 2. Choose the criteria you want to use to segment your traffic. For example, you could segment by location, device type, or source of traffic. 3. Apply the selected segmentation criteria to your data.

Instructor
preparation
involved



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Module: Digital Analytics and Monitoring

Topic: 5.5 Online Listening

1. Introduction

WHY “ONLINE LISTENING”?

Welcome to this course! We will take you along to the trends and developments within our marketing and communication profession. We will also think conceptually, in strategies and we will think about disruption and new concepts for products, services and companies.

Students are central during this course. Students will conduct trend research into a particular theme themselves, and students will also present this to fellow students and the teacher several times. This way we all become enthusiastic and motivated to get started with the latest knowledge when it comes to innovation within our field of expertise.

During the trend research students will be doing, students will learn to work with online analysis tools. So already during the route of the course, students are learning.

Online listening, also referred to as social online listening, is the process of identifying and assessing what is being said about a certain theme, company, individual, product or brand on the internet.



THE ROLE OF LISTENING IN THE WHOLE MARKETING CONTEXT?

As a junior marketer students often start listening. Online listening that is. Students will investigate what is going on in the market or in society when it comes to a certain theme. Students can do this at a PR agency, but it is also relevant at an advertising agency or the government.

During this assignment students will be prepared to write a listening report themselves. They can choose a topic that interests them, but the topic must be relevant to the professional practice.

WHAT IS A SOCIAL LISTENING REPORT ABOUT?

Measure your brand image or corporate reputation via social media sentiment and analyze the underlying feelings, problems and needs. With real-time alerting, push notifications and automatic analyses you can prevent and solve any crisis easily. Research social media messages about a specific theme or topic and filter them on different characteristics. Analyse data from social networking sites, blogs, forums, (online and offline) news sites, radio and television easily. Important note: also listen within the business/club/organisation!

What is hot and what is not as regards to your theme? Choose a relevant theme for marketing/communications at this moment, such as social business, storytelling, content marketing, mobile, purpose, AI, etc.

Make a listening report. Map relevant blogs, websites, offline magazines, papers and thought leaders about your theme. Your report shows that you have mastered social media analysis programs. Write your listening report for today's marketers. As an example: It provides you with information for your content creation. Content creation for event announcements, social media content, storytelling and more.

2. Learning objectives and actionable learning outcomes

LEARNING OBJECTIVES		
		The student is able to (Learning objectives):
	1	Understanding what online listening is.
	2	Knowing what to use online listening for.
	3	Learning to use the tools to use online listening yourself.
	4	Students can use online tools to research their own trend
	5	Students can substantiate and present why their trend is relevant to their audience

	6	Students are able to perform a systematic listening analysis using digital tools.
	7	Learning and understanding how to use the PESO model.
	8	Learning to describe what you can consider a success when it comes to posting content and being able to measure it.
	9	Knowing when and why it is best to post content at a particular time.
	ACTIONABLE LEARNING OUTCOMES	
		The student is able to (Actionable learning outcomes)
	1	Understanding what online listening is will enable you to gain valuable insights into your audience's preferences, opinions, and behaviours, helping you to tailor your marketing efforts for maximum impact.
	2	Knowing what to use online listening for can help you to identify new opportunities for your business, stay on top of industry trends, and manage your brand's reputation online.
	3	Learning to use the tools to use online listening yourself will give you the skills and knowledge to effectively monitor and analyze online conversations about your brand, competitors, and industry, allowing you to make informed decisions and stay ahead of the curve.
	4	By learning to use online tools to research their own trend, students will gain practical experience in conducting online research and identifying key trends in their industry or field of interest.
	5	Being able to substantiate and present why their trend is relevant to their audience will help students to develop their communication and presentation skills, as well as demonstrate their ability to think critically and strategically about their marketing efforts.
	6	Learning to perform a systematic listening analysis using digital tools will equip students with a valuable skill set that is in high demand in the marketing industry and enable them to make data-driven decisions that can drive real results for their business or organization.
	7	By learning and understanding how to use the PESO model, you will gain a comprehensive understanding of how to effectively integrate different communication channels to achieve maximum impact for your brand.
	8	Learning to describe what you can consider a success when it comes to posting content and being able to measure it will help you to develop a data-driven approach to your social media strategy and achieve meaningful results.

	9	Knowing when and why it is best to post content at a particular time will enable you to reach your audience when they are most active and engaged, helping you to increase your visibility and engagement on social media.
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3. Course

COURSE CONTENT TO BE DELIVERED IN YOUR UNIT	
Topics	1 Online Listening
Bridge-In	<p>Social listening, also referred to as social online listening, is the process of identifying and assessing what is being said about a certain theme, company, individual, product or brand on the internet.</p> <p>As a junior marketer you often start listening. Online listening that is. You will investigate what is going on in the market or in society when it comes to a certain theme. You can do this at a PR agency, but it is also relevant at an advertising agency or the government.</p> <p>During this module you will be prepared to write a listening report yourself. You can choose a topic that interests you. Think of a topic that you would like to have more knowledge about. But remember that the topic must be relevant to your own professional practice.</p>
Course content and in-class activities 1 Context	<p>CONTENT</p> <p>The module is divided into three sections. The first one provides with an introduction of online listening. In the second, one gets to work with their own theme and follows instructions on how the assignment can be done. The third focuses on analysis of one's own work.</p> <p>ACTIVITIES</p> <p>ASSIGNMENT: A SOCIAL (MARKETING COMMUNICATION) LISTENING REPORT</p> <p>What is hot and what is not as regards to your theme? Choose a relevant theme for marketing/communications at this moment, such as social business, storytelling, content marketing, mobile, purpose, AI, etc.</p> <p>Make a listening report. Map relevant blogs, websites, offline magazines, papers and thought leaders about your theme. Your report shows that you have mastered social media analysis programs. Write your listening report for today's marketers. As an example: It provides you with information for your content creation. Content creation for event announcements, social media content, storytelling and more.</p> <p>After selecting your theme:</p> <p>Step 1:</p>

	<p>Use a multichannel approach and map relevant blogs, websites, offline magazines, papers and thought leaders as regards to your theme. Make clear how you used social media analyzing programs.</p> <p>Step 2: Read what they are writing about your theme.</p> <p>Step 3: Summarize what they are talking about and write your Listening Report. Suggestion: limit yourself to five sources per theme.</p> <p>You must clearly show that you have researched multiple sources regarding your theme. The sources must be reliable (authoritative) and/or relevant to what you are researching. You must make it clear that your theme is currently relevant to your professional practice. The professional practice may be: marketing and communication professionals in the broadest sense of the word.</p> <p>Tip: Because the assignment is so broad, you can indicate yourself why the sources you have chosen are good sources. For example, by indicating: this is an authority on X, or these are experts on Y.</p> <p>In your report, you briefly state, based on the analysis you have made, what the professional practice can or should do with the information you have presented in the report. As an example: you give three tips to do or not to do at all. These can be some do's and don'ts, but you can also describe in more detail how to deal with the theme you have researched.</p>
Assigned readings	<p>Online Listening Hootsuite https://www.youtube.com/watch?v=zRRkfkFZ0CM&ab_channel=Hootsuite</p> <p>Perfect Post Calculator https://www.coosto.com/en/knowledge-center/content-marketing/perfect-post-calculator</p>
Assessment list and due dates	<p>Report</p> <p>The student proactively identifies developments in the internal and external environment for his / her market. Student initiates, executes, ranks and assesses the results of research and analysis.</p> <p>For the student: You must clearly show that you have researched multiple sources regarding your theme. The sources must be reliable (authoritative) and/or relevant to what you are researching. You must make it clear that your theme is currently relevant to your professional practice. The professional practice may be: marketing professionals in the broadest sense of the word.</p>

Tip: Because the assignment is so broad, you can indicate yourself why the sources you have chosen are good sources. For example, by indicating: this is an authority on X, or these are experts on Y.

The student outlines marketing policy and / or advises the market on marketing policy.

For the student: In your report, you briefly state, based on the analysis you have made, what the professional practice can or should do with the information you have presented in the report. As an example: you give three tips to do or not to do at all. These can be some do's and don'ts, but you can also describe in more detail how to deal with the theme you have researched.

Formative

In-class activities (documented in the slides in each area)

Summative assessment

Listening Report.

Disclaimer

The DEMS material aims to enhance digital marketing skills in higher education, comprehending the essential needs in organizations. You have access to extensive slide sets with in-class activities and assignments, as well as detailed user instructions for teacher.

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