DIgital MArketing at Secondary Schools

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DIGITAL MARKETING COMPETENCY PROFILE (DMCP)

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	The statistical analysis is downloadable from the following link

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Digital Marketing Competency Profile - Introduction

There is a clear need, for schools to enhance the entrepreneurial career choices of their pupils preparing them at the same time, with the appropriate entrepreneurial and digital skills. In fact, the proposed Digital Marketing Competency Profile (DMCP) is based on survey research carried out on educational institutions, teachers, DM Professionals/entrepreneurs and established frameworks found in the literature. Specifically, two major guidelines were considered that identify Entrepreneurial and Digital Sets of competencies: *EntreComp* [1], which builds on previous work of Joint Research Centre (JRC) of the European Commission on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL), and *DigComp* [2] Digital Competence Framework for Citizens, conducted to establish a common reference framework for citizens' digital competence. Note, that digital competence is one of the eight key competences for life-long learning developed by the European Commission, and is a requisite for personal fulfilment and development, active citizenship, social inclusion, and employment in a knowledge society.

The proposed Digital Marketing Competencies Profile (DMCP), presents a framework of skills under a set of five Units consisting of: UNIT 1. Digital Marketing Strategy, UNIT 2. Search engine optimization (SEO), UNIT 3. Content Marketing, UNIT 4. Social media marketing, UNIT 5 E-mail marketing.

Within the proposed framework, each Unit covers three fundamental skills described under the headings: Descriptors, Learning Outcomes and Performance Indicators. Under Performance Indicators heading, the framework suggests indicative activities, which normally take up to 80% of the learning process; activities, which are addressed (to pupils, aged 14 to 18 years old, studying in Greece, Spain and Sweden (in this first stage) in the public and private sector. Each Unit includes one hour of explaining DM theoretical aspects and five hours of supervised practical activities or case studies.

The DIMAS project is in the process of developing activities based on real-life scenarios, problem-solving, learning by doing and connecting the formal digital marketing skills required by real activities within the same channels that their schools use to communicate with society (websites, newsletters, blog contents and social media).

The DMCP curriculum framework was designed based on primary and secondary data collection. Specifically, taking into consideration the EntreComp and Digcomp guidelines, DMCP was developed by carrying a number of activities including the following:

- Curriculum evaluation on each participating country, as shared by the partners in the consortium, guided us on what might be essential gaps and necessary skills in the area of DM.
- Survey research carried out by means of questionnaires, which took place from December 2019 to March 2020 in Greece, Spain and Sweden with major stakeholder such as instructors of business/marketing and Information

Communication Technology (ICT), as well as entrepreneurs and industry experts from social media firms.
● Review on the existing teaching open sources in the field of DM, entrepreneurship and ICT, and
● Feedback collected from the consortium partners on the suggested DMCP framework.

Our pupils the first digitally literate generation are experiencing these changes first-hand and will likely be the generation to integrate marketing theory and practice in this area. Our mission as educators, therefore, is to provide them the necessary tools and skills to help them on their digital journey and to enable them to stand out from the crowd.

For the school curriculum to remain relevant to pupils' needs for future employment in any economy, and the labour demand, the curriculum must evolve and include the changing technological advances that have been taking place in the last two decades. Much of these technological changes have been taking place in the area of Marketing as companies across industries have digitized their marketing operations and processes.

For this reason, in the respondents' sample of the questionnaires, we considered not only the input of educators, but also of the industry experts. In answering the questionnaires, we used random sampling approach, for both industry experts and educators for a total of 80 individuals, who answered during January-March 2020, as per the following table:

Sample answers	Educators	Industry
Greece	22	9
Spain	18	9
Sweden	12	10

Table 1. Questionnaires respondents per country

The literature review and the professional practices show that DM competence can be considered an umbrella for 5 different and interconnected units, namely (see pages 1, 8 and 9) .These Units comprise a set of skills that are the ones that we have taken into account to develop this framework (see Fig. 1)

Fig.1 presents how the 5 Units of the DMCP are integrated in the framework.

From the survey data analysis (see App. Statistical Analysis) it emerges there is a strong lack of DM competencies in most DM category skills as their level of attainment is very low especially in Greece and Spain. As shown in Fig. 2, the picture is somewhat better for Sweden. Specifically, Spain and Greece have on average a 40% DM competency level of attainment, while Sweden is at 75%.
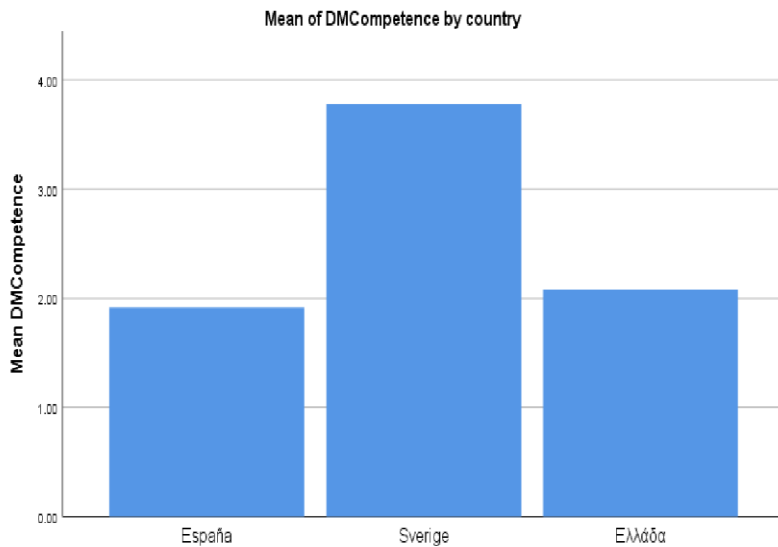

Fig.2 Results of the Questionnaires Implemented to industry and instructors in Spain, Sweden, and Greece during January-March 2020

Remarkable is also the fact that educators declare broad dissatisfaction with the level of attainment of DM skills as shown in Fig.3. The overall average level of satisfaction is only 46%.

Note that there is a significant difference between Sweden and the two Southern European Countries of Greece and Spain. Greece and Spain educators show a much lower level of satisfaction with the current DM courses and DM competency attainment.
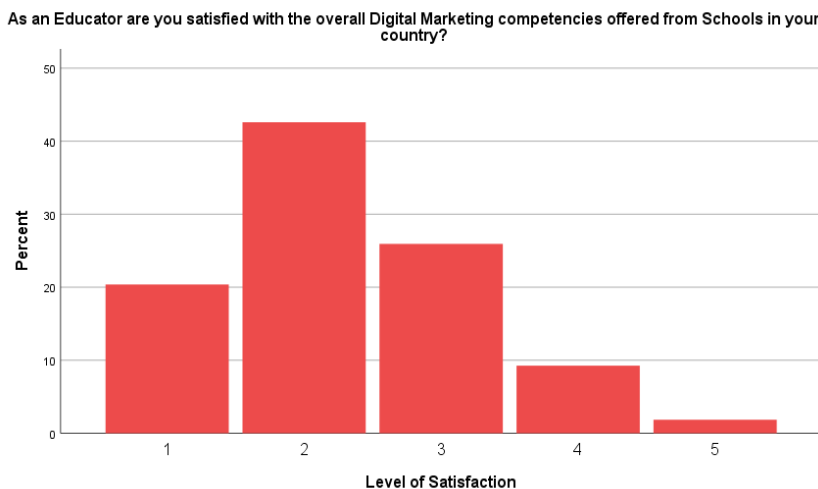

Fig.3. Overall Satisfaction on DM Competency Attainment Level

Further, the analysis has shown there are inadequacies in all five categories of the DMCP framework shown in Figure 1: DM strategy, Search Engine Optimization, Content Marketing, Social Media, and Email Marketing. As shown on Table 2, all DM Competencies currently attained range from a 44% percent to 54% level. Again, note that the gaps of the DM level of attainment were shown to be higher in the cases of Greece and Spain.

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
SEO	54	2.7222	.15109	1.11027
Email Marketing	54	2.2083	.12742	.93636
DM Strategy	54	2.2593	.16477	1.21083
Social Media Marketing	54	2.2778	.15939	1.17126
Content Marketing	54	2.3858	.15834	1.16355
DM Competence	54	2.3707	.14170	1.04128
Valid N (listwise)	54			

Table 2: Mean Level of DM Attainment per Competency Category
Descriptive Statistics

Clearly, the above analysis justifies the need for DM competency Development in the categories shown in the Digital Marketing Competency Profile (DMCP) shown in Figure 1. The subsequent sections further explain the DMCP.

Evaluation of the national curricula in Greece, Spain and Sweden

By analysing the curricula offered by each country partner in the consortium, we drew further insights on the matching of the curriculum offered by our framework with the existing curricula.

The following are the matching and the missing parts in each partner country curricula offered to pupils aged 14 to 18 years old.

Greece - High School curriculum evaluation

The school curriculum as identified in the "Principles of Economics" of the First, Second and Third Grade Classes, outlined in the November 2017 2nd Issue No. Sheet 4174 of the official Newspaper of the Greek Government offers a variety of traditional Marketing courses such as: Principles of Marketing, Servicing Consumers, Public Relations, Mass Media Strategy, Advertising and Promotion. These courses can be a very good base for UNIT 1: Digital Marketing Strategy-Skill 1 Compare traditional and digital marketing.

There are also other courses such as: I. *Applications of Informatics* for the First Grade Class of the General High School. which intends to help students complement and deepen their knowledge, their skills and attitude in computer utilization systems, Internet technologies and IT applications, and II. *Website Design and Development* for the Second-Grade students of the Vocational High School which intends to help students

acquire the necessary knowledge, skills and attitude in Design, Development and Management of Web Sites. These courses can be a very good base for Unit 2 Search engine optimisation and Search Engine marketing, Skill 1 Manage the SEO Process and Unit 3 Content Marketing, Skill 3 Content Creation and Curation.

Another course offered by Vocational School for the third-grade students of Economic Specialization, that includes some elements of digital marketing competencies is the *Online Advertising and Social Media course*. The main objective of the course is to evaluate the types of digital advertising, and to explain the digital communications on social networks, such as YouTube, Twitter, Instagram and Facebook. This is in line with UNIT 4 - Social media marketing- Skill 1 Understand the fundamental social media tools.

All these courses form a very good base on which to build a comprehensive Digital Marketing framework.

Clearly, the Greek high school curriculum like in many European countries exhibits a lack of digital marketing competencies.

Source: [3a] [3b] [3c]

Spain - Secondary school curriculum evaluation

The two subjects of Information and Communication Technologies II (Block 2) and Business Economics (Block 5) provide a solid foundation for the proposed DIMAS Framework for Digital Marketing Competencies skills Units. That is, there is a good knowledge base on which the Digital Marketing skills can be further developed.

Specifically, the content of Information and Communication Technologies II (Block 2) is relevant for the following skills of the Digital Marketing framework:
Unit 2 – Skill 1 Manage the SEO process
Unit 3 – Skill 1 Classify types of contents
Unit 4 – Skill 1 Describe the social media tools

The content of Business Economics (Block 5), which analyses the commercial function of the company is very useful for Unit 1 on Digital Marketing strategy. In particular, the content of Business Economics equips students in understanding the market, consumers and audiences and this understanding is a prerequisite in achieving the below skills:
Unit 1 – Skill 1 Compare traditional and digital marketing
Unit 1 – Skill 2 Develop interest via digital communications
Unit 4 – Skill 3 Encode attractive messages.

The only Unit not covered seems to be Unit 5 Email Marketing, but this is a support area of our DM Framework.

Sources: [4], [5]

Sweden - Upper secondary schools curriculum evaluation

We have analysed the curriculum in Commerce and Entrepreneurship courses as the base of the suggestion for our DIMAS Framework for Digital Marketing Competencies skills Units.

In Sweden, the contents provided under a Commerce course, which comprises Practical marketing 1, 2 and 3 courses.

The Practical marketing 1 course of the Commerce curriculum for the secondary schools in Sweden covers important parts of Unit 1, 2, 3 and 4 of the proposed framework of our DM skills, but partially in the area of SEO and Social media, providing some methods of evaluating marketing in general, which can be expanded into DM.

Practical marketing 2 course delivers more into planning, surveys, computer technology applied to marketing, and competitiveness and profitability, matching therefore also our proposed Units 1. Digital Marketing strategy, Unit 3. Content Marketing and Unit 4. Social Media Marketing, with some elements related to ICT and technology applied to business, as corresponding to Unit 2. Search Engine Optimization (SEO).

Practical marketing 3 course has substantial information supporting more Unit 1-Digital Marketing Strategy and Unit 3. Content marketing skills, covering moreover elements of ethics, laws and regulation, digital aids and environmental issues.

In the curriculum of Commerce, another supportive heading is Industry knowledge in commerce and administration, which covers in detail more of the administrative part of a business, environmental issues.

The curriculum in the Entrepreneurship course leads to more insights about running a business, focusing on the ability to carry out a project or run a fictitious company, but it provides more support of the Unit 1. Digital Marketing Strategy- Skill 1. Compare traditional and digital marketing of our proposed framework.

The only parts not covered seem to be Unit 2. SEO in terms of detailed knowledge and Unit 5. E-mail Marketing, but these are support tools of DM.

Source: [6]

After analysing the curricula of each partner country and matching it with the results of the questionnaires applied in each country, our team matched the results with the EntreComp and Digcomp guidelines, resulting in reinforcing further the DMCP framework.

Developed by the European commission, through a mixed-methods approach, the EntreComp framework [1] defines entrepreneurship as a transversal competence. EntreComp aims to nurture entrepreneurial capacity of European citizens. It comprises 3

interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. These areas contain 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes [1]. Among the 15 competencies of EntreComp, framework, have been identified under above mentioned three competence areas are: Spotting opportunities, Vision, Valuing ideas, Ethical and sustainable thinking, Self-awareness and self-efficacy, Motivation and perseverance, Mobilising resources, Financial and economic literacy, Mobilising others, Taking the initiative, Planning and management, Coping with uncertainty, ambiguity and risk, Working with others, Learning through experience.

At the same time, Digcomp 2.1 [2] proposes a modular framework that includes five directives related to: 1. Information and data literacy (including managing data and digital content), 2. Communication and collaboration (including interaction via technologies to managing digital identity), 3. Digital content creation (including developing and integrating digital content to copyright and programming), 4. Safety (including protecting devices, personal data and privacy, health and wellbeing and the environment) and 5. Problem solving (including technical problems, creatively using digital technologies and identifying competence gaps).

The details of the skills description, the learning outcomes and objectives and the performance indicators that include suggested activities follow in the detailed document. Below it is a Summary of each Unit of the framework only, after the final matching of selected important skills.

Summary of the Units

UNIT 1 Digital Marketing Strategy

Unit 1 discusses Digital Marketing Strategy and essentially synthesizes the following units.

Specifically, a marketing strategy involves a series of well-informed decisions and actions with regards to the brand's value proposition. A digital marketing strategy provides a new, digital environment in which the brand's value proposition is developed and managed. Hence, Digital Marketing, is the component of marketing that utilizes internet and online based digital technologies. It therefore covers social media marketing, content marketing, search engine market, email marketing, websites, e-commerce, mobile marketing and influencer/affiliate marketing. Since the emergence of digital marketing, a shift of power, from the organisation to its audiences is evidenced; Customers can now engage in the joint creation of value through their participation (e.g. user-generated content, e-word of mouth).

The skills under objectives are:

- **Compare traditional and digital marketing**
- **Develop interest via digital communications**
- **List online customer engagement factors**

UNIT 2. Search engine optimisation (SEO) and Search

SEO is a process: a series of planning and executing steps that lead to a website being optimized to perform its best on the search engines. If one does not continue to make efforts to improve optimization and respond to market conditions, website's rankings will erode over time. Moreover, your efforts do not exist in isolation; there are others out there competing for rankings and traffic.

SEO process: tweak, optimize, build links, create content, and generally do their best to out-compete all other similar businesses vying for the top spots on the search engines.

The skills under objectives are:

- **Manage the SEO Process**
- **Develop SEO Strategies**
- **Control and Monitor SEO**

UNIT 3. Content Marketing

"Content marketing is a marketing technique of creating and distributing relevant and valuable content to attract, acquire, and engage a clearly defined and understood target audience – with the objective of driving profitable customer action".[1]

Content marketing is a huge challenge, as it requires a long-term strategy and objectives set in a measurable way. The effects are never visible straight away. The contributed work, especially the one connected with the subject matter, involves costs and dedicating a lot of hours (after all, we talk about a situation when the customers find us themselves). Additionally, one must be well familiar with Internet technology, as even the best content is of no use if the issues connected with SEO/SEM are not secured.

The skills under objectives are:

- **Classify Types of Content**
- **Draw Content Marketing Strategy**
- **Content Creation and Curation**

Source: [7]

UNIT 4. Social media marketing

The aim of this unit is to develop an in-depth understanding of the role of social media marketing in digital marketing. Specifically, as marketing has evolved from an era of telling and selling to effectively communicating, sharing and co-creating of information and

knowledge, social media platforms can enhance the organization's efforts to this direction.

Social media can be defined as the online means of communication, conveyance, collaboration, and cultivation among interconnected and interdependent networks of people, communities, and organizations enhanced by technological capabilities and mobility [8].

Consequently, this unit examines the main social media platforms and the value of each platform for different purposes and then explains how effective messages for social media platforms can be created. A key parameter in creating effective messages is the understanding of the perceptual process of the audience, i.e. how the stimuli received from the five senses may receive attention, is interpreted and may be retained.

The skills under objectives are:

- **Describe the social media tools**
- **Selection of social media channel(s)**
- **Encode attractive messages**

UNIT 5. Email Marketing

The email marketing competence unit aims to promote students' professionalism in a world where businesses and organizations   face complex problems and challenges stemming from globalization and the increase use of digital technology and in particular, digital marketing. At the same time, it aims to provide students with specific skills and knowledge regarding email proficiency.

Email Marketing remains a very powerful tool in business communications and forms one of the best   ways of making real connections with those who are truly interested in the organization. It enables a business to reach and communicate with a vast number of internet users including those who are not on social media, in a more personal and unique way.

At its most basic level, email marketing is used to foster relationships with potential customers, keep current customers informed and updated about the business products through email campaigns which include, newsletters, special announcement, event invitations, offer of coupons etc.

The skills under objectives are:

- **Building an Email List and a Database with reference to GDPR law**
- **Create Engaging Emails & Email campaigns**
- **Testing & monitoring the Email campaign**

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DMCP – The Framework

UNIT 1 Digital Marketing Strategy

Skills	Descriptors	Learning outcomes	Performance Indicators (suggested activities included)
SKILL 1: Compare traditional and digital marketing	**Describe the traditional business environment:** Face2Face and Ear2Ear transactions **Describe the digital environment:** The new digital environment includes the electronic, digital and wireless devices which are used to communicate, interact and manage the content and activities. Hence, Digital Marketing covers, social media marketing, content marketing, SEO, websites, e-commerce and email marketing. The technological advancements and the Internet in particular, affect consumer behaviour and business operations. In particular, the role of the customer and the way s/he behaves may be potentially affected. Hence, customer engagement may be enhanced. Even though there is no consensus as to what customer engagement is, it may be argued that customer engagement is the outcome of "repeated interactions that strengthen the emotional, psychological, or physical investment a customer has in	**Students should be able to:** ○ Discuss the business environment from a digital marketing perspective ○ Discuss the differences between traditional and digital communication and friendly media	1. **Draw a list** of the differences of digital communication with communication from traditional channels (Specify 5 companies, for example.) 2. Write 2 key advantages and disadvantages of traditional and digital communication media. 3. **An applied project** could be the development of a website. The website can serve for online sales and for communication with the customers/stakeholders. 4 **How to create a website** via Joomla https://websitesetup.org/build-website-with-joomla/ via Wordpress https://www.youtube.com/watch?v=8AZ8GqW5iak or other CMS.

	a brand" (EConsultancy, 2008).		
SKILL 2: Develop interest via digital communicatio ns	**Discuss how understanding of the audience can enhance their interest in digital communications:** For instance, differences between age groups: https://www.targetinternet.com/how-different-age-groups-are-using-social-media/ https://www.score.org/blog/how-do-different-generations-act-social-media **Discuss the role of the "content" in enhancing the audience's interest in digital communications** Even though there is to-date no universally accepted definition of content marketing, the Content Marketing Institute defines content marketing "as the marketing and business process for creating and distributing relevant and valuable content to attract, acquire, and engage a clearly defined and understood target audience - with the objective of driving profitable customer action" (Content Marketing Institute, 2015). There is agreement however as to the key role of content marketing in digital marketing strategies. https://contentmarketinginstitute.com/ https://www.marketo.com/definitive-guides/definitive-guide-to-engaging-content-marketing/	**Students should be able to:** ○ Identify how age and other demographic factors can influence the customer's interest in digital communications ○ Identify how audience involvement/participati on via digital communications can influence the customer's interest	**Demonstrate** how to increase customer interest in messages communicated via digital devices **Exercises** can focus on creating attractive content for the website (created under Skill 1 above) Generate a survey with the students, their parents and their grandparents. Objective: Identifying the different media resources every age, and sex use to contact with or follow companies. Possible questions? ● **How to encode** messages for the website – the important role of the content https://www.intercom.com/blog/customer-engagement/ ● **Content generation** to increase website visitors https://blog.marketo.com/2018/08/5-inspiring-content-marketing-case-studies.html ● Learn digital with google. Build your web presence: https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing/lesson/32#!#%2F https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing/lesson/33#!/practice#%2Fpractice ● 10 examples of how brands are using digital technology to attract customers: https://www.cmo.com.au/article/600880/10-examples-how-brands-using-digital-technology-attract-customers/

| SKILL 3: List online customer engagement factors | **Analyse the role of interactivity in digital communications**

Analyse the different roles of customers in the traditional and in the digital environment:

The interactive nature of the Internet empowers the customer and changes his/her role in the creation of value. Specifically, the customer can create, share or comment on content, and can influence through e-WoM other customers. Customer engagement will be content-related, it will be affected by frequency of brand posting activities and/or can increase via effective audience involvement. | **Students should be able to:**

○ Identify the factors that influence the customer's digital experience

○ Identify the factors that influence the customer's digital e-Engagement | **Demonstrate** how customer engagement can increase in messages communicated via digital device

Exercises can focus on the ways in which organisations can increase the participation of customers, e.g.
• Create an online Questions and Answer session
• Create online competitions
• 10 Customer Engagement Strategies You Should Be Using: https://www.yotpo.com/blog/the-indispensable-list-of-new-customer-engagement-strategies/ |

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UNIT 2   Search engine optimisation (SEO)

Skills	Descriptors	Learning outcomes	Performance Indicators (suggested activities included)
SKILL 1 Manage the	This skill covers the basic SEO-related configuration options such as set up	**Students should be able to:**	**Demonstrate the use** of at least 3 tools for managing the SEO Process.

SEO Process	Search Engine Friendly (SEF) URLs and optimize. SEF URLs are a necessity. Other content focuses on how to create URL aliases for specific pages or menu items. This is a useful technique that one should use if SEO is a priority. It is important to understand the distinction between the title tag and the article titles and how to control them individually. We also learn how metadata are set up at both global (the whole website) and individual (single page or article) level.	o Explain how search engines view sites o Analyse the SEO process o Demonstrate use of management techniques for SEO o Create basic Search Engine Friendly URLs o Optimize URLs o Use URL aliases o Demonstrate Controlling the title tag o Create and optimize metadata o Install and configure common SEO extensions	https://www.equinetacademy.com/seo-tutorial-step-step-search-engine-optimization-guide/ Google Garage Free Courses / Material https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing/module/5 https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing/module/6 https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing/module/7 https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing/module/8 https://learndigital.withgoogle.com/digitalgarage/course/digital-marketing/module/9 Activity suggestion (first activity): Can the student identify what a page is about given the HTML code if its code is correctly tagged? Activity suggestion: Identifying organic and paid results after a Google search. A good example with this would be looking for a ticket for an event (concert, etc.), and see how ticket resale websites like viagogo place their links using paid results while official saling websites appear on organic results. Activity suggestion: On the web site used for the DM project, activate Friendly URLs, title tag all pages, include ALT tag on all images, etc. Probably this activity should be a part of a bigger activity consisting on analyzing ranking first (Google Search

			Console), apply SEO techniques and analyzing ranking improvement after that.

SKILL 2 Develop SEO Strategies	For most companies, the initial steps in setting an SEO strategy focus on defining the product priorities and the target markets. The next step in the strategy process is determining which keywords and phrases are most likely to deliver the type of traffic the site needs.
	
	After one has assembled the preliminary list, it's best to take some time and do some research to make sure no candidate words or phrases are missed. A useful tool for assisting with keyword selection is the Google AdWords Keyword Tool. It's free of charge and, despite the name, it's useful for a lot more than AdWords.
	
	While keyphrase selection is more an art than a science, there are metrics one can apply to the process. One of the most useful is known as the Keyword Effectiveness Index, or KEI.
	
	KEI, in its simplest form, is a comparison of the potential search volume for a term relative to the number of pages competing for that term. There are multiple methodologies for arriving at KEI; which approach you prefer will typically depend on your personal SEO strategy.
		Students should be able to:
		
		o Discuss effective Strategies for SEO
		
		o Determine plausible SEO strategies
		
		o Discuss approaches to keyword selection
			Demonstrate the use of at least 3 SEO strategies
			Make a list of key words
			
			Search Engine Ranking Factors:
			● Keywords:
			  o in the domain name
			  o in a page's URL
			  o in the content title
			  o placement on a page
			  o repetition on a page
			● Uniqueness of content
			● Freshness of content
			● Facebook activity
			● Twitter activity, including influence of account tweeting
			● Social media up votes and comments
			● Click-through rate for the site
			● Bounce rate for the site
			● Number, quality, and content of links to this site, of internal links, of errors on site
			● Speed of site

SKILL 3 Control and Monitor SEO	This Skill helps enhance and maintain rankings once the site has gone live, as well as tracking and assessing the	**Students should be able to:**	1. **Apply control and monitor techniques** to one case of designing a website.(required sampling maybe included)

	success of this effort. Controlling and monitoring SEO should involve Link Building or Link Marketing. Link building is used to generate traffic and improve site's organic search ranking. Looking at link marketing in the context of SEO, the best bet for success lies in emphasizing growth in the number of quality links that point to your site. In short, the more high quality links you have pointing to your site, the better. The search engines' view on this point is simple: If content is authoritative and valuable, other people will link to it. If the people linking to this content are also viewed as being authoritative, then the search engines consider the value of their links to be greater than links from a low authority website.	o Demonstrate Link Marketing o Create your own links o Manage a link marketing campaign o Perform social media optimization o Monitor track and measure SEO performance o Carry out an SEO Audit o Identifying quality link partners	

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UNIT 3 Content Marketing

Skills	Descriptors	Learning outcomes	Performance Indicators (suggested activities included)
SKILL 1 **Classify Types of Content**	Draw the history of content marketing to learn the tools used in time, understanding who are: ● Content Stakeholders, ● Content Types and Formats ● Content Tools. Content Marketing refers to the process of creating and distributing relevant and valuable content to attract, acquire and build customer loyalty among a clearly defined audience with the goal of generating profitable actions among consumers." (https://www.quora.com/Why-should-you-do-content-marketing) Traditional marketing uses mediums to send their message out: · Radio and TV commercials · Newspaper and journal ads · Banner Ads · Direct mail ads, brochures, fliers · Billboards and signs Content marketing uses completely different channels. Social media is the most common way to publish content, with 92% of marketers using this method. / http://contentmarketinginstitute.com/what-is-content-marketing	**Students should be able to:** ○ Present content marketing processes. ○ Classify content Content Marketing in Types: 1- Blogging 2- Longform Content 3- Case Studies 4- White Papers 5- Ebooks 6-Videos and podcasts 7- Email newsletter 8- Website articles	**Recognize Content types** Format Content tools. https://www.quora.com/Why-should-you-do-content-marketing **Create on the existing website** at Unit 1 a link to: A blog, a case study, and a video. **Write:** o The Mission Statement o The Primary Goals o The Core Message and Two Secondary Messages o The Target Audience/Niche o Customer Benefits o The Unique Proposition o Slogans and Taglines o The Publication Schedule Useful Case Studies : https://blog.marketo.com/2018/08/5-inspiring-content-marketing-case-studies.html

| SKILL 2 Draw Content Marketing Strategy | Content Marketing strategy that is customer or individually targeted includes:

Analyze Community Management (selection)

https://blog.vanillaforums.com/community/community-management-101-everything-you-wanted-to-know-about-building-your-community-from-scratch#What you need to be aware of in selecting a community platform

Determine Social Listening
Social Media tool kit

https://www.quora.com/Why-should-you-do-content-marketing | **Students should be able to:**

o   Align content with customer journey.

o   How to select a community platform.

o   Understand and test Social Listening. | 1. **Find the Return on Investment (ROI)** of Content marketing https://www.thinkwithgoogle.com/intl/en-cee/success-stories/local-case-studies/how-one-retailer-boosted-roi-10-and-won-back-time-choosing-game-changing-solution/
2. **Create Description tags** https://themeisle.com/blog/meta-description-examples/https:/yoast.com/meta-descriptions/
3. **How to Churn community** https://blog.vanillaforums.com/community/community-management-101-everything-you-wanted-to-know-about-building-your-community-from-scratch#How to measure your community's success
4.**Content Marketing planer** part of the strategy
● https://www.youtube.com/watch?v=oz4KVRSxL9s
● https://www.youtube.com/watch?v=APQoWEqezFc |
| SKILL 3

Content Creation and Curation | Using Scheduling tools and promotion methods.

Creation Best Practice Brand Components

Content Personalization

Set a target or goal date for each promotion based on your marketing goal and then work backwards.
For example, if your product will be available for sale in six months, decide how far out you want to have product details made public through advertising and public relations efforts. | **Students should be able to:**
● Publish and Distribute Content
● Select Content Platforms
● Specify Benefits and Challenges of Content Seeding
● Perform Content Scheduling and use Techniques and Tools
● Use appropriate Content Promotion Strategies | **Show how to identify** the following:
o   Leads
o   Opportunities
o   Sales
o   Satisfied customers
o   Customer upsell
o   Passionate subscribers
2.   **Create**:
●   1 blogposts
●   https://www.youtube.com/watch?v=U2QvwgaECps
●   3 tweets https://www.youtube.com/watch?v=5jWNpLvdocU
●   2 Instagram posts https://www.youtube.com/watch?v=Op-sKPePo2o
●   2 Facebook posts https://www.youtube.com/watch?v=lAKEddOEd00 |

	The major objectives of the marketers who decide to launch content marketing are as follows:
	
	· Increasing brand awareness
	· Lead generation
	· Converting leads into customers
	· Building the image as the industry leader
	· Customer engagement
	· Customer retention
	· Website traffic
	· Sales
	(see pdf Content Marketing attached)
		● Develop a content marketing plan:
		  o Content Marketing Goals
		  o Content/Business Goal Alignment
		  o Content Topics
		  o Content Calendar
			● 2 LinkedIn posts https://www.youtube.com/watch?v=cxJydOZBnNE
			● At least one Youtube video.
			● https://www.youtube.com/watch?v=g75uLsZmTiM

References:

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UNIT 4 Social media marketing

Skills	Descriptors	Learning outcomes	Performance Indicators (suggested activities included)

SKILL 1 Describe the social media tools	**Outline the main social media platforms**
	The main social media platforms are:
	  Facebook
	  Instagram
	  Youtube
	  LinkedIn
		Students should be able to:
		
		o List the fundamental social media tools
		
		o Briefly describe the fundamental social media tools
			Draw a list of social media platforms
			https://www.digitalinformationworld.com/2019/01/most-popular-global-social-networks-apps-infographic.html

	Twitter Pinterest https://www.dreamgrow.com/top-15-most-popular-social-networking-sites/		
SKILL 2 **Selection of social media channel(s)**	**Analyse the main advantages of each social media platform** **Analyse the main disadvantages of each social media platform so that you can choose the appropriate channel for each case**	**Students should be able to:** **Analyse the characteristics of each social media platform** Facebook Who should use it: Everyone What to share: All types of online content, events, ads Instagram Who should use it: Lifestyle, food, fashion, personalities and luxury brands What to share: Share visual content, including short videos YouTube Who should use it: Brands with video content and ads What to share: Short video content LinkedIn Who should use it: Businesses, Recruiters and Job-Seekers What to share: Job-postings, company descriptions, employer/employee research Twitter Who should use it: Everyone What to share: Start, join, and lead	1. **Demonstrate the ability to use social media platform(s)** for specific scenarios E.g. for introducing a new product in the market, such as cosmetics, athletic wear, a new cafeteria/restaurant https://www.socialmediaexaminer.com/social-media-product-launch/ https://later.com/blog/product-launch-social-media/ https://www.canva.com/learn/10-tactics-for-launching-a-product-using-social-media/ E.g. for increasing sales of an existing product or service https://medium.com/better-marketing/7-simple-ways-to-drive-sales-on-social-media-with-examples-8012193aa2fb https://www.prontomarketing.com/blog/using-social-media-for-sales/ https://thenextweb.com/socialmedia/2014/03/05/social-media-platform-best-business/ https://www.maxaudience.com/2017/11/16/comparing-contrasting-top-social-media-platforms-part/ https://thetechhacker.com/2019/03/04/advantages-and-disadvantages-of-facebook/ https://www.lifepersona.com/the-8-advantages-and-disadvantages-of-instagram-most-relevant

		conversations; interact directly with brands and customers	https://www.shoutmeloud.com/what-are-the-advantages-and-disadvantages-of-facebook.html
SKILL 3 Encode attractive messages	**How to encode messages for social media platforms that will (i) attract and (ii) hold the attention of audiences on social media** Encoding refers to transforming an abstract idea into a communicable message, via words and/or symbols, and/or pictures, and/or sounds. Effective encoding can help in attracting the audience's attention. Once the audience's attention is attracted, it is then important to hold this attention through, for instance (a) frequent updates and (b) incentives for audience involvement/participation. In fact, the audience may be active or passive and hence, audience involvement is especially important in delivering effective messages.	**Students should be able to:** o Identify audience characteristics o Discuss how to choose the appropriate verbal and non-verbal stimuli for SM messages	1. **Encode the appropriate message** for specific scenarios in digital devices 2.Students may be requested to **set up the following:** o users of a specific Brand may share their experience of a particular event of the Brand on a social media platform, co-creating the story o the organisation can run a hashtag competition on Instagram https://casmccullough.com/20-ideas-turning-audience-participants/

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UNIT 5. E-mail marketing

Skills	Descriptors	Learning outcomes	Performance Indicators (suggested activities included)
SKILL 1 **Building an Email List and a Database, with reference to GDPR law**	**Build your own Email list** Collect emails from people who have given their permission to use their email addresses and create an email list in an Excel spreadsheet file format https://www.lyfemarketing.com/blog/email-list-building/ Alternative you may use a database program that contains and organizes all the names and email addresses like the FileMaker https://www.filemaker.com/trial/	**Students should be able to:** ○ Illustrate the importance of the Email List/subscribers ○ Demonstrate their ability to create a database of subscribers ○ Develop and use of the different forms	1. **Create an email list** of at least 50 subscribers ie from students etc. (Mailchimp example: https://www.youtube.com/watch?v=lZibsAyUWDU) 2. **Build a Database** by entering the email list you have created in an excel spreadsheet or database of subscribers. 3. **Explore ways to increase** the number of subscribers: ○ Design Sign Up Forms ie for the websites, using all necessary information (ie like name, address, specific interests, age, sex etc). in order

	Subscriber's Sign up forms New subscribers can be encouraged to register (using a Sign Up form) through a website in exchange for a newsletter or a story **Email marketing software tools** Software and automation tools that can be used in email marketing include MailChimp and Constant Contact. These tools can be used to send out emails and monitor how the subscribers interact with the emails. These tools can also be used to track and analyses the email movement rates	of subscriber Sign Up forms o Familiarize themselves with at least one software as is Mailchimp	to increase the number of subscribers o Build Your List of Email Addresses Track on Mailchimp https://www.youtube.com/watch?v=t7fyhkEQkig 4. Verify acceptance of email 5. Obtain approval as per GDPR law when sending out emails.
SKILL 2 **Create Engaging Emails & Email Campaigns**	**Design and differentiate the different types of emails** Write effective professional Emails and Newsletter that grab subscribers' attention in the right format Make effective use of the different parts of an email i.e. subject line, colour scheme, images etc **Create an Email Campaign** **Email Campaigns** take the form of Newsletter, Welcome Email, Event Invitation. Welcoming email, Telling a Story etc The step by step process of creating your email campaign which includes preparing the content, layout and style of your email. https://www.youtube.com/watch?v=t7fyhkEQki	**Students should be able to:** o Distinguish between the different types of Email Campaigns ie Welcoming Email, Newsletter , Announcement and Invitation o Compose persuasive emails that capture attention o Design emails that are mobile-friendly o Illustrate the use of the call-to-action (CTA) function Hubspot.com	**1. Compose a** Welcome Email that will be sent to the email list created in Skill 1 which may include: o A catchy subject line o Thank your subscribers o Tell them about your business o Provide more information about the future email content they will receive o An incentive (if you offered one) o Contact information o Use Call-To-Action (CTA) function 2. Make it easy for the subscribers to unsubscribe. 3. **Describe Email design best practices**

DIMAS

	g **Customize Templates** **Creating Email Campaign and customize templates using Mailchimp** https://mailchimp.com/why-mailchimp/	o Demonstrate the use of the unsubscribe mode	
SKILL 3 **Testing & monitoring the Email campaign**	**The A/B testing method** **Test the effectiveness of the Email campaign** before and during the campaign **Why test?** Compare and evaluate the different parts of the email campaigns in order to see how they impact the subscribers' reactions to them. **What to Test?** Historically, the subject line has been the most popular marketing email element to test, followed by the content of the message itself. Other features include, day or time and Call to action: **The A/B testing method** is one of the most common testing methods. Email testing can be processed in 3 step process: 1) outline the variables to be tested; 2) create two versions of the email (i.e. version A and B); 3) distribute version A to a portion of the Email list, and version B to the other portion. Note – make sure your sample size is large enough. Using software tools to test the Email (i.e Mailchimp) https://mailchimp.com/marketing-glossary/#a-b-tests **A quick way to test your Champaign** Give it	**Students should be able to:** o Present the importance of testing the email campaign o Specify which factors should be tested o Demonstrate the use A/B testing	**1. Test the effectiveness** of their email campaign following a 4-step process: o choose two variables of the Email to be tested (ie the Subject Line and the Content) o create two versions A and B of the email using different Subject Lines and Content o distribute version A to a portion of your list and version B to another portion o analyze the results to see which version is the best **2. Students will test the campaign using** the Mailchimp tool https://mailchimp.com/features/ab-testing/

	to your friends or coworkers who can check your email for typing mistakes and give you some feedback on the subject line, layout, etc		

References:

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ANNEX 1 – Glossary of Terms and Abbreviations

Churn rate

The churn rate is the percentage of users who unsubscribe over a specific period of time. It is also known as customer attrition. One can calculate it is by dividing the number of customers who unsubscribe in the period by the number of customers at the start of the same period.

Content Marketing

Content marketing is a form of marketing focused on creating, publishing/sharing content for a targeted audience online. Such content or online material includes videos, blogs, and social media posts. It does not explicitly promote a brand and does not involve direct sales, but rather aims to build trust and rapport with the audience or customer engagement.

Community platform

It can me any type of electronic platform which integrates many tools to manage digital marketing strategies to various communities of people, examples are: emailing, mobile, social, web, marketing automation, and data and analytics platforms.

Content marketing

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CSM (Joomla, Wordpress, etc.)

A content management system or CMS is a software that facilitates creating, editing, organizing, and publishing content. Joomla is a free and open-source CSM, it is built on a model–view–controller web application framework that can be used independently of the CMS that allows you to build powerful online applications. WordPress is another free and open-source CSM that allows you to create and publish your content on the web.

DCMP, Digital Marketing (DM) Competencies Profile

This represents DIMAS' project Output 1, which presents under a framework the curriculum to be developed in Output 2. It is a presented under five Units or Modules of the course, which elaborate a set of skills, described in detail and followed by a set of learning outcomes and performance indicators, including suggested activities for teachers to develop further their practical activities of the course.

DIMAS, Digital MArketing at Secondary schools

Acquisition of new e-business competences by introducing Digital Marketing (DM)' skills in upper-secondary schools is a project funded by Erasmus+, KA2. The project aims are to: elaborate and pilot a digital marketing curriculum for teachers and students with new assessment mechanisms and digital OERs, support teachers in implementing a collaborative and innovative methodology with the use of an eportfolio and motivate students through practical, problem-solving learning based on real-life scenarios. See: http://dimasproject.eu/

DM Digital Marketing

Digital Marketing is the marketing practice on the Internet via digital distribution channels such as computers, mobile phones, smart phones, or other digital devices.

DMS Digital Marketing Strategy

Digital Marketing Strategy emphasizes how digital technologies make marketing more effective and includes setting marketing objectives (based on market insights and target audiences), selecting the appropriate digital marketing channels/ platforms and tactics, and evaluating performance. DMS triggers individual attention, better campaign management, and enhanced customer engagement.

Ear2Ear transaction

Interaction and/or exchange that takes place over audio devices, e.g. phones.

E-mail marketing

Email Marketing enables a business to reach and communicate with a vast number of internet users including those who are not on social media,   in a more personal and unique way. The purpose is either to provide information about a product or to acquire new customers or to enhance the organization's relationship with its customers.

EntreComp

EntreComp is a free, flexible reference framework that can be adapted to support the development and understanding of entrepreneurial competence in any setting. EntreComp has the potential to be used in a variety of ways including: supporting policy and practice to develop digital skills. assessing digital skills.

Electronic word of mouth e-WoM

e-WOM is a form of buzz marketing and it can become viral if the message is persuasive or funny enough. In eWOM we focus on person-to-person contacts that happen on the internet. You may think this is new but in fact it's the oldest type of marketing we know.

Face2Face transaction

Interaction and/or exchange that takes place face-to-face.

Friendly media

By *defining* these aspects, we can *define* what the term *user-friendly* means in terms of web design, Learnability, that is how easy people find the site the first time.

GDPR, General Data Protection Regulation

The General Data Protection Regulation (EU) 2016/679 (GDPR) is a regulation in EU law on data protection and privacy in the European Union (EU) and the European Economic Area (EEA). It also addresses the transfer of personal data outside the EU and EEA areas.

The GDPR aims primarily to give control to individuals over their personal data and to simplify the regulatory environment for international business by unifying the regulation within the EU.

KEI, Keyword Effectiveness Index

KEI (keyword effectiveness index) is one of the quickest ways to find keywords that show potential - that is, those keywords which are likely to help your site attract more traffic.

Learning Outcomes

Is a learning statement of what a student is expected to be able to develop from obtaining a skill, or know about a unit of study, and how well he/she should be expected to achieve those outcomes.

Lead / Leads

A lead is an individual or organization with an interest in what one is selling. The interest is communicated by sharing contact information, like an email ID, a phone number, or even a social media account.

Link Building

Link building is the process of acquiring hyperlinks from other websites to your own. A hyperlink (usually just called a link) is a way for users to navigate between pages on the internet. Search engines use links to crawl the web; they will crawl the links between the individual pages on your website, and they will crawl the links between entire websites. There are many techniques for building links, and while they vary in difficulty, SEOs tend to agree that link building is one of the hardest parts of their jobs. Many SEOs spend the majority of their time trying to do it well. For that reason, if you can master the art of building high-quality links, it can truly put you ahead of both other SEOs and your competition.

Link Marketing

Link Marketing is essentially artificial link building, but the sole goal of it isn't just

increasing organic traffic, it has several other long-term benefits associated with it as well.

Metadata

Metadata is "data that provides information about other data". In other words, it is data that describes other data; it is much easier for someone to locate a specific document like files, images, videos, spreadsheets etc.

Performance Indicators

Is one way of measuring performance, by collecting, analysing and reporting information, of a particular group or a particular activity (such as cases studies, assignments and projects).

SEM, Search Engine Marketing

Search Engine Marketing (SEM) is the process of increasing visibility in search engines and getting traffic either through SEO or paid search ads. SEM is the process of gaining traffic and visibility from search engines through both paid and unpaid efforts, it is a form of Internet marketing that involves the promotion of websites by increasing their visibility in search engine results pages (SERPs) primarily through paid advertising. SEM may incorporate SEO, which adjusts or rewrites website content and site architecture to achieve a higher ranking in search engine results pages to enhance pay per click (PPC) listings.

SEO, Search engine optimization

Search engine optimization (SEO) is the process of increasing the quality and quantity of website traffic by increasing the visibility of a website or a web page to users of a web search engine.

SEF URLs

Search engine friendly (SEF), human-readable or clean URLs are URLs that make sense to both humans and search engines because they explain the path to the particular page they point to.

SEO extension

SEO extension allows you to get instant SEO insights about different websites or search engine result pages (SERPs)

Social Listening

Social listening is the process of monitoring digital conversations to understand what customers are saying about a brand and industry online. It is also used to surface feedback that could help to differentiate their brand, product, or service

Social media marketing

Social media marketing is the use of social media platforms (e.g. Facebook, Instagram, YouTube, Twitter, LinkedIn) and websites to promote a product and engage audiences.

Social Media tool kit

A social media toolkit contains the resources to be used social media campaigns.

Tag

In marketing/advertising, tags are used to collect information about visitors to a website and how they behave on the site.

Tagline

A tagline is a short, memorable or catchy phrase that is used throughout your marketing. It should convey the main sentiment or feeling that you want people to associate with your brand.

Target Audience

A particular, selected group at which a product and the entire marketing mix is aimed at.

Unique Proposition

A *unique proposition* refers to the *unique* benefit exhibited a service, product or brand that enables it to stand out from competitors. The *unique* selling *proposition* must be a feature that highlights product benefits that are meaningful to consumers.