DIgital MArketing at Secondary Schools

CURRICULUM FOR DIGITAL MARKETING

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Introduction

DIMAS is an educational innovation project for the acquisition of new e-business competences by introducing Digital Marketing (DM) Skills in upper-secondary schools. The project has three main outputs: O1) the Digital Marketing Competency Profile (DMCP); O2) the curriculum and learning materials, and O3) a competency-based adapted e-portfolio for the assessment and endorsement of digital marketing skills.

This document corresponds to O2 and contains a description of the design and development of a Digital Marketing curriculum and the corresponding e-learning materials. It is based on O1, the DMCP, which is downloadable from the project website and is published on the Erasmus+ Project Result Platform. The e-learning materials will also be available online through the student/teacher lifelong cloud e-portfolio.

The Curriculum comprises of a set of general and specific objectives for the whole curriculum and per unit, aiming at clarifying each particular Unit of the course. O2 presents the findings and analysis of the primary research applied to teachers and industry from the partner countries and the activities of the five Units of the course:

Unit 1 - Digital marketing strategy
Unit 2 - Search engine optimisation (SEO) & Search engine marketing (SEM Pay Per Click PPC)
Unit 3 - Content marketing
Unit 4 - Social media marketing
Unit 5 - e-mail marketing

When presenting the statistical analysis of the primary research conducted in each partner country in Greece, Spain and Sweden (downloadable from the following link), the analysis sheds more light on the key needed aspects of digital marketing concepts and practice that the curriculum further suggests. The data collected during January 2020-March 2020 came from 62 educators and 18 DM experts experiencing the survey, which validates to a high degree the proposed DM Competency profile.

Finally, yet importantly, each single Unit presents a brief introduction of the skills presented in the DCMP framework, with emphasis directly on the activities and practical exercises, case studies, simulations and/or concepts presentation to be conducted during the course. Then, each Unit presents the activities evaluated under a rubric, emphasizing the apprehension of the skills presented in the Framework Output 1. It also includes a feedback form, the possible quantification of the students' evaluation and the final learning outcomes. Besides describing each activity, we offer the approximate timing for each activity. The timing takes into account the regular school breaks, and the rubric for evaluation is prepared in an appropriate manner to fulfil the aims of the course.

Objectives

General Objectives

From a firm's perspective it seems there is a lack of key competencies as many organizations fail to incorporate current developments of today's digitally interconnected world in their communications strategy.

As all forms of conducting business become digital, especially marketing communications and the process of introducing new products in the market need a new approach which capitalizes on the recent technological advancements.

As a result, the emerging digital economy is challenging the effectiveness of current marketing practices, and necessitates a radical redesign of marketing curricula, which should be aligned with the emerging student and business needs of the 21st century and with the EntreComp [1] and Digicomp 2.1 [2] framework.

In addition to social media, nowadays mobile technologies have assumed a key role in marketing communications. In essence, it is therefore imperative for business professionals to embrace the various opportunities emanating from these further technological advancements, which have significantly enhanced the creation, dissemination and consumption of information and have reformulated the way in which customers are nowadays engaging with organizations.

Early on, Wymbs [3] described the need for a fundamental change in the teaching of marketing in today's environment. The necessity for performing curricula audits of existing digital marketing initiatives becomes essential. Moreover, it is important to design new marketing curricula reflecting the needs of the digital age. In addition, more hand-on and practical approaches are necessary to effectively implement digital marketing curricula in the educational system.

Schlee and Harich's [5] evaluated the skills and conceptual knowledge that employers require for marketing positions at different organizational levels. It was revealed that oral and written communication skills, as well the abilities to work in teams were rank highest. Similarly, Wellman [6] evaluated 250 job posts related to marketing graduate occupations in the United Kingdom and the most often mentioned skills and trait dimensions identified were communication, planning and organization, accuracy and attention to detail, and creativity-innovation. In another study focusing on entry-level employees in marketing Schlee and Karns [4] explored knowledge, skills, and personal attributes required by employers. It was shown that essential skills arise from oral and written communication, working in teams, working independently, being detail-oriented, time management, making presentations, multi-tasking, solving problems, and learning, many of which are per se among the 15 competencies of EntreComp [1] and Digicomp 2.1 [2] frameworks.

In addition, analytical and technical skills were essential especially for higher paid jobs. The most frequently demanded technical skills included effective use of software, project management, database management skills, data analytics, and web analytics. This particular finding shows the importance of digital skills in today's world and especially in marketing.

A further notable study by Mishra et al. [7] examined marketing graduates' technological knowledge. It seems that many students feel discomfort about their preparedness for using technology in their career. Students' attitudes and expectations regarding digital tools in marketing is questionable contrary to common beliefs. Further, in a Digital Marketing skills gap study [8], the need to compliment technical knowledge with a broad understanding of business processes is highlighted.

This is in agreement with other studies [9].

There is vivid need to fill in the skills gap that exists in between what the industry needs and what is offered by educational institutions. Furthermore, in an attempt to quantify the DM effectiveness [10] several DM effectiveness measures have been evaluated. It seems that DM is quite effective in developing brand awareness, word-of-mouth buzz, customer satisfaction, user-generated content and web analytics. Further, managers seem to prefer using DM measures, such as page views, cost per thousand impressions and click-through rate to promote customer engagement.

Specific objectives

Following our DMCP we can indicate the main objectives of each Unit as follows:

UNIT 1. Digital Marketing Strategy

Starting with DM Strategy, we have identified three main objectives that should be attained:

- realize the differences between traditional and digital marketing,
- specify the factors that can influence customer interest in digital communications,
- determine the factors that can affect online customer engagement.

UNIT 2. Search engine optimisation (SEO) and Search

Going to the second main objectives category related to SEO we aim to:

- develop skills related to managing the SEO process,
- learn how to develop SEO strategies,
- be able to monitor and control SEO.

With respect to managing the SEO process, effective DM professionals should be able to create basic search engine friendly Uniform Resource Locators (URLs), optimize URLs, use URL aliases, control title tags, create and optimize metadata and finally install and configure common SEOs. In order to develop a strong competency in SEO, the DM professional should also be able to formulate plausible SEO strategies and suggest specific approaches to keyword selection. Further, the effective DM professional should be able to monitor and control the SEO process by building links and social media optimization.

UNIT 3. Content Marketing

For content marketing four main objectives need to be achieved:

- clearly distinguish between different types of content,
- formulate content marketing strategies in a customer-oriented but also data-driven way,
- create and personalize content,
- produce content promotion strategies.

Regarding types of content, the DM qualified professional should be able to recognize different categories of content such as slogans and taglines and modify them using appropriate format

content tools. In formulating content marketing strategies, the envisaged DM professional should be able to analyse and manage communities and determine and apply social listening tactics. In creating content, the DM professional should be able to utilize a variety of content platforms and implement personalization. Finally, in producing content promotion strategies, the professional should demonstrate ability in the effective use of leads, customer upsells, tweets, Facebook, Instagram, LinkedIn and Blog posts, and YouTube channel handling.

UNIT 4. Social media marketing

The fourth main category of competencies, Social Media marketing consists of the following objectives:

- evaluate a variety of social media platforms,
- effectively apply social media tools,
- encode attractive and engaging messages on specific social media platforms.

Regarding the operation of social media tools, the DM professional should be able to set up appropriate content on a variety of platforms. In the evaluation of social media platforms, the DM professional should be able to recognize characteristics, advantages and disadvantages based on the specific scenarios and select the most appropriate social media tool. Further, the ability to encode attractive messages, should be accompanied by the use of multiple mobile digital devices.

UNIT 5. Email Marketing

The fifth main competency of E-mail marketing is comprised of:

- building customer E-mail Lists,
- designing effective marketing emails and
- creating auto-responses.

In building customer email lists, the DM professional should demonstrate ability to categorize customer contacts into separate market segments and find ways to create contacts by using subscribers lists from other channels. Further, the DM professional should be able to write effective and professional emails using customized templates. Finally, the DM professional should be able to set up standard reply emails and explicate autoresponders.

Description of activities and evaluation

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.

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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 (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
Compare traditional and digital marketing	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%
Develop interest via digital communications	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.	
List online customer engagement factors	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%
Innovation and creativity	None	Little	Medium	High	7%
Group dynamics	None	Little	Medium	High	7%

UNIT 2. Search engine optimisation (SEO) and Search

The following videos can be used as **multimedia resources** to introduce the unit:

- https://youtu.be/LVV_93mBfSU. It explains how search works. This video uses an easy upper-secondary school student-oriented approach.

- https://youtu.be/Y2J7sVpmeq8. It explains search engine basics. This video uses a marketing oriented technical approach.
- https://youtu.be/3CgJRdJetiw. It explains how search engines works. This video uses a marketing oriented technical approach.

Time: 30 minutes
- 15 minutes watching the videos
- 15 minutes' discussion about the information on the videos

Proposed Activity 1: Setting up SEO basics

Skill 1.: Managing the SEO process

Time: 80 minutes
- 10 minutes watching the videos
- 10 minutes' discussion about the information on the videos
- 10 minutes to explain the activity
- 50 minutes to do the activity (estimated time does not include the time to write the article to be published, only the time dedicated to applying SEO)

Method: Activity is recommended to be done individually.

Learning Methodology:

Competency-based learning

By definition, all learning is aimed at the acquisition of knowledge, the development of skills and the solidification of work habits. Competency-based learning represents a set of strategies to achieve this goal. Through evaluation tools such as rubrics, teachers can deliver the academic curriculum without deviations from the current curriculum but focusing on it in a different way, putting into practice real examples and, thus, transmitting to their students a more tangible dimension of the lessons.

Learning outcomes:
- Create basic Search Engine Friendly URLs
- Optimize URLs
- Use URL aliases

- Demonstrate controlling the title tag
- Create and optimize metadata
- Install and configure common SEO extensions

Multimedia Resources:

The following videos can be used as **<u>multimedia resources</u>** to introduce the activity:

- https://youtu.be/P9xw4uu4RB4. It explains what SEO is and the SEO basic techniques we will use in this activity. This video uses a YouTuber approach.
- https://youtu.be/9WhHlqxj4W8. It explains how search engines see the web and the SEO basic techniques that we will use in this activity. This video uses a technical approach.

Activity:

The student has to publish a post on the blog of the website being used for this project, making sure it complies with the **three basic elements of SEO**:

- **The post's URL is optimized for SEO**. The student should check if the URL of his/her post is optimized for SEO. In order to know what a URL must comply with in order to be optimized for SEO, he or she must read the information in the following link:

https://www.oncrawl.com/oncrawl-seo-thoughts/10-tips-to-optimize-your-urls/

  and must produce a table in which **the first four tips** given in that link will appear in one column, and in another column he or she must indicate, with justification, whether or not his or her URL complies with them.

- **The post has a descriptive title** of the content. The student should provide a screenshot of his/her post.

- **The post contains descriptive metadata** of the content. The student should provide a screenshot of the metadata of his/her post.

The student should produce a document with the requested information and evidence.

Performance indicator: Demonstrate the use of at least 3 tools for the management of the SEO process

Evaluation:

We suggest the evaluation rubric as follows:

Mark out of 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight
Setting up SEO basics	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 BUT it only complies with ONE of the indicated criteria: - The 4 tips for optimization of the URL of the post have been analyzed. - the post in the blog has a descriptive title. - the post in the blog contains descriptive metadata of the content.	The student turns in the assignment on time BUT it only complies with TWO of the indicated criteria: - The 4 tips for optimization of the URL of the post have been analyzed. - the post in the blog has a descriptive title. - the post in the blog contains descriptive metadata of the content.	The student turns in the assignment on time AND it complies with the THREE indicated criteria: - The 4 tips for optimization of the URL of the post have been analyzed. - the post in the blog has a descriptive title. - the post in the blog contains descriptive metadata of the content.	30%

Proposed Activity 2: Make a list of keywords

Skill 2: Develop SEO strategies

Time: 95 minutes
- 10 minutes watching the videos
- 10 minutes' discussion about the information on the videos
- 10 minutes to explain the activity
- 50 minutes for brainstorming and choosing the keywords
- 15 minutes to do the research on those keywords

Method: Activity is recommended to be done in groups of four students maximum.

Learning methodology:

Competency-based learning

By definition, all learning is aimed at the acquisition of knowledge, the development of skills and the solidification of work habits. Competency-based learning represents a set of

strategies to achieve this goal. Through evaluation tools such as rubrics, teachers can deliver the academic curriculum without deviations from the current curriculum but focusing on it in a different way, putting into practice real examples and, thus, transmitting to their students a more tangible dimension of the lessons.

Cooperative Learning

"Stronger together". This could be a simple summary of cooperative learning, a methodology that teachers use to bring students together and thus impact learning in a positive way. Working in groups, improves student attention, involvement and knowledge acquisition.

Learning outcomes: Discuss approaches to keyword selection

Multimedia resources:

The following videos can be used as **multimedia resources** to introduce the activity:
- https://youtu.be/foVEh0LGo9Q. It explains what keywords are and how to choose keywords. This video uses a technical approach.
- https://youtu.be/Xb-DXstOD2E. It explains what keywords are and how to choose keywords. This video uses a technical approach.

Activity:

Perform an analysis of the keywords (long-tail keywords, preferably) by which you want the website of your fictitious business/event to be found in the search engines.

To do this, first brainstorm with your team and get a list of 5 candidate keywords based on the profile of potential searchers.

The student can find detailed information on how to choose keywords on the following website: https://moz.com/beginners-guide-to-seo/keyword-research

Make a study to see what results these keywords already offer in the search engines. To do this, simply Google them and take a screenshot of the top 5 results for each one of them.

Performance indicator: Make a list of keywords

Evaluation:

We suggest the evaluation rubric as follows:

Mark out of 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight
Make a list of keywords for our website	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, BUT identifies less than 3 appropriate candidate keywords,	The student turns in the assignment on time, BUT identifies less than 5 appropriate candidate keywords,	The student turns in the assignment on time, AND identifies at least 5 appropriate candidate keywords,	25%

		presenting a screenshot of the traffic generated by those keywords in Google.	presenting a screenshot of the traffic generated by those keywords in Google.	presenting a screenshot of the traffic generated by those keywords in Google.	
Group dynamics	Group Indicates little or no initiative to understand and participate in this unit	Group indicates some form of initiative in the concepts involved in this unit	Group able to apply facts and concepts together	Group works effectively together and takes initiatives to construct and create new ways of tackling the skills involved in SEO unit	10%

Proposed Activity 3: Describe and apply effective On-Page SEO strategies

Skill 2: Develop SEO Strategies

Time: 95 minutes

- 10 minutes watching the videos
- 10 minutes' discussion about the information on the videos
- 10 minutes to explain the activity
- 15 minutes to do the electronic presentation
  50 minutes to add the keywords to the recommended places to get a good ranking
    -

Method: Activity is recommended to be done individually

Learning methodology:

Competency-based learning

> By definition, all learning is aimed at the acquisition of knowledge, the development of skills and the solidification of work habits. Competency-based learning represents a set of strategies to achieve this goal. Through evaluation tools such as rubrics, teachers can deliver the academic curriculum without deviations from the current curriculum but focusing on it in a different way, putting into practice real examples and, thus, transmitting to their students a more tangible dimension of the lessons.

Learning outcomes:

- Discuss effective strategies for SEO
- Determine plausible SEO strategies

Multimedia Resources:

The following video can be used as a **multimedia resource** to introduce the activity:
- https://youtu.be/kJuwu1n05dM. It explains what can be done to make a web page search friendly. This video uses a technical approach.
- https://youtu.be/P9xw4uu4RB4. It explains what SEO is and the SEO basic techniques we will use in this activity. This video uses a YouTuber approach.

Activity:

Make an electronic presentation explaining the 9 places in which the SEO On-Page strategy recommends that the keywords chosen appear in order to get a good ranking for those search terms by the search engines.

You can find information about this on the following websites:

- https://www.equinetacademy.com/seo-tutorial-step-step-search-engine-optimization-guide/ (Read step 4 in this document)
- https://www.equinetacademy.com/seo-keyword-optimisation-guide/

Then, apply what you've learned by using the selected keywords on 5 of those recommended places in one of the pages of the website we're working on in this project or in a post on the blog of that website. Provide evidence of this, such as screenshots, etc.

Performance indicator: Demonstrate the use of at least 3 SEO strategies

Evaluation:

We suggest the evaluation rubric as follows:

Mark out of 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight
Describe and apply effective On-Page SEO strategies	The student does not turn in the assignment on time OR the student's electronic presentation does not indicate the 9 locations where keywords should be included to improve SEO	The student creates an electronic presentation with the 9 locations where keywords should be included to improve SEO BUT presents evidence of having implemented the inclusion of keywords in less than the 3 of the requested locations	The student creates an electronic presentation with the 9 locations where keywords should be included to improve SEO BUT presents evidence of having implemented the inclusion of keywords in less than the 5 of the requested locations	The student creates an electronic presentation with the 9 locations where keywords should be included to improve SEO AND presents evidence of having implemented the inclusion of keywords in the 5 requested locations.	25%

Proposed Activity 4: Monitor the links to your website

Skill 3: Control and monitor SEO

Time: 90 minutes

- 10 minutes watching the videos
- 10 minutes' discussion about the information on the videos
- 5 minutes to explain the activity
- 25 minutes to get and analyze current backlinks
- 40 minutes to make a link marketing list

Method: Activity is recommended to be done in groups of four students maximum.

Learning methodology:

- Competency-based learning
- By definition, all learning is aimed at the acquisition of knowledge, the development of skills and the solidification of work habits. Competency-based learning represents a set of strategies to achieve this goal. Through evaluation tools such as rubrics, teachers can deliver the academic curriculum without deviations from the current curriculum but focusing on it in a different way, putting into practice real examples and, thus, transmitting to their students a more tangible dimension of the lessons.

- Cooperative Learning
- "Stronger together". This could be a simple summary of cooperative learning, a methodology that teachers use to bring students together and thus impact learning in a positive way. Working in groups, improves student attention, involvement and knowledge acquisition.

Learning outcomes:

- Demonstrate Link Marketing
- Create your own links
- Manage a link marketing campaign
- Monitor track and measure SEO performance
- Carry out a SEO Audit
- Identifying quality link partners

Multimedia resources:

The following video can be used as a **multimedia resource** to introduce the activity:
- https://youtu.be/0IAjyByC3Hg. It explains the impact on your website's SEO of external links to your website. This video uses a technical approach
- https://youtu.be/P9xw4uu4RB4. It explains what SEO is and the SEO basic techniques we will use in this activity. This video uses a YouTuber approach.

Activity:

Perform an analysis of the external links to the website of your fictitious business/event we are working on this project or to some other website, like your school's. These links are called **backlinks**.

To find out the backlinks to the website being analyzed, you can use one of the following web apps or tools:

- **Google Search Console**. You have to be the owner of the website. In this video, https://youtu.be/edKGrIg89AI, you can find information on Google Search Console.
- **Open Link Profiler Website,** https://www.openlinkprofiler.org/. Free website to find out the websites linking to another website. Registration with an email is needed.

In your groups, discuss about the quality of those links and choose the 3 of them you believe are the most significant or quality links to your website. Make a report explaining why you think those are the most important ones.

Also in your groups, discuss and make a list of 3 sites that would be significant or quality sites if they are linked to yours. For each one of them, write a couple of lines explaining why you consider them to be quality links. Also, for each one of them, give a classification on how difficult it would be to achieve it (easy, medium, difficult), and write a plan on how you would try to get them.

Performance indicator: Apply control and monitor techniques to one case of designing a website.

Evaluation:

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We suggest the evaluation rubric as follows:

Mark out of 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight
Monitor the links to your website	The student does not turn in the assignment on time or does not meet any of the indicated criteria.	The student identifies 3 quality links to the website in a reasoned manner BUT the description of the link marketing plan has no candidates in a reasoned manner.	The student identifies 3 quality links to the website in a reasoned manner BUT the description of the link marketing plan has less than 3 candidates in a reasoned manner.	The student identifies 3 quality links to the website in a reasoned manner AND describes a link marketing plan with 3 candidates in a reasoned manner.	10%

Learning Outcomes	UNIT 2 Search engine optimisation (SEO) and Search				
	Emerging/Beginning	**Developing**	**Accomplishing**	**Mastering**	**Weight**
Manage the SEO Process	Demonstrates little or no awareness of key concepts involved in SEO Process See activity #1	Illustrates few, ideas of how to begin to manage the SEO techniques See activity #1	Differentiates, organizes and assembles the different types of SEO techniques See activity #1	Demonstrates the ability to construct, develop and design all the concepts involved in the SEO techniques See activity #1	30%
Develop SEO Strategies	Has problems in illustrating or explaining what the effective strategies for SEO are See activity #2 & See activity #3	Demonstrates some ability in constructing SEO strategies See activity #2 & See activity #3	Begins to build and understand the SEO strategies See activity #2 & See activity #3	Illustrates clear confidence in formulating different SEO strategies See activity #2 & See activity #3	50%
Control and Monitor SEO	Unable to define nor explain the SEO monitor process See activity #4	Demonstrates some ability in the evaluating the SEO process See activity #4	Starts to indicate evidence of being able to differentiate and design monitoring SEO techniques See activity #4	Illustrates clear ability of monitor and evaluating the SEO process See activity #4	10%
Create, design and construct new ideas through group dynamics	Group Indicates little or no initiative to understand and participate in this unit See activity #2	Group indicates some form of initiative in the concepts involved in this unit See activity #2	Group able to apply facts and concepts together See activity #2	Group works effectively together and takes initiatives to construct and create new ways of tackling the skills involved in SEO unit See activity #2	10%

UNIT 3. Content Marketing

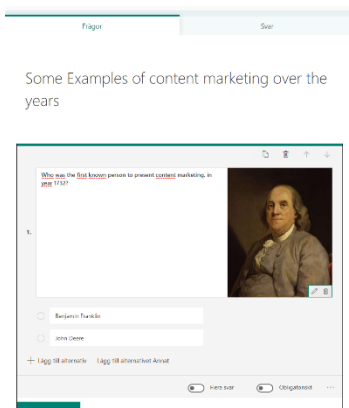## Activity 1: Learn the history of content marketing
Skill 1. Classify types of content

Time: 60 minutes

Method: The task is carried out as group work in smaller groups, max 4 per group.

https://contentmarketinginstitute.com/2016/07/history-content-marketing/
The teacher has a brief run through the history of past/present. **About 10 minutes**
Students make a Powerpoint presentation of the history of content marketing in chronological order. The students create a Quiz for their fellow students in, for example, Microsoft Forms, to check out what they remember. **About 50 minutes**

Activity 2: Explore different types of content marketing
Skill 1. Classify types of content

Time: 60 minutes

Method: The task is carried out individually.

Learning outcomes activity 1 and 2:
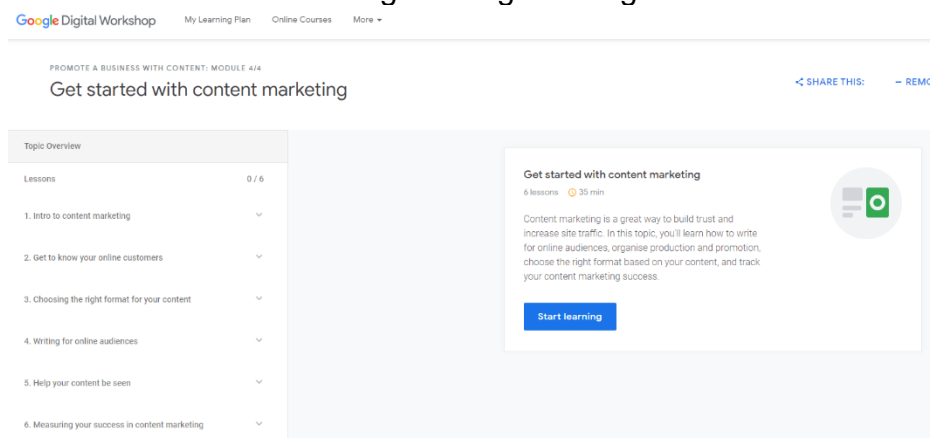
Present different content marketing formats:

- Blogs
- Longform content
- Case studies
- Whitepaper
- E-books
- Videos and podcasts
- Newsletter by e-mail

Learning Outcomes Skill 1 *Classify different types of content*	Weight in %
Classifying Content Marketing in Types	70%
Understanding about content marketing history over time	20%
Group dynamics	10%

Activity: Blog, longform content, case studies, whitepaper, e-books, video, podcast, newsletter, web pages.

https://learndigital.withgoogle.com/digitalgarage/course/promote-with-content

The teacher and students go through the digital course "Promote with content" **About 35 minutes**

Examples of useful links:
https://www.quora.com/Why-should-you-do-content-marketing
https://blog.marketo.com/2018/08/5-inspiring-content-marketing-case-studies.html

Students report on a blog (or what kind of platform we decide) a brief description in text and image different types of content to promote a product/service. The students are free to link to a case study that they found themselves on the Internet.

Evaluation:

We suggest the evaluation rubric as follows:

	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight %
Classify different types of content	The student does not submit the assignment	The student submits the assignment on	The student submits the assignment on	The student submits the assignment on	

Classifying Content Marketing in Types	on time or does not meet any of the specified criteria.	time. The task is consistent with some of the instructions given. The student satisfactory describes different types of content in marketing and makes an overview comparison between past and present content types.	time. The task is consistent with the instructions given. The student describes different types and processes of content in marketing, in a very good way and makes a more thorough comparison between past and present content types.	time. The task is consistent with the instructions given. The student describes excellently and nuanced different types and processes of content in marketing, and makes a detailed comparison between past and present content types. In addition, the student provides well-founded suggestions on how to improve the work.	15%
Understanding about content marketing history over time					7%
Group dynamics					2%

Activity 3: Adapt the content to the customer's needs
Skill 2: Establish strategy for content marketing

Time: 90 minutes

Method: The assignment is carried out as group work and self-study

Learning outcomes:

- Tailor your content to your customer's needs
- Choosing the right platform
- Understanding "social listening"

Learning Outcomes Skill 2 *Establish content marketing strategy*	Weight in %
Adapt and align content with customers' needs	50%
Know what platform is suitable for specific type of projects	20%
Show understanding of Social listening	20%
Innovation and creativity	10%

Activity: Adapt the content to the customer's needs

Example:
http s://www.youtube.com/watch?v=oz4KVRSxL9s

https://www.youtube.com/watch?v=APQoWEqezFc
https://marketingland.com/content-marketing-done-right-8-examples-can-learn-149088
https://youtu.be/ClXTdjsXKFU
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/
https://blog.vanillaforums.com/community/community-management-101-everything-you-wanted-to-know-about-building-your-community-from-scratch#
https://www.youtube.com/watch?v=XJKufsqQYHI

Social listening

https://blog.hootsuite.com/social-media-monitoring-tools/
https://www.wholewhale.com/tips/5-steps-to-create-a-free-social-listening-tool/

Select a relevant platform and product for marketing.
Select some tools that can fit the selected platform and product to listen to social media.
Make a written description of the choice of platform and product and the reason for the selection as well as an explanation of the concept of "social listening". Show what social listening is by making a small movie together in a group of max 4 people.

Evaluation:

We suggest the evaluation rubric as follows:

	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight %
Establish content marketing strategy	The student does not submit the assignment on time or does not meet any of the specified criteria.	The student submits the assignment on time. The task describes satisfactory the choice of platform, tools and explains in a simple way the concept of "social listening".	The student submits the assignment on time. The task describes the choice of platform, tools in a very good way and explains the concept of "social listening".	The student submits the assignment on time. The task describes excellently and nuanced the choice of platform, tools and explains in detail the concept of "social listening". In addition, the student provides well-founded suggestions on how to improve the work.	
Adapt and align content with customers needs					15%
Know what platform is suitable for specific type of projects		.			5%
Show understanding of Social listening					5%
Innovation and creativity					2%

Activity 4: Create a marketing plan
Skill 3: Content Creation and Curation

Time: 150 minutes

Method: The task is carried out as group work in groups of 4 max.

Learning outcomes:

- Develop a content marketing plan
- Publish and distribute content
- Use appropriate strategies for a content campaign

Learning Outcomes Skill 3 *Create and prepare content*	Weight in %
Develop a content marketing plan	40%
Publish and distribute content	25%
Using appropriate strategies for content campaigns	15%
Group dynamics	10%
Innovation and creativity	10%

Activity: Create a marketing plan

https://marketingland.com/content-marketing-done-right-8-examples-can-learn-149088
Make a content scheduling using tools and strategies
https://coschedule.com/content-marketing-editorial-calendar/
Identify decoys
https://optinmonster.com/step-by-step-guide-to-generate-leads-with-your-content-marketing/

Create a marketing plan based on the selected platform and product.
Show in an example how the plan will be implemented in time based on specific scheduling tools.
Describe how sales can be increased through decoys and satisfied customers.
Describe in the plan how evaluation of marketing efforts could be carried out.

Evaluation:
We suggest the evaluation rubric as follows:

	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10	Weight %
Create and prepare content	The student does not submit the assignment on time or does not meet any of the specified criteria.	The student creates a marketing plan in the form of a power point. The plan describes in a satisfactory way the selected platform, tools and time schedule. The student describes with some certainty how the plan can be evaluated.	The student creates a marketing plan in the form of a power point. The plan describes in a very good way the selected platform, tools and time schedule. The student describes in detail how the plan can be evaluated.	The student creates a marketing plan in the form of a power point. The plan describes excellently and nuanced in detail the selected platform, tools and time schedule. The student describes nuanced	
Develop a content marketing plan					30%
Publish and distribute content					10%
Using appropiate strategies for content campains					5%

Group dynamics				how the plan can be evaluated. In addition, the student provides well-founded suggestions on how to improve the work.	2%
Innovation and creativity					2%

UNIT 4. Social media marketing

The following video can be used as **<u>multimedia resource</u>** to introduce the unit:
https://www.youtube.com/watch?time_continue=148&v=DN299I9iO78&feature=emb_title
https://www.youtube.com/watch?v=trH4iuebjjI

Proposed activity 1. Comparative Study
Skill 1: Describe the social media tools

Time: 120 minutes approximately

- 30 minutes approximately to read the activity and propose to the teacher how to carry out the activity.
- 60 minutes approximately for the student to look up the information on the internet.
- 30 minutes approximately for the student to write the document.

Method: The task has to be carried out individually.

Learning methodology: Competency-based learning

By definition, all learning is aimed at the acquisition of knowledge, the development of skills and the solidification of work habits. Competency-based learning represents a set of strategies to achieve this goal.

Through evaluation tools such as rubrics, teachers can deliver the academic curriculum without deviations from the current curriculum but focusing on it in a different way, putting into practice real examples and, thus, transmitting to their students a more tangible dimension of the lessons.

Learning outcomes:

In this activity, the following learning outcomes will be worked on:
- List the main social networks.
- Analyze the characteristics of each Social Network.

Activity:

Based on information on the Internet, make a comparative study and identify the 5 social networks that are mostly used, for example indicating its main characteristics. In discussing these characteristics, the user profile must be addressed and the reason of the usage. The source of information must be identified, for example by means of the link to the source.

The student must write an electronic document, showing the information required, and upload it to the electronic platform indicated by the teacher.

Performance indicator that will be used: List the different social networks.

Proposed activity 2. Create a Facebook account
Skill 2: Selection of social media channel(s)

Time: 115 minutes approximately.

- 45 minutes watching the video and reading the webpage
- 25 minutes to create the structure of the Facebook account
- 45 minutes to create the Facebook account

Method: The task is carried out as individual work.

Learning methodology: Competency-based learning

By definition, all learning is aimed at the acquisition of knowledge, the development of skills and the solidification of work habits. Competency-based learning represents a set of strategies to achieve this goal.

Through evaluation tools such as rubrics, teachers can deliver the academic curriculum without deviations from the current curriculum but focusing on it in a different way, putting into practice real examples and, thus, transmitting to their students a more tangible dimension of the lessons.

Learning outcomes:

In this activity, the following learning outcome will be worked on:
- Analyze the characteristics of each Social Network.

Activity:

The student must create a Facebook account, describing a fictitious business, **for example** an accounting firm, which offers its accounting services to different companies in different sectors.

Use the following web address:

https://www.youtube.com/watch?v=9eufY-LICBg video that explain how to create a facebook account and

https://www.socialmediaexaminer.com/social-media-product-launch/

web page that shows different ways, by employing social media, that help you to launch your initiative.

The student must make different screenshots of his/her account, which sufficiently depict the whole website, and then upload these screenshots to the electronic platform indicated by the teacher.

Performance indicator that will be used: Demonstrate the ability to use different social networks according to a specific objective: For example, by introducing a new product in the market, such as cosmetics, sportswear, a new restaurant or cafeteria, etc.

Proposed Activity 3: Create an electronic presentation

Skill 3: Encode attractive messages

Time: 125 minutes approximately.

- 50 minutes summarizing, in groups, the tips in the webpages
- 50 minutes creating the electronic presentation
- 25 minutes to the exposition

Method: The task must be carried out in groups of a maximum of four students

Learning methodology:

Competency-based learning

By definition, all learning is aimed at the acquisition of knowledge, the development of skills and the solidification of work habits. Competency-based learning represents a set of strategies to achieve this goal.

Through evaluation tools such as rubrics, teachers can deliver the academic curriculum without deviations from the current curriculum but focusing on it in a different way, putting into practice real examples and, thus, transmitting to their students a more tangible dimension of the lessons.

Cooperative Learning

"Stronger together". This could be a simple summary of cooperative learning, a methodology that teachers use to bring students together and thus impact learning in a positive way.

Working in groups, improves student attention, involvement and knowledge acquisition.

Learning outcomes:

In this activity, the following learning outcomes will be worked on:
- Identify the characteristics of the audience
- Reflect on how to choose the appropriate verbal and non-verbal stimuli to launch messages on social networks.

Activity:

The group must create an electronic presentation summarizing 5 of the most significant ideas that can be found on the following websites...

https://www.hatchbuck.com/blog/social-media-ideas-to-engage-your-audience/

https://bulk.ly/social-media-followers/

to get more audience to the fictitious business, created in the step before. Then select 3 out of those 5 and put them into practice, providing evidence of this, such as screenshots. The most striking electronic presentation, including the required screenshots, will be exposed by the students.

Performance indicator that will be used: Encode the appropriate message in digital devices for each specific situation.

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Evaluation:

We suggest the evaluation for the entire Unit 4 rubric as follows:

Learning Outcomes	Unit 4 Social Media Marketing				
	0 - 2,5	**2,6 - 5**	**5,1 - 7,5**	**7,6 - 10**	**Weight**
List of the most currently used social networks, by Internet users	The student does not turn in the assignment on time or does not meet any of the indicated criteria.	The student turns in the task on time but identifies less than 5 social networks or doesn´t include 3 characteristics of each one.	The student turns in the task on time, identifies at least 5 social networks including 3 characteristics of each one, but does not identify the source of information.	The student turns in the task on time, identifies at least 5 social networks including 3 characteristics of each one and also identifies the source of information.	30%
Demonstrate the ability to use different social networks according to a specific objective	The student does not turn in the assignment on time or does not meet any of the indicated criteria.	The student creates a FACEBOOK account, but the description of the company does not contain any of the ways indicated in the web address or does not demonstrate any ability to launch a product.	The student creates a FACEBOOK account, but the description of the company contains less than 2 ways indicated in the web address or demonstrates ability to launch a product.	The student creates a FACEBOOK account and the description of the company, use 2 or more ways indicated in the web address or demonstrates a great ability to launch a product.	30%
Reflect on how to choose the appropriate verbal and non-verbal stimuli for social media messaging	The student does not turn in the assignment on time or does not meet any of the indicated criteria.	The student does not create the requested electronic presentation or does not present evidence of having implemented the requested 3	The student creates an electronic presentation with less than 5 ideas requested and/or presents evidence of having implemented less than the	The student creates an electronic presentation with a minimum of 5 ideas and also presents proof of having put into practice the requested 3 ideas.	30%

		ideas.	requested 3 ideas.		
Innovation and creativity	None	Little	Medium	High	5%
Group dynamics	None	Little	Medium	High	5%

UNIT 5. Email Marketing

Proposed Activity 1: Build your own Email list
Skill 1: **Building an Email List and a Database, with reference to GDPR law**

Time: 10 min activity explanation, 1-hour activity, 10 minutes feedback

Methodology:

Students are provided with a question or prompt for which they need to generate ideas of how to collect email addresses from people that they know/or don't know and discuss ideas of what is the best way to create an Excel spreadsheet file.

Students are divided into small groups where they will be encouraged to discuss what catchy information to include in their sign-up forms.

Within each group, every student contributes his/her thoughts and ideas, after spending some time finding real examples of Signup forms.

At the end of the class, the teacher should ask the students what the most important thing was they learned during the class that day.

Learning outcomes:

- Building an Email List and a Database, complying with GDPR.
- The creation of an email list of at least 50 subscribers i.e. from students etc. in an excel spreadsheet format.
- Design Signup Forms i.e. for the websites, using all necessary information (i.e. name, address, specific interests, age, sex etc.).

Activity:

Build your own Email list (of at least 50 subscribers) by collecting email addresses from people who have given their permission to use their email addresses. Create the email list in an Excel spreadsheet file format.

Design your own Signup Forms for the subscribers, using all necessary information (i.e. like name, address, specific interests, evaluate different Signup Forms and create your own Signup Forms)

Evaluation:

We suggest the evaluation rubric as follows:

Mark out of 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10
Understand the importance of subscribers and the development of an email list.	Demonstrates little or no awareness of key concepts required in an email list.	Illustrates few, ideas of how to begin to develop an email list of subscribers.	Exhibits fair understanding of the email concepts and Provides few examples of how to increase the subscribers.	Demonstrates clear understanding of the concepts involved in creating an email list; Develops a list of 50 subscribers.
Illustrate the ability to create a database of subscribers.	Has trouble understanding of how to build a list of subscribers in an excel spreadsheet.	Demonstrates some ability in constructing an email list.	Begins to build a comprehensive list of subscribers.	Illustrates clear confidence in developing an email list in an excel spreadsheet.
Develop and use of the different forms of subscriber Signup forms	Demonstrates little or no ability to create a subscribers' Signup form.	Demonstrates some ability in designing a Signup form for subscribers.	Starts to show evidence of being able to differentiate and design different Signup forms.	Illustrates clear ability of creating different types of Signup forms using all necessary information.

Proposed Activity 2: Write Effective Emails
Skill 2: Create Engaging Emails & Email Campaigns

Time: 10 min activity explanation, 2 hours activity, 10 minutes feedback

Methodology:

Students will be asked to find the best Welcome Email marketing example from searching the internet. The students will then be asked to gather in small sessions to discuss their findings (what impressed them, what they found unappealing) and propose ways of what they think will make a good catchy heading and what should be the content for their Welcome Email.

At the end of the session students should be asked of what the most useful or meaningful thing was they learned from writing up their Welcome Email.

Learning outcomes:

Compose a Welcome Email to be sent to the email list created in Skill 1 which may include:

- A catchy subject line
- Thank you email
- Informing subscribers about your business/activities

Activity:

Differentiate between the different types of Email Marketing.

Write effective professional Emails and Newsletter that grasp subscribers' attention by using all the different parts of an email format i.e. subject line, colour scheme, images etc.

Evaluation:

We suggest the evaluation rubric as follows:

Mark out of 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10
Comprehends the different emails and Newsletter that grasp subscribers' attention	Demonstrates little or no capability to differentiate the different types of Email Campaigns i.e. welcoming email, newsletter, announcement and invent invitation.	Seldom understand the difference between the different types of email campaigns.	Begin to recognize and comprehend the different types of email marketing campaigns.	Completely comprehends and recognizes the importance of the various email campaigns.
Design and Create effective emails	Makes no effort in writing effective emails and cannot clearly distinguish the different parts i.e. subject line, colour scheme, images etc.	Rarely displays the necessary skills in composing emails.	Able to connect theory practice and begins to understand and use the different parts of emails.	Designs and Compose persuasive emails and illustrates good use of all parts of the email including the - Call-To-Action (CTA) function.

Proposed Activity 3: Compare and test emails effectiveness
Skill 3: Testing & monitoring the Email campaign

Time: 10 min activity explanation, 2 hours activity, 10 minutes feedback

Methodology:

Once the students have completed activity 2 they are now ready to test the Welcoming email's effectiveness in terms of its content and heading.

Students are prompt with the question why test the effectiveness of email marketing, why is essential and why this is important for a company

Students are asked to exchange their emails that have already completed in activity 2 between them and discuss what impress them and what they can improve further.

The teacher should ask students to summarize the main points of the session in one sentence

Learning outcomes: Test the effectiveness of the email campaign following a 4-step process:

a) choose two variables of the Email to be tested i.e. the Subject Line and the Content;
b) create two versions A and B of the email using different Subject Lines and Content;
c) distribute version A to a portion of your list and version B to another portion;
d) analyze the results to see which version A and B is the best.

Activity:

Compare and evaluate the different parts of the email campaigns in order to see how they impact the subscribers' reactions to them.

Test the effectiveness of the Email campaign before it starts and during the campaign, using the A/B testing method.

Evaluation:

We suggest the evaluation rubric as follows:

Mark out of 10	0 - 2,5	2,6 - 5	5,1 - 7,5	7,6 - 10
Understand the criteria and the importance of testing the success of the Email campaign.	Indicates little or no ability to understand the criteria of testing the email campaign.	Occasionally displays some ability to comprehend the importance of the email campaign testing.	Proactively contributes in learning all parts of the Email campaign testing.	Demonstrates and applies the necessary knowledge for the email campaign testing.
Apply the use of different testing methods like the A/B testing method.	Is not aware or able to use an email testing method.	Demonstrates some willingness of learning a testing method.	Actively involves in using testing method like A/B	Applies confidently the use of different testing methods such as the A/B method.

Additional Proposed Activity 4. Optional homework

The proposed Activity 4 integrates all Skills 1, 2 and 3 and can be appraised through the same rubric tables as above:

Time: 1.5-2 hours

Methodology:

Students will prompt with questions of what the terms cold prospects, new visitors, repeat visitors, and loyal subscribers mean.

Students are then divided into groups that focus on a single audience.

Within each group, every student contributes thoughts and ideas of how to compose the appropriate email that represents the audience.

Students should be encouraged to discuss and collaborate among the students within each group; everyone should learn from one another's input and experiences.

Finally, students should be asked what the most valuable lesson was they learned from this unit.

Activity:

Students will choose a company from the internet and consider that company's following audiences: cold prospects, new visitors, repeat visitors, and loyal subscribers.

For each audience, students should compose an email in the form of welcoming that best targets each audience type. They will create a headline, layout, message, bullet points, call-to-action, image, etc.

With each email, students should include an explanation on why each email would be most effective for each audience.

Evaluation weights:

Skill 1. Activity 1.	Weight %
Understand the importance of subscribers and the development of an email list.	10%
Illustrate the ability to create a database of subscribers.	15%
Develop and use of the different forms of subscriber Signup forms	15%
Skill 2. Activity 2.	
Comprehends the different emails and Newsletter that grasp subscribers' attention	5%

Design and Create effective emails	35%
Skill 3. Activity 3.	
Understand the criteria and the importance of testing the success of the Email campaign.	5%
Apply the use of different testing methods like the A/B testing method.	15%
TOTAL	**100%**

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