MODULE GUIDE

Academic Year 2026/27

Master of Business Administration (MBA) · Elective · Fall Term

Consumer Experience in the Digital Environment

MBA117 | Self-study guide for students

MODULE CODE
MBA117

ECTS CREDITS
8

PROGRAMME
MBA · Elective

TERM
Fall

UNITS
20 units · 20 classes

STATUS
Draft skeleton v0.1

GBSB GLOBAL BUSINESS SCHOOL

BARCELONA · MADRID · MALTA · ONLINE

MODULE AT A GLANCE

8	20	20	Fall	26/27
ECTS CREDITS	UNITS	SYLLABUS CLASSES	TERM	ACADEMIC YEAR

DRAFT SKELETON · *for faculty authoring*

This guide was generated from the approved 2026 Online Syllabus of MBA117 Consumer Experience in the Digital Environment (version 2026.1). Titles, class mapping, learning outcomes and readings come from the syllabus; everything in *[red italic brackets]* is for the module author to write. Delete this box and the Author guidance boxes before publishing.

About this Guide

This Module Guide is your core self-study companion for Consumer Experience in the Digital Environment. It explains the key concepts of the module in a structured sequence of units, illustrates them with examples and case studies, and helps you check your progress with revision questions. Use it to prepare before each class and to revise before your assessments.

The guide complements — and does not replace — the **Module Syllabus**, which is the reference document for learning outcomes, the class schedule, assessment and attendance rules.

About the Author

[Dr / Prof. Name Surname — position, qualifications, professional experience relevant to the module and teaching approach (100–150 words, third person).]

Contents

Right-click the table and choose “Update Field” → “Update entire table” after editing.

Module Introduction

> **AUTHOR GUIDANCE** · *delete this box before publishing*
>
> Rewrite the syllabus description below for students (250–400 words, second person "you"): open with a hook, explain relevance for their studies and career, and how the units build on each other.

The objective of this unit is to expose students to the principles of consumer behaviour and consumer experience as a wholistic process and comprehensively analyze its use in innovative marketing strategies by assessing the link of consumer behaviour with emerging field of neurosciences and the associated technologies. The module comprehensively reviews the process of digital and physical product creation from design to launch considering consumers' needs, market development, and competitors' strategies. In this unit, students will acquire knowledge of consumer decision-making, human cognitions, and perception applied to consumers. Moreover, the unit will equip students with a deep understanding of the user's journey through leading research techniques and methodologies. Upon completion of this unit students will demonstrate capability to design and evaluate marketing strategies applying consumer behaviour, knowledge and skills of UX/UI in the digital marketplace and neuroscientific principles and will have the learning skills to allow continuation to study how emerging technologies and the area of neuroscience are fundamentally changing the way companies influence consumer behaviour.

Learning Outcomes

The learning outcomes below are copied from the Module Syllabus (Section 2). Each unit shows which of them it develops.

Competencies

at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

C.1	Create a research-based diagnosis to problems in consumer behaviour, user experience and consumer decision-making by integrating knowledge from new or interdisciplinary fields such as digital marketing, automation marketing, neuroscience, and economics, and make judgements on prospects of success of a particular product (a good or a service), with incomplete or limited information;
C.2	Has the learning skills to allow continuation to study various digital consumer behaviour domains in a manner that may be largely self-directed or autonomous;
C.3	Take responsibility for contributing to professional knowledge and practice by evaluating how to use various consumer behaviour strategies in order to attract and retain customers and increase product attractiveness.

Skills

at the end of the module/unit the learner will have acquired the following skills:

S.1	Demonstrate capability in using knowledge and skills of consumer behaviour to holistically manage different functional areas within a traditional and digital business, starting from product requirements and marketing strategy to designing consumers loyalty programmes and ensuring recurrent sales;
S.2	Be able to adapt to the fast-changing global business environment by examining the challenges and trends associated with running different types of businesses such as purchasing behaviours, emerging of new sales platforms and techniques;
S.3	Demonstrate innovation and creativity in complex and unpredictable contexts to solve problems associated with customers' acquisition and retention;

S.4	Critically evaluate the benefits of integrating digital sales channels into the omnichannel marketing strategy of an organisation by analysing the purchasing behaviour of current customers and the attraction rate of new customers via digital sales channels.

Unit Map

How each unit of this guide maps to the classes of the syllabus.

Table 1: *[Unit map — Consumer Experience in the Digital Environment]*

UNIT	TITLE	CLASS(ES)	WEEK	STUDY TIME
1	Module Introduction: Introduction to (Digital) Consumer Behaviour	Class 1	W1	*[x h]*
2	Neuromarketing & Consumer Behaviour	Class 2	W1	*[x h]*
3	Neuromarketing Research Methods & Implementation	Class 3	W2	*[x h]*
4	Consumer Psychology in Digital Environments	Class 4	W2	*[x h]*
5	Digital Transformation & Impact on Consumer Behaviour	Class 5	W3	*[x h]*
6	Consumer Segmentation & Persona Creation	Class 6	W3	*[x h]*
7	Mapping the Customer Journey	Class 7	W4	*[x h]*
8	E-Commerce and Omnichannel Marketing	Class 8	W4	*[x h]*
9	Technical Challenges for Ecommerce	Class 9	W5	*[x h]*
10	Marketing Automation and e-Commerce	Class 10	W5	*[x h]*
11	Customer Acquisition Strategies	Class 11	W6	*[x h]*
12	Using CRM for Customer Loyalty	Class 12	W6	*[x h]*
13	Online Loyalty Programmes	Class 13	W7	*[x h]*
14	Online Personalisation Strategies	Class 14	W7	*[x h]*
15	Digital Operations	Class 15	W8	*[x h]*
16	The Functions Found Within Digital Operations	Class 16	W8	*[x h]*
17	Business Operations Functions & e-Commerce	Class 17	W9	*[x h]*
18	E-Commerce Gamification Strategies	Class 18	W9	*[x h]*
19	Digital Marketing Strategies	Class 19	W10	*[x h]*
20	Outlook on Future Trends	Class 20	W10	*[x h]*

Calendar notes from the syllabus: Live Session 1: Q&A session via MS Teams (link will be shared in VLE) · Live Session 2: Q&A session via MS Teams (link will be shared in VLE) · Live Session 3: Q&A session via MS Teams (link will be shared in VLE) · Live Session 4: Q&A session via MS Teams (link will be shared in VLE) · Week 11: Submission of the Summative Assessment(s) · Total student workload: 200 hours (ECTS × 25)

How this Guide Supports your Assessment

[Two or three sentences linking the units to the Formative and Summative Assessments — refer to the Module Syllabus (Section 4) for weights, deadlines and rubrics.]

UNIT 01

Unit 1: Module Introduction: Introduction to (Digital) Consumer Behaviour

Syllabus Class 1 · Week 1

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 1	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

1.1 Introduction

[Introduce "Module Introduction: Introduction to (Digital) Consumer Behaviour" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 1.]

1.2 Consumer behavior and marketing strategy concepts

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

1.3 Applications in consumer behavior

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

1.4 Market analysis components

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

1.5 Consumer decision-making process

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

1.6 Difference between business and consumer markets

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 1: Module Introduction: Introduction to (Digital) Consumer Behaviour — Consumer behavior and marketing strategy concepts; Applications in consumer behavior; Market analysis components; Consumer decision-making process; Difference between business and consumer markets

Class 1 activity: Engagement activity 1 (see Syllabus Section 4.3)

1.7 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
1.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
1.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
1.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 02

Unit 2: Neuromarketing & Consumer Behaviour

Syllabus Class 2 · Week 1

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 2	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

2.1 Introduction

[Introduce "Neuromarketing & Consumer Behaviour" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 2.]

2.2 Definition of neuromarketing

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

2.3 Functions of the brain

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

2.4 Uses of neuromarketing

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

2.5 Sensorial & Experiential neuromarketing

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 2: Neuromarketing & Consumer Behaviour — Definition of neuromarketing; Functions of the brain; Uses of neuromarketing; Sensorial & Experiential neuromarketing

2.6 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
2.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
2.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
2.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 03

Unit 3: Neuromarketing Research Methods & Implementation

Syllabus Class 3 · Week 2

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 3	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

3.1 Introduction

[Introduce "Neuromarketing Research Methods & Implementation" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 3.]

3.2 Common research methods used for neuromarketing

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

3.3 Examples of studies and findings

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

3.4 How to use neuromarketing

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 3: Neuromarketing Research Methods & Implementation — Common research methods used for neuromarketing; Examples of studies and findings; How to use neuromarketing

3.5 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
3.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
3.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
3.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 04

Unit 4: Consumer Psychology in Digital Environments

Syllabus Class 4 · Week 2

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 4	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

4.1 Introduction

[Introduce "Consumer Psychology in Digital Environments" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 4.]

4.2 Psychological influences on consumer behaviors

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

4.3 Sociocultural influences on consumer behaviors

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

4.4 Influence of social media & influencers on consumers

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 4: Consumer Psychology in Digital Environments — Psychological influences on consumer behaviors; Sociocultural influences on consumer behaviors; Influence of social media & influencers on consumers

Class 4 activity: Engagement activity 2 (see Syllabus Section 4.3)

4.5 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
4.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
4.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
4.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 05

Unit 5: Digital Transformation & Impact on Consumer Behaviour

Syllabus Class 5 · Week 3

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 5	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

5.1 Introduction

[Introduce "Digital Transformation & Impact on Consumer Behaviour" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 5.]

5.2 Importance and market size of e-Commerce

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

5.3 E-Commerce changing consumer behavior

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

5.4 Emerging trends, and challenges and opportunities associated with e-Commerce

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 5: Digital Transformation & Impact on Consumer Behaviour — Importance and market size of e-Commerce; e-Commerce changing consumer behavior; Emerging trends, and challenges and opportunities associated with e-Commerce

5.5 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
5.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
5.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
5.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 06

Unit 6: Consumer Segmentation & Persona Creation

Syllabus Class 6 · Week 3

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 6	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

6.1 Introduction

[Introduce "Consumer Segmentation & Persona Creation" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 6.]

6.2 Market segmentation concept

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

6.3 Criteria for effective segmentation

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

6.4 Segmentation strategies

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

6.5 Bases for segmentation

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

6.6 Targeting concept

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 6: Consumer Segmentation & Persona Creation — Market segmentation concept; Criteria for effective segmentation; Segmentation strategies; Bases for segmentation; Targeting concept

Class 6 activity: Engagement activity 3 (see Syllabus Section 4.3)

6.7 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
6.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
6.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
6.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 07

Unit 7: Mapping the Customer Journey

Syllabus Class 7 · Week 4

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 7	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

7.1 Introduction

[Introduce "Mapping the Customer Journey" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 7.]

7.2 Key components

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

7.3 Creating a customer journey map

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

7.4 Common errors

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 7: Mapping the Customer Journey — Key components; Creating a customer journey map; Common errors

7.5 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
7.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
7.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
7.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 08

Unit 8: E-Commerce and Omnichannel Marketing

Syllabus Class 8 · Week 4

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 8	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

8.1 Introduction

[Introduce "E-Commerce and Omnichannel Marketing" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 8.]

8.2 Omnichannel delivery of a consistent, personalized experience for shoppers

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

8.3 Omnichannel vs. Multichannel e-Commerce

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

8.4 The role of e-Commerce in optimizing customer experience through omnichannel marketing

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

8.5 Omnichannel e-Commerce strategies and shopper retention

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 8: E-Commerce and Omnichannel Marketing — Omnichannel delivery of a consistent, personalized experience for shoppers; Omnichannel vs. Multichannel e-Commerce; The role of e-Commerce in optimizing customer experience through omnichannel marketing; Omnichannel e-Commerce strategies and shopper retention, and sales conversions across all channels

8.6 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
8.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
8.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
8.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 09

Unit 9: Technical Challenges for Ecommerce

Syllabus Class 9 · Week 5

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 9	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

9.1 Introduction

[Introduce "Technical Challenges for Ecommerce" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 9.]

9.2 Internet requirements

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

9.3 Website development

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

9.4 Hosting consideration

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

9.5 E-Commerce and mobile checkout sales

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

9.6 Usage of smartphones for online shopping changes in e-Commerce

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 9: Technical Challenges for Ecommerce — Internet requirements; Website development; Hosting consideration; E-Commerce and mobile checkout sales; Usage of smartphones for online shopping changes in e-Commerce

Class 9 activity: Engagement activity 4 (see Syllabus Section 4.3)

9.7 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
9.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
9.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
9.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 10

Unit 10: Marketing Automation and e-Commerce

Syllabus Class 10 · Week 5

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 10	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

10.1 Introduction

[Introduce "Marketing Automation and e-Commerce" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 10.]

10.2 How leads and customers can be nurtured through marketing automation

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 10: Marketing Automation and e-Commerce — How leads and customers can be nurtured through marketing automation

10.3 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
10.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
10.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
10.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 11

Unit 11: Customer Acquisition Strategies

Syllabus Class 11 · Week 6

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 11	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

11.1 Introduction

[Introduce "Customer Acquisition Strategies" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 11.]

11.2 Online purchase behavior

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

11.3 Channel planning

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

11.4 UX and e-Commerce

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

11.5 Revenue generation

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 11: Customer Acquisition Strategies — Online purchase behavior; Channel planning; UX and e-Commerce; Revenue generation

11.6 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
11.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
11.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
11.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 12

Unit 12: Using CRM for Customer Loyalty

Syllabus Class 12 · Week 6

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 12	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

12.1 Introduction

[Introduce "Using CRM for Customer Loyalty" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 12.]

12.2 CRM: concept, objectives and capabilities

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

12.3 Process cycle for CRM: 4 phases

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

12.4 Customer mindset

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

12.5 Big data and marketing decision-making

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

12.6 Four Vs characteristics of Big Data

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 12: Using CRM for Customer Loyalty — CRM: concept, objectives and capabilities; Process cycle for CRM: 4 phases; Customer mindset; Big data and marketing decision-making; Four Vs characteristics of Big Data; Categories and sources of Big Data

Class 12 activity: Engagement activity 5 (see Syllabus Section 4.3)

12.7 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
12.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
12.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
12.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 13

Unit 13: Online Loyalty Programmes

Syllabus Class 13 · Week 7

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 13	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

13.1 Introduction

[Introduce "Online Loyalty Programmes" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 13.]

13.2 Point-based

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

13.3 Tiered

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

13.4 Perks

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

13.5 Subscription-based

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

13.6 Hybrid-type loyalty programs

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 13: Online Loyalty Programmes — Point-based; Tiered; Perks; Subscription-based; Hybrid-type loyalty programs

13.7 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
13.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
13.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
13.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 14

Unit 14: Online Personalisation Strategies

Syllabus Class 14 · Week 7

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 14	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

14.1 Introduction

[Introduce "Online Personalisation Strategies" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 14.]

14.2 Onsite products recommendations

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

14.3 Location

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

14.4 Purchasing preferences as an approach to retain customers and incentivize recurrent purchases

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 14: Online Personalisation Strategies — Onsite products recommendations; Location; purchasing preferences as an approach to retain customers and incentivize recurrent purchases

14.5 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
14.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
14.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
14.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 15

Unit 15: Digital Operations

Syllabus Class 15 · Week 8

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 15	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

15.1 Introduction

[Introduce "Digital Operations" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 15.]

15.2 Why are digital operations leaders increasingly responsible for improving agility?

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

15.3 Efficiency and automation of e-Commerce operations

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 15: Digital Operations — Why are digital operations leaders increasingly responsible for improving agility?; Efficiency and automation of e-Commerce operations

15.4 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
15.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
15.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
15.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 16

Unit 16: The Functions Found Within Digital Operations

Syllabus Class 16 · Week 8

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 16	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

16.1 Introduction

[Introduce "The Functions Found Within Digital Operations" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 16.]

16.2 Digital customer engagement center

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

16.3 Digital user acceptance testing (UAT and QA)

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

16.4 Agile, process and program management

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

16.5 Data, analytics, and tag management

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

16.6 Digital operations for listening, sensing, and acting upon customer insights

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 16: The Functions Found Within Digital Operations — Digital customer engagement center; Digital user acceptance testing (UAT and QA); Agile, process and program management; Data, analytics, and tag management; Digital operations for listening, sensing, and acting upon customer insights

16.7 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
16.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
16.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
16.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 17

Unit 17: Business Operations Functions & e-Commerce

Syllabus Class 17 · Week 9

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 17	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

17.1 Introduction

[Introduce "Business Operations Functions & e-Commerce" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 17.]

17.2 Affiliate networks and vendor management

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

17.3 Shopping carts and online payments

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

17.4 Inventory Management and logistics

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

17.5 Order fulfilment

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

17.6 Customer service

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

> **FROM THE SYLLABUS** · *class topics and activities (verbatim)*
>
> Class 17: Business Operations Functions & e-Commerce — Affiliate networks and vendor management; Shopping carts and online payments; Inventory Management and logistics; Order fulfilment; Customer service

17.7 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
17.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
17.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
17.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 18

Unit 18: E-Commerce Gamification Strategies

Syllabus Class 18 · Week 9

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 18	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

18.1 Introduction

[Introduce "E-Commerce Gamification Strategies" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 18.]

18.2 Best practice examples

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

18.3 How gamification helps to keep customers engaged and hooked to an e-Commerce site

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 18: e-Commerce Gamification Strategies — Best practice examples; How gamification helps to keep customers engaged and hooked to an e-Commerce site

18.4 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
18.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
18.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
18.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 19

Unit 19: Digital Marketing Strategies

Syllabus Class 19 · Week 10

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 19	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

19.1 Introduction

[Introduce "Digital Marketing Strategies" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 19.]

19.2 Paid advertising

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

19.3 Social media

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

19.4 Best practices

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 19: Digital Marketing Strategies — SEO; Paid advertising; Social media; Best practices

19.5 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
19.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
19.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
19.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

UNIT 20

Unit 20: Outlook on Future Trends

Syllabus Class 20 · Week 10

SYLLABUS CLASSES	STUDY TIME	LEARNING OUTCOMES	KEY READING
Class 20	*[x hours]*	*[e.g. C.1, S.2]*	*[Author (Year), ch. x]*

IN THIS UNIT YOU WILL

1. *[Objective 1 — start with a measurable verb (explain, compare, apply, evaluate …)]*
2. *[Objective 2]*
3. *[Objective 3]*

Key terms *[term]* · *[term]* · *[term]*

20.1 Introduction

[Introduce "Outlook on Future Trends" (150–250 words): what the unit covers, why it matters, and how it connects to the previous unit and to class 20.]

20.2 Digital customer behavior and artificial intelligence

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

20.3 Machine learning and the development of e-Commerce

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

20.4 Artificial Intelligence in advertising

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

20.5 Virtual Reality concept. Best practices to implement in marketing

[Core content — explain the concept, cite sources in APA 7 (Author, Year) and add examples, figures or tables where they help.]

FROM THE SYLLABUS · *class topics and activities (verbatim)*

Class 20: Outlook on Future Trends — Digital customer behavior and artificial intelligence; Machine learning and the development of e-Commerce.; Artificial Intelligence in advertising; Virtual Reality concept. Best practices to implement in marketing

20.6 Summary and Key Learning Points

KEY LEARNING POINTS

[One-paragraph synthesis of the unit (60–100 words) that links back to the objectives.]

- ✓ *[Key learning point 1]*
- ✓ *[Key learning point 2]*
- ✓ *[Key learning point 3]*

Revision Questions

Answer the questions below before moving on. Sample responses are provided in **Appendix B**.

Q	QUESTION	OUTCOME
20.1	*[Question — recall or application]*	*[e.g. C.1, S.2]*
20.2	*[Question — recall or application]*	*[e.g. C.1, S.2]*
20.3	*[Higher-order question (analyse / evaluate / create) linked to a real scenario]*	*[e.g. C.1, S.2]*

Module Conclusion

[Bring the module together (200–300 words): the big picture, how the units connect, and how students can apply what they learned in their next modules and careers.]

References

AUTHOR GUIDANCE · *delete this box before publishing*

List every source cited in the guide in APA 7th edition, alphabetically. The readings below come from the syllabus (Section 5) and are a starting point.

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Glossary

TERM	DEFINITION	UNIT
[Term]	*[Plain-language definition (1–2 sentences)]*	*[1]*
[Term]	*[Plain-language definition]*	*[…]*

Appendix A: Tables and Figures

List of Figures

List of Tables

Appendix B: Revision Questions – Sample Responses

> **AUTHOR GUIDANCE** · *delete this box before publishing*
> Provide a model answer (80–200 words) and the points a strong answer includes for every revision question in every unit.

Unit 1 · Module Introduction: Introduction to (Digital) Consumer Behaviour

[Sample responses for questions 1.1–1.3]

Unit 2 · Neuromarketing & Consumer Behaviour

[Sample responses for questions 2.1–2.3]

Unit 3 · Neuromarketing Research Methods & Implementation

[Sample responses for questions 3.1–3.3]

Unit 4 · Consumer Psychology in Digital Environments

[Sample responses for questions 4.1–4.3]

Unit 5 · Digital Transformation & Impact on Consumer Behaviour

[Sample responses for questions 5.1–5.3]

Unit 6 · Consumer Segmentation & Persona Creation

[Sample responses for questions 6.1–6.3]

Unit 7 · Mapping the Customer Journey

[Sample responses for questions 7.1–7.3]

Unit 8 · E-Commerce and Omnichannel Marketing

[Sample responses for questions 8.1–8.3]

Unit 9 · Technical Challenges for Ecommerce

[Sample responses for questions 9.1–9.3]

Unit 10 · Marketing Automation and e-Commerce

[Sample responses for questions 10.1–10.3]

Unit 11 · Customer Acquisition Strategies

[Sample responses for questions 11.1–11.3]

Unit 12 · Using CRM for Customer Loyalty

[Sample responses for questions 12.1–12.3]

Unit 13 · Online Loyalty Programmes

[Sample responses for questions 13.1–13.3]

Unit 14 · Online Personalisation Strategies

[Sample responses for questions 14.1–14.3]

Unit 15 · Digital Operations

[Sample responses for questions 15.1–15.3]

Unit 16 · The Functions Found Within Digital Operations

[Sample responses for questions 16.1–16.3]

Unit 17 · Business Operations Functions & e-Commerce

[Sample responses for questions 17.1–17.3]

Unit 18 · E-Commerce Gamification Strategies

[Sample responses for questions 18.1–18.3]

Unit 19 · Digital Marketing Strategies

[Sample responses for questions 19.1–19.3]

Unit 20 · Outlook on Future Trends

[Sample responses for questions 20.1–20.3]

DOCUMENT CONTROL

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0.1 (skeleton)	*26/09/2026*	*Generated from 2026 syllabus*	*[Head of Studies / QA]*	*[Academic Committee]*

Syllabus version used: Online Syllabus - Consumer Experience in the Digital Environment.docx · version 2026.1 · 25/09/2026

SYLLABUS ALIGNMENT SIGN-OFF (MANDATORY)

All ten checks must be marked Pass before this guide is published on the VLE. A single Fail returns the guide to the author. This record stays in the published guide as quality-assurance evidence.

#	CHECK	REQUIREMENT	RESULT	CHECKED BY
1	**Identity**	Title, module code, ECTS, programme, level and term are identical to the Syllabus header.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
2	**Learning outcomes**	Every syllabus learning outcome (C., S., JS., SCS.) is reproduced verbatim, with the same codes. None is added or dropped.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
3	**Unit Map**	Every syllabus class is mapped to exactly one unit (unit → classes → learning outcomes → study hours).	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
4	**Topic fidelity**	Units follow the syllabus topic sequence. Any topic outside the syllabus has a written Head of Studies waiver.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
5	**Readings**	Every syllabus core reading is cited in APA 7 and listed in References. Supplementary readings are consistent with the syllabus list.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
6	**Assessment**	Weights and deadlines are not restated; the guide refers to Syllabus Section 4. Revision questions are tagged to learning outcomes.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
7	**Study hours**	Guide study time is consistent with ECTS × 25 hours and the syllabus contact-hour split.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
8	**Delivery mode**	One guide serves On-Campus and Online. Any mode-specific note sits in a marked box.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
9	**Version control**	Document control records the syllabus version used. The guide is re-checked whenever the syllabus changes.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*
10	**Sign-off**	Head of Studies and Quality Assurance approval is recorded below before VLE publication.	*[Pass / Fail]*	*[Initials · DD/MM/YYYY]*

SIGN-OFF	NAME	DATE
Head of Studies	*[Name Surname]*	*[DD/MM/YYYY]*
Quality Assurance (IQA)	*[Name Surname]*	*[DD/MM/YYYY]*

AUTHOR GUIDANCE · *delete this box before publishing*

Editorial checklist, completed alongside the mandatory syllabus alignment sign-off above: (1) every unit has objectives, summary and revision questions with sample responses; (2) all sources cited in APA 7 and listed in References; (3) figures have alt text, source line and usage rights (no unlicensed images); (4) all links tested; (5) headings use the built-in styles so the Contents update correctly; (6) Contents, List of Figures and List of Tables updated; (7) use of generative AI in drafting disclosed in line with the GBSB AI policy. Do not delete the sign-off tables.

Save as “Module Guide - [Module Title].docx” in the module’s 1. Module Guide folder and export a PDF for the VLE.