Module Syllabus

MIM120
Web and Mobile Marketing

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Term, year:	Winter, 2024
Number of ECTS:	6
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1. Module Description

This unit looks at the effective use of website and mobile marketing techniques to promote products and services on the Internet, as well as at their growing role in marketing strategies of organizations, which has important implications for how consumers, channels and companies perform. Students will learn to set objectives, develop website and mobile marketing campaigns, measure campaigns results, utilize lead generation media technologies and appraise the macro-environmental issues affecting digital marketing developments, such as privacy and data protection issues. This unit also covers the use of digital marketing analytics tools that are used to gather data on website/mobile app efficiency, purchase behavior, and digital consumers' attitudes. Upon completion of the unit, students will be able to critically judge

the characteristics of different lead generation media and create web and mobile marketing campaigns with targeted objectives and outcome measurements.

NOTE: The content of this module is regulated by the Malta Further and Higher Education Authority (MFHEA).

2. Module Learning Outcomes

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

a) C.1. Take responsibility for contributing to professional knowledge and practice by evaluating how to efficiently use various lead generation media and professional web and mobile marketing approaches to promote goods and services on the Internet;

b) C.2. Has the learning skills to allow continuation to study various web and mobile marketing domains in a manner that may be largely self-directed or autonomous;

c) C.3. Take responsibility for adapting the management of website and mobile marketing projects reflecting the dynamic nature of the digital environment and changing circumstances related to emerging techniques, technologies, and methodologies around SEM, SEO, ASO, and UX.

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

Applying knowledge and understanding

The learner will be able to:

a) S.1. Be able to innovate in complex and unpredictable digital contexts by creating web and mobile marketing strategies with targeted objectives and outcome measurements and by selecting and tracking appropriate metrics of success for each SEM and lead generation medium;

b) S.2. Demonstrate capability in using digital data analytics tools to draw inferences from data to answer descriptive, predictive, and prescriptive questions relevant to web and mobile marketing managers and execution of web and mobile marketing campaigns while demonstrating ethical competency pertaining to the selection and use of analytics applied to digital marketing;

c) S.3. Be able to take an active part in multidisciplinary projects related to website and mobile applications development by contributing with the knowledge of user experience, customer journey, search engine optimisation (SEO), and monetization approaches in mobile marketing.

Judgement Skills and Critical Abilities – at the end of the module/unit the learner will have acquired the following judgement skills and critical abilities:

The learner will be able to:

a) JS. 1.Perform critical evaluation and analysis of macro-environmental issues of web and mobile marketing such as privacy, security, regulation, political impact, and new/emerging

technologies and reflect on social and ethical responsibilities linked to the application of digital marketing techniques in promoting goods and services;

b) JS.2. Critically analyze advantages and disadvantages of building a mobile app versus developing a mobile web site depending on business purposes and a particular context;

c) JS.3. Critically judge the characteristics of different lead generation media and be able to select those that are suitable to solve a particular marketing problem and/or achieve a specific target/objective.

3. Module Topics and Content

Week	Topics and Content	Class Activities	Assessment	Readings
Week 1	***Class 1:*** Module Introduction Foundations of Mobile Technological Perspective Customer Perspective Corporate Perspective Marketing Mobile Marketing Types Mobile apps vs. Mobile webs	***Activity 1: Learning by Doing: Setting up the Google Account*** Students are invited to register in Google Skillshops and start their training for the formative assessment 1. They need to access: https://skillshop.exceedlms.com/student/path/18330-google-ads-measurement-certification and initiate the course. They also need to register here and initiate the other course https://skillshop.exceedlms.com/student/path/18128-google-ads-search-certification 20 minutes in class to browse the topics and familiarize themselves with the platform.	***Formative Assessment 1: Google NMIS*** Get into groups of 3-5. Pick a team captain and each student registers at the NMI website as students in this course. Get on the NMI platform and get the MEASUREMENT certification: https://skillshop.exceedlms.com/student/path/18330-google-ads-measurement-certification 2.5% Formative Grade Get on the NMI platform and get the Google Ads certification https://skillshop.exceedlms.com/student/path/18128-google-ads-search-certification 2.5% of Formative Grade **Certificates to be submitted by each student before Week 2 on the VLE.**	Kingsnorth, S. (2019). *Digital Marketing Strategy: An Integrated Approach to Online Marketing. Kogan Page Publishers.* Chapter 1-3

			See 4.1.1 for more details.	
	Class 2: Main steps in developing website and mobile campaigns Defining the right target audiences and campaign objectives The campaign's time horizon Lead flow requirements Business objectives Allocation of budget Development of effective pricing strategies for a mobile app	**Activity 2: Collaborative Work - Buyer Persona Definition** Develop a buyer persona profile for an electric vehicle. The lecturer will pick one student from each group to share their buyer persona. The rest of the class should analyze the usefulness of the information for web/mobile marketing purposes. Group (3-5 participants) in class assignment. 20 minutes		van Laer, T., & Lurie, I. (2018). *The Seven Stages of the Digital Marketing Cycle. Contemporary Issues in Digital Marketing: New Paradigms, Perspectives and Practices (2018).* Hua, H. (2019). *Mobile Marketing Management: Case Studies from Successful Practices.* CRC Press. Part 6
Week 2	**Class 3:** Website and mobile marketing as the strategic promotion of a website/app Drive relevant traffic to the site Review the dominant ecosystems in the web and mobile market How the GAFA (Google,	**Activity 3: Project-based Learning** Divide the class into 4 groups. Let them research the answer to the following question: How the GAFA (Google, Amazon, Facebook, and Apple) oligopoly impacts web and mobile marketing opportunities? Each group should answer the question	**Formative Assessment 2: Google NMI Setting up a Google Ads Account** Please consult section 4.1.2. To be ready before class 4. 5% of Formative Grade NMI Group Assignment.	Alekseeva, N., Stroganova, O., & Vasilenok, V. (2019, September). *Identifying Trends in the Development of Marketing in the Digital Age. In International Conference on Digital Technologies in Logistics and Infrastructure*

	Amazon, Facebook, Apple) oligopoly impacts web and mobile marketing opportunities	for one of the companies. Let the students reflect on recent innovation, developments and projects that each company is working on related to web/mobile marketing. Let them present their findings to the class. 20 minutes	To be uploaded individually on the VLE.	*(ICDTLI 2019).* Atlantis Press.
	Class 4: The role of a website for a modern organization Growth of revenues and review the role of a website in the lead generation process and conversion	*Activity 4: Learning by Doing: Creativity exercises – Lead Flow Chart* Design a Lead Flow chart for a GAFA generated lead. You can use templates as examples. Group (3-5 participants) in class assignment. 15-25 minutes		Rosário, A., & Raimundo, R. (2021). Consumer Marketing Strategy and E-Commerce in the Last Decade: A Literature Review. Journal of Theoretical & Applied Electronic Commerce Research, 16(7), 3003–3024.
Week 3	*Class 5:* Data protection and privacy issues relevant to website and mobile marketing GDPR, Privacy Shield Frameworks Explore the trade-offs between promotion and intrusion,	*Activity 5: Direct Question and Response Research Activity* Research the different elements between the USA and the EU GDPR. Why does Facebook spend more money on people from the USA than people who are European?	*Formative Assessment 3: Google NMI Buyer Persona* In your NMI team, define who your buyer persona is going to be. Build the profile of 4 different buyer personas in different moments of their customer journey. Be as specific as possible.	Ghosh, D. (2018). *How GDPR Will Transform Digital Marketing. Harvard Business Review.* Park, E. (2019). *Motivations for Customer Revisit Behavior in Online Review Comments: Analyzing the Role of User Experience Using Big Data*

targeting and privacy Value-exchange expectations	Group (2-3 participants) in class assignment. 20 minutes	Define their customer journey and service blueprint. Word count: 1000 words maximum 6% of Formative Grade To be uploaded individually on the VLE.	Approaches. *Journal of Retailing and Consumer Services*, 51, 14-18.
Class 6: The role of content in driving traffic and enhancing engagement on the website Creating content for the purposes of digital marketing by introducing the concept of Search Engine Optimization (SEO)	***Activity 6: Practical Session - Creative Content Creation*** Please have a look at this Bosch web story: https://www.bosch.com/stories/hydrogentruck/ a) Identify the most interesting and relevant content and aspects for the Bosch Global communities. b) Pick one or several highlight aspects and create one Instagram feed post, Instagram Story, LinkedIn feed post, and tweet which could be published on the Bosch Global channels (central corporate channels of Bosch): https://www.instagram.com/boschglobal/ https://www.linkedin.com/company/bosch www.twitter.com/BoschGlobal c) Please choose the most suitable post format/type (e.g. multiple picture post) including the	***Formative Assessment 4: Google NMI Keywords Identification and A/B testing*** Identify the keywords relevant to your NGO that you will use in your Ads campaigns. You can use tools presented in class or others that you feel are relevant. Use the list of keywords that you have established before for your NGO and set up A/B Testing scenarios on your Google Ads campaigns. NMI Team assignment. 6% of Formative Grade Please refer to section 4.1.3. To be uploaded individually on the VLE.	Aashirwad Kumar, G. (2020). *An Analytical Study of Search Engine Optimization (SEO) Techniques: To Maximize Number of Travelers on an E-Content Material Website. International Journal of Management* (IJM), 11(1) Duong, V. (2019). *SEO Management: Methods and Techniques to Achieve Success.* John Wiley & Sons. Chapter 4

		concrete asset(s) (e.g. pictures) for your posts and tweet. How could the content of the web story https://www.bosch.com/stories/hydrogen truck/ be used for further postings on the Bosch Global social media channels? Please briefly describe your ideas for probable future use of the content on social media (bullet points) Work in pairs. 20 minutes		
Week 4	***Class 7:*** Paid Search Engine Marketing (SEM) Lead generation SEO vs SEM, and pay-per-click marketing Review main SEM platforms, SEM targeting mechanisms and SEM best practices CLTV, ARPU	***Activity 7: Problem Solving: Calculate the Customer Lifetime Value of a Netflix User*** Students are provided with numerical data about Netflix users for a given time. Please consult section 4.3.1 for more details. PART A: Students are expected to calculate the customer lifetime value based on the information provided. PART B: Students are asked to recalculate the CLT with new numbers to decide if a change in strategy is needed. Individual in class assignment. 20 minutes Register at Neil Patel site.	***4.1.4 Formative Assessment 5: Testing Methodologies and Strategies*** Testing the efficiency of our campaigns on a smaller sample before we launch is vital to optimize the results of any marketing activity. Testing means: Comparing a baseline sample against several test samples. 4.5% of Formative Grade	Papagiannis, N. (2020). *Effective SEO and Content Marketing: The Ultimate Guide for Maximizing Free Web Traffic.* John Wiley & Sons. Chapter 6 and Chapter 7.

		Come up with a list of 5 most profitable words to position through SEM techniques for the Electric Vehicle sector. Group (3-5 participants) in class assignment. 15-20 minutes		
	Class 8: Email marketing How effective marketing emails convert prospects into customers Generating customer loyalty	*Activity 8: Practical Session – Email Marketing Design* Register on Mailchimp and prepare a massive email to present your new app to the current and past clients. Individual assignment 30 minutes	*Formative Assessment 6: Google NMI Optimizing your Campaign* Optimize your campaigns once they have been running to see where improvements could be made. Please consult section 4.1.5. 6% of Formative Grade	López García, J. J., Lizcano, D., Ramos, C. M., & Matos, N. (2019). *Digital Marketing Actions That Achieve a Better Attraction and Loyalty of Users: An Analytical Study. Future Internet,* 11(6), 130.
Week 5	*No Classes*			
Week 6	*Class 9:* Mobile marketing as a dominant field of digital marketing Mobile behavioral How Smartphone enables new behaviors	*Activity 9: Brainstorming – Mobile Technology Tendencies* What are some tendencies we need to get ready for regarding mobile technology? Individual desk research and in class discussion. 15-20 minutes	*Formative Assessment 7: Case Study 1* Spring Field Hotel needs advice on how to promote itself using web-based technologies. Advise them on methods of marketing their	van Heerde, H. J., Dinner, I. M., & Neslin, S. A. (2019). *Engaging the Unengaged Customer: The Value of a Retailer Mobile App. International Journal of Research in Marketing,* 36 (3), 420-438.

			business on the Internet. This is an individual task. To be uploaded on the VLE. Word count: 700-100 words approx. 12.5% of Formative Grade Please consult section 4.1.6.	
	Class 10: Location-based services (devices and beacons, integrated data, services, and check-ins) Reflect on the growing trend of geolocation use in mobile marketing Mobile ecosystems: operating systems, browsers, apps, and marketplace	***Activity 10: Collaborative Task - GEO Marketing*** Do some research on: What are the differences between geolocation, geo-fencing, geosocial and geotagging? What is the primary difference between active geo-fences and passive geo-fences? In groups of 2-3 find examples of each geo-marketing tactic. Share with the class. 15-20 minutes	***Formative Assessment 8: Case Study 2*** Karen's Pet Shop is looking to increase its social media buzz by getting customers to check in at their location. Karen decided to give a 10% off pet starter pack to customers who share pictures of the pets currently up for adoption while they are in the store. What other geo features can you use to reach the objective? 12.5% of Formative Grade	Tong, S., Luo, X., & Xu, B. (2020). *Personalized Mobile Marketing Strategies. Journal of the Academy of Marketing Science,* 48 (1), 64-78.

			To be uploaded on the VLE. Word count: 700-100 words approx.	
Week 7	*Class 11:* User experience (UX) and explore the role of UX in digital customer experience and conversion User interface (UI) Responsive design, accessibility, performance optimisation, browser compatibility	*Activity 11: Brainstorming/Discussion – Mobile Apps User Experience* Share a screenshot with an example of a mobile site or application you use. What is your experience navigating the mobile site? What functions or utilities does the application provide for you? What additional features or resources would be valuable to you? Students will individually share their experience with the class. 15 minutes	*Formative Assessment 9: Practical Skills Assessment - Google NMI Content Calendar* Build a 1-month content calendar for your NMI NGO building up on your SEO and SEM efforts. Identify relevant blog content, social media posts and email marketing structures to ensure that customers are guided through your digital presence to the point of purchase (online or off). You can use tools presented in class or others that you feel are relevant. NMI Team assignment 7.5% of Formative Grade To be uploaded individually on the VLE.	Scholz, J., & Duffy, K. (2018). *We Are at Home: How Augmented Reality Reshapes Mobile Marketing and Consumer-brand Relationships. Journal of Retailing and Consumer Services,* 44, 11-23.
	Class 12: Understanding of mobile media by exploring different	*Activity 12: Group Work - ASO* Analyze and compare the ASO strategies used by	*Formative Assignment 10: Case Study 3 - Growth*	Berman, B. (2016). *Planning and Implementing Effective Mobile Marketing Programs.*

	available mobile traffic sources, pros and cons, and optimisation principles App store Search Optimisation (ASO), App store paid ads, affiliates, DSPs, messaging, etc. and review techniques for mobile users' acquisition Growth Hacking techniques	the messaging apps (e.g. WeChat and Telegram or Line on both Google Play and AppStore) Work in pairs. 15 minutes	***Hacking Strategy*** Remember Karen´s Pet Shop (Formative Assignment 7) Create a Growth Hacking strategy for a startup that wants to launch its new mobile app. 12.5% of Formative Grade Word count: 500 words approx.	*Business Horizons,* 59 (4), 431-439
Week 8	***Class 13:*** Monetization approaches Enhancing monetization through mobile advertising Maximizing yield with partners and payment model Improving success with a firm grasp on mediation layer's prioritisation mechanisms, biases, behavior preferences, and technical needs	***Activity 13: Creativity Exercise/Feedback from Others – Growth Hacking*** Create a Growth Hacking strategy for a startup that wants to launch its new mobile app. Share your strategy with the class and give feedback to each other. Work in pairs. 20 minutes	***Formative Assignment 11: Case Study 4 – Peugeot 107*** Please consult section 4.1.7. Individual formative assignment to be uploaded on the VLE. 12.5% of Formative Grade Word count: 700-1000 words approx.	Feiz, D., Zarei, A., Mibashrazgah, M. M., & Shaabani, A. (2021). Typology of Growth Hacking Strategies Along the Growth Hacking Funnel. *Iranian Journal of Management Studies*, *14*(2), 331–346.
	Class 14: Measuring the results of website/mobile marketing campaigns Data analytics tools and techniques	***Activity 14: Learning by Doing – Google Analytics*** Students are asked to access the Google Analytics Demo account. https://google.com/analytics/answer/6367342#access		Kingsnorth, S. (2019). *Digital Marketing Strategy: An Integrated Approach to Online Marketing.* Kogan Page Publishers. Part Four Conversion, Retention and Measurement.

	Utilizing obtained results to plan future campaigns and draw conclusions on customer behavior patterns	**&zippy=%2Cin-this-article**. Understand the requirements to best serve your existing customers Look at your existing analytics for your current website ☐ What percentage of users are coming from mobile? ☐ What is the mobile bounce rate vs. desktop bounce rate? ☐ What are the most common mobile devices? ☐ Are your mobile visitors phone or tablet based? Individual task 15-20 minutes	
Week 9	*Class 15* Revision		
Week 10 & 11	*Submission of the Summative Assessment Activities*		

4. Module Assessment

The assessment of this Module consists of Formative and Summative assessment activities listed in the table 1 below:

Table 1:

Face-to-Face 100%	
Formative	*Summative*
16.5 hours	13.5 hours
Practical Skills Assessment/ Management of Accounts (in groups) - 40%	Project Output (in groups) – 50%
Set Exercise/Case Study – 50%	Written Assignment (2000 words) – 50%

Prefinal grade is based on the Formative Assessment activities, and it is not a part of a module final grade. **Students should have more than 50 points of the prefinal grade to be allowed to submit summative assessment activities which represent module final grade.**

Table 2:

Formative	Summative
Oral Assessment/ Online Participation: On a weekly basis, students will have to participate in a discussion forum, with questions covering the topics of the week. This will help students to be in contact with different perspectives due to the diversity of participation, as well as to develop proficiency in understanding and applying concepts and developing critical thinking.	
Practical Skills Assessment/ Management of Accounts: Throughout the unit, students work on Google Online Marketing Challenge in groups https://get.google.com/onlinechallenge/the-challenge/ a real digital marketing project for a real NGO. To start the project, students need to get Google Ads Search Certification and Google Ads Measurement Certification.	**Project Output:** Students need to submit Pre-Campaign Strategy and Post-Campaign Report (in groups).
Set Exercise/Case Study: Throughout the unit, students solve set exercises related to real situations associated with mobile marketing. E.g. analyze and compare the ASO strategies used by the messaging apps (e.g. WeChat and Telegram or Line on both Google Play and AppStore). Find an example of each type of app according to the marketing objectives; Create a growth hacking strategy for a start-up that wants to launch its new mobile app.	**Written Assignment:** Students are given a company for which they need to design and develop a mobile app marketing plan including concept, user experience, strategy, technology, market, and implementation.

The passing grade for the module is 60%.

4.1 Formative Assessment

For all formative assessment activities related to the NMI Challenge please log on to your Google email account. Otherwise, you might not be able to access the relevant documentation.

You can also find here the Student´s Toolkit.

4.1.1. Formative Assessment 1

To participate in NMI, you must register under an approved lecturer or advisor. Your lecturer will need to register and get approved by Google before you can register as a student.

Once your lecturer has been approved, one team member should register as a Team Captain here:

Student teams for this assignment should have between 3-5 team members.

Once you are registered, you will be asked to complete 2 Google certifications to proceed. You can find these certifications either by following the steps on the NMI platform or by following the links below:

- For the MEASUREMENT certification: https://skillshop.exceedlms.com/student/path/18330-google-ads-measurement-certification
- For the Google Ads certification https://skillshop.exceedlms.com/student/path/18128-google-ads-search-certification

Certificates to be submitted before Week 2 on the VLE.

Please note that it can take a few days for lecturers to get approved, and it can take up to 10 business days to get matched with a nonprofit once you complete your Captain profile and submit a request to be matched, so plan accordingly when deciding when to register.

4.1.2. Formative Assessment 2: NMI Google Ads

LOG ON TO YOUR GOOGLE ACCOUNT WITH WHICH YOU ARE WORKING ON THE NMI CHALLENGE.

Unless you do so, the links will NOT work.

Set up an Ads Manager account (see https://support.google.com/google-ads/answer/7459399). Email your nonprofit to set up time for a Kickoff Meeting.

Once your nonprofit has replied to your email and confirmed their participation, send your nonprofit a request to link accounts (see https://support.google.com/google-ads/answer/7459601). Don't send a request to link accounts until the nonprofit has confirmed they can work with your team.

Once your nonprofit has accepted your request to link accounts, you can look at their Ad Grants account before you meet with them for the first time.

Before making any changes to your nonprofit's Ad Grants account, start by downloading Google Ads Editor, an offline editing tool, and following these instructions to export the entire account as a spreadsheet (.csv). Share this .csv file with your nonprofit partner as a backup for their current account structure in case they choose to revert to their original setup at the end of your partnership. (Refer to these import instructions for reverting to previous account structures using Google Ads Editor). Review the client's website before you meet with them for the first time, so you have a good understanding of their mission and potential advertising goals.
Hold a Kickoff Meeting with your nonprofit. Complete a Pre-Campaign Report

It should contain the following sections:

1. Nonprofit Overview
   a. Organization name
   b. Website
   c. Cause area (Housing, environment, human services, etc).
   d. Location
   e. Organization size

  f. Years in operation
  g. Services or products they offer
2. Market and Target Audience Analysis
  a. Demographics
  b. Geographics
  c. Behaviorgraphics
  d. Psychographics
3. Current Marketing
  a. Online
  b. Offline
4. Current Google Ads Account Performance
  a. Impressions
  b. Clicks
  c. CTRs
  d. Conversion Rates
5. Identify Future Marketing Goals
  a. Create Awareness
    i. How much website traffic are they currently getting?
    ii. Are they actively tracking changes in website traffic?
    iii. What are their total impressions? Clicks? CTR?
    iv. What are they trying to achieve? What messages are they trying to convey?
  b. Increase Donations
    i. What are their fundraising goals?
    ii. How are they tracking donations on their website?
    iii. What is the target profile of some of their existing donors? (e.g., elderly, under 30, outdoors enthusiasts, etc)
  c. Recruit Volunteers
    i. How many volunteers do they currently have?
    ii. How can they utilize Ad Grants to recruit more volunteers?
    iii. Are they tracking volunteer sign-ups as conversions on their website?
  d. Promote Events
    i. What type of events are they trying to promote?
    ii. What's the scale of these events? Goal of these events?
    iii. Do they run any seasonal campaigns to promote these events?
    iv. How can they use Ad Grants to promote these events?
6. Identify Account Performance Metrics and Goals
  a. Clicks/Traffic
  b. CRT
  c. Conversion Rate
  d. Conversion Value
7. Campaign Weekly Plan Summary

Upload your Pre-Campaign Report to the VLE. Email your Pre-Campaign Report to your nonprofit client for their approval. Once they approve it, you can begin to build your campaigns!

4.1.3. Checklist: building campaigns that meet your client's needs

LOG ON TO YOUR GOOGLE ACCOUNT WITH WHICH YOU ARE WORKING ON THE NMI CHALLENGE.

Unless you do so, the links will NOT work. Please follow these steps to complete Section 2 and consult the Help & FAQs folder and Help Center articles linked in the Guides and Materials

for any technical account questions related to campaign setup. (https://drive.google.com/drive/folders/1-4OzaKF94w0laZGGh4uyn3-csRRMnNhx).

Important: Take time to read and understand what makes a relevant and effective Search Ad before you create campaigns (see https://docs.google.com/presentation/d/1z1y25absd0PxEMOBGDh-Lc8WOLcihlZXbELqDvBgQQg/edit#slide=id.g37198dd471_7_103).

Build campaigns that meet the goals outlined in your Pre-Campaign Report and ensure they are consistent with Ad Grants policy requirements (see https://docs.google.com/presentation/d/1cU5g1aE885oBRn6b0nHXwjnMVMMzpclG9toIQkpdSwM/edit#slide=id.g8de232b778_1_9).

Communicate regularly with your client so they are aware of what you're building in their account. Don't go silent on them for weeks!

To Upload on the VLE.

Following the Best Practices Document you can find in your NMI Google Project folder (https://support.google.com/google-ads/answer/9247190) compile a preliminary list of keywords relevant to your NGO.

Go on Google Trends and study the keywords traffic for the last year for the relevant market of your NGO: **Upload on VLE the list of the top 20 keywords based on your findings.**

4.1.4 Formative Assessment 5: testing methodologies and strategies
Testing the efficiency of our campaigns on a smaller sample before we launch is vital to optimize the results of any marketing activity. Testing means: Comparing a baseline sample against several test samples.

Example: Which home screen layout of an app attracts more user interaction? There are two main testing methodologies:
- A/B testing – Testing where you would compare 2 versions of the same ad and evaluate whether one is more effective than the other and why.
- Multivariate testing – Testing more than one variable of a campaign at a time.

Exercise task

Use the list of keywords that you have established before for your NGO and set up A/B Testing scenarios on your Google Ads campaigns. Follow the instructions here https://support.google.com/optimize/answer/6211930?hl=en.

Find out more about A/B testing here: https://creativewebsitemarketing.com/how-to-a-b-test-in-google-ads/

To submit on the VLE:

- Submit a 200–500-word report on the results.
- Include analytics results as you see fit.
- Speculate on why one campaign was more effective than the other.
- Work together with your NMI Group.

4.1.5 Formative Assessment 6: assessing and optimizing account performance

It's time to analyze how well your campaigns are performing. Follow these steps to complete Section 3 (https://docs.google.com/document/d/179TW9Ttooc9YkiW2di6ZfJVgb5pVxPxeynKXQrAvHOQ/edit).

Regularly check how your campaigns are performing in relation to the goals you set out to accomplish in your Pre-Campaign Report.

Examples:

- Check impressions
- Check clicks
- Check clickthrough rate (CTR)
- Check conversions

Optimize your campaigns once they have been running to see where improvements could be made.

Continue to communicate regularly with your nonprofit while making optimizations so they are aware of what's working/not working in their account. This also helps them learn along with you!

If your ads are not performing, go back and review the Making Ads Effective and Relevant guide from previous section to understand how your ad copy, ad groups, keywords, and landing pages should all be closely related.

Complete a Post-Campaign Report after campaigns have been running for at least 4 weeks. To be uploaded individually on the VLE.

Word count: 1000–2000 words approx.

4.1.6 Formative Assessment 7 Case Study 1: Spring Field Hotel
It is fantastic for hiking and short walks in a natural rural setting. The hotel stands in 40 acres of rural Scottish countryside – with lochs and small copses, which are typical of the area and provide a habitat for salmon and water birds.

Rural Field Hotel is a 40-bed hotel, 4-star hotel located in the Scottish Highlands near Inverness. It is an historic building, which was once owned by Sir Frazer John – a retired Naval officer – with a passion for wildlife, especially fish and wild birds.

Exercise task

Spring Field Hotel needs advice upon how to promote itself using web-based technologies. Advise them on methods of marketing their business on the Internet.

Word count: 700-1000 words approx.
To be uploaded on the VLE.

4.1.7 Formative Assessment 11 Case Study 4: Peugeot 107

South Africa's mobile community grossly outweighs the number of people with access to the Internet, so it was up to Saatchi & Saatchi's digital department, AtPlay, to find a way to bring the interactive Peugeot Break Free campaign to a web and mobile market.

The mobile chat network, MXit, has nine million users in the country and was the perfect portal to seed a comprehensive campaign—along with support across other social networks such as Facebook and Myspace.

Competing with the Toyota Aygo and Citroen C1, which were launched around the same time, Peugeot's 107 campaign reached out to the younger, style-conscious generation on MXit who may not be buying cars just yet but are influential with their car-purchasing parents.

The first step was to create a branded splash screen and Peugeot 107 profile. The 107 MXit profile fed information about the campaign from the Web site directly to the users—some content being hidden for the only the keenest eye to spot.

Templates of the car allowed the public to design their dream Peugeot 107, and it was up to the voters to pick the winner. The finalists were all sent t-shirts featuring a unique Semacode, or bar-coded URL (uniform resource locator) address, to give to their friends and family. Taking a photo of the encrypted image with a Semacode-enabled camera phone meant that the users could navigate directly to the voting page via their mobile device.

MXit background themes, or "skinz," based on the finalists' designs were also specially created, and seven thousand were downloaded within an hour.

Please answer the following questions:

- How did the use of mobile technology increase interactivity with this campaign?
- How was mobile technology used to complement other campaign channels?
- How was the success of the campaign measured? What other metrics could be used to judge the success of a campaign like this?

To be uploaded on the VLE.
Word count: 700 -1000 words approx.

4.2. Summative Assessment

4.2.1. Summative Assessment 1

Task

The students are required to finish a Google NMI project throughout the course. The deliverables include Pre-Campaign Strategy and Post-Campaign Report (in groups).

Objectives

This project aims to help students:
- Gain hands-on experience with Google Ads
- Develop valuable analytical and consulting skills
- Help nonprofits make a significant impact

Students are expected to follow the Pre- and-Post Campaign report template as provided by Google and respect its format, structure and referencing.

Guidelines

- The submission of final assessment(s) will take place in week 10*.*
- The recommended format is Times New Roman font size 12 or Arial 11 with 1.5 spacing and page numbers on all pages except the title page. As technology advances, we can consider more creative designs, but these must be discussed with the professor.
- Students must upload a PDF version on the VLE platform. Each student is expected to submit their own copy. No late submissions will be accepted.
- Students are expected to follow the APA citation format.
- Students will be graded following the rubric summarized below.

General rules:
- If you use external sources of information in your work, do not forget that you are expected to use APA referencing style both in-text and on a reference page. Reference ALL THE SOURCES that you have used.
- Please do NOT use abbreviations or personal pronouns in academic writing. Failure to do so will result in -10% of your final grade of the assignment
- Please do NOT start sentences with AND, SO, BUT, OR, ALSO in English.
- Include your name on ALL the pages.

Allocation of Marks

1. Pre-Campaign Strategy Report (30 points total, maximum four pages):
a. NGO Overview describes the NGO´s business, objectives, target audience, etc. (12 points). As a foundation for the proposed AdWords Strategy, this section provides a brief overview of the client and its marketing.
 i. Client profile (2 points, a few sentences including some of the following. Please note that clients may not want to share some information. You may note this in the report if this is the case)
1. Name, location
2. Sales and number of employees
3. Goods and services offered
4. Key online marketing personnel
5. Age of the company

6. URL, website age, website management
7. Company presence and sales via online and offline channels
8. Other relevant information
ii. Market analysis (4 points, about a paragraph including some of the following)
1. Current and potential customers
2. Current and potential competitors
3. Overview of the industry (key characteristics, competitive/saturated/mature)
4. Projected and historical online spend for the industry
5. Market position/specialties
6. Unique selling points of the goods/services offered
7. Seasonality of their goods/services or seasonality that the company has identified
8. Other relevant market information
iii. Current marketing (4 points)
A couple of paragraphs including some of the following:
1. Website uses, e.g. sales, customer service
2. Website strengths and weaknesses
3. Website visibility, page position, incoming links, a few keyword search results
4. Online advertising, and offline promotion of the URL
5. If available, summary information from Google Analytics or other third party web tracking software
6. Email campaigns
7. Offline advertising
8. Other online or offline marketing
iv. Conclusion on how the AdWords campaign should align with the client's business (2 points, a few sentences)
b. Proposed AdWords Strategy (13 points)
Based on an analysis of the client, its website and marketing, each team should craft an appropriate AdWords Strategy and metrics for its campaign. The proposed strategy should include:
i. Number of Ad Groups and the focus for each Ad Group.
ii. Keywords and negative keywords
iii. Text for at least two AdWords versions
iv. Daily and weekly plans for spending their campaign budget
v. Network(s) for their AdWords ads
vi. Target audience settings
vii. Ad Serving options
viii. Keyword Bidding
ix. Geotargeting
x. Goals for impressions, clicks, CPC and CTR
xi. Proposed success metrics
xii. Other relevant information
c. Communication and readability (5 points) The report should have a logical flow, be easy to follow, and avoid grammatical mistakes.
2. Post-Campaign Summary Report (70 points total, maximum eight pages)
a. Executive Summary (8 points). This stand-alone document provides your client with a project snapshot and highlights four key factors:
i. Campaign Overview – a basic review of the project by introducing the campaign goals and operational details.
ii. Key results – the overall campaign performance as well as each ad group's performance. You should reference each group as well as the overall campaign. This section should provide a brief overview of key metrics.
iii. Conclusion – a clear synthesis of the report content and key items. This is your chance to tie together the entire package and focus the client's attention on important project aspects.
iv. Future Online Marketing Recommendations – simple, actionable and well-justified advice on your client's future online marketing, particularly in relation to the website and AdWords.

v. Develop the Executive Summary after you generate all other content, as it summarizes and will overlap with your Industry Component content.

b. Industry Component (28 points) - This is the team's chance to share the results with their client and expand upon the Executive Summary. The ideal approach is to write the Industry Component first and then summarize this content for the Executive Summary. As a rule, you would include most if not all of your Charts, Tables and Figures in your Industry Component and cover the following areas:

i. Campaign overview:

1. Review the major campaign goals (strategic goals as well as metrics: CTR, CPC, Impressions, etc.) set prior to the project and discuss your general strategies for approaching each goal.

2. Operational details (campaign dates, money spent, ad groups used). Review the basic schedule and cost structure you followed, your methods for monitoring the account, etc.

ii. Evolution of Your Campaign Strategy:

1. What were the major changes you made during the campaign and what led to these changes?

2. How did these changes affect your campaign?

3. Key Results – Summarize your results based on three weeks of data, such as:

a. Overall performance of the campaign and individual ad groups.

b. Performance of the initial campaign and changes in performance following your optimization efforts.

c. Keyword combinations that were effective and ineffective.

d. Your success stories and quick, but clear references to failures you experienced.

e. When discussing performance, refer to metrics such as:

i. Impressions

ii. Clicks

iii. Click Through Rate

iv. Average Cost per Keyword

v. Total Cost of Campaign

vi. Other metrics provided by the client, such as conversions

iii. Conclusions – Synthesize the Industry Component, tie together the entire package and focus your client's attention on the key project aspects. Take this opportunity to repackage information from the data section to display your practical lessons learned with the client. The goal is to develop a great transition that summarizes the critical results and starts to link these results to the future recommendations in the next section.

iv. Future Recommendations – Provide simple, actionable and well-justified advice on your client's future online marketing, particularly in relation to AdWords and the website

c. Learning Component (14 points), The teams' reflection on what they learned should cover four points

i. Learning objectives and outcomes – what did the team hope to learn? How well did the team meet their learning expectations and the Challenge learning objectives? What else did they learn? What key outcome as will the team remember? What were the expected and unexpected outcomes from participating in the Challenge?

ii. Group dynamics – what problems did the team encounter and more importantly, how did they overcome these problems? What were some expected and unexpected outcomes from working as a group?

iii. Client dynamics – what problems did they encounter and as importantly, how did they overcome these problems? What were some expected and unexpected outcomes from working with the client?

iv. Future recommendations – what would they do differently in the future to improve their campaign strategy, learning experience, group dynamics and client dynamics?

d. Communication and Readability (10 points), The Post-Campaign Summary should have a logical flow, be easy to follow and avoid grammatical mistakes.

e. Relevant use of Tables, Figures and Charts (10 points).

i. Teams should intersperse relevant charts, tables, figures in the report to illustrate their results. In addition, teams should label and refer to the charts, tables and figures in the body of the report. Appendices are not permitted. Charts, Tables and Figures count towards the total

number of pages.

4.2.2. Summative Assessment 2

Task

Choose one of the options below and design and develop a mobile app marketing plan including concept, user experience, strategy, technology, market, and implementation for the chosen option.

Option 1. Spot the Fake

Spot the Fake is an educational social platform that helps improve users' news literacy skills. The spread of fake news has become a more serious issue than ever. Unfortunately, lot of young consumers of news, particularly high school students, cannot really distinguish fake news from the real even though they claim they are confident in doing so. It is especially dangerous when they consume news actively from social media without a good set of news literacy skills and strongly developed critical mind, making it easy for them to be duped by fake news.
An educational social platform app - Spot the Fake has been designed to strengthen 4 key news literacy skills for its users. The app provides step-by-step training with a scaffolding approach as well as opportunities for students to investigate and share suspicious news articles with others on the platform. As students' progress in the app, their ranking as the fake news buster will be improved.

Option B: Match Pawfection

An Android app that connects adopters with the perfect pet waiting for adoption
Millions of animals are currently in shelters and foster homes awaiting adoption. Design an experience that will help connect people looking for a new pet with the right companion for them. Help an adopter find a pet which matches their lifestyle, considering factors including breed, gender, age, temperament, and health status.
Users will establish their profiles of lifestyle & personal preferences with a quiz during on-boarding, and the app will provide pet recommendations based on how well the animals match with the profiles as well as proximity. Users can also determine if the animals match with what they are looking for by envisioning the pets' behaviors in different context with the app through contacting caretakers of animals directly, viewing videos of animals in their profiles as well as an augmented reality view.

Objectives

The objective of this assignment is for students to apply the concepts learnt to a real-life situation and to develop a mobile application with a very specific functionality.

Students are expected to develop an overall marketing plan including
- Market / PEST / SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis (15 points)
- Benchmark examples what are others doing well as an example? (5 points)
- Mobile App Goals/Objectives Specific to the sector (5 points)
- Persona(s)/Target Audience(s) Description of the personas – no less than 2 (10 points)
- Strategies and Tools/Platforms Strengths, Opportunities for introduction and reasoning behind the implementation of each platform? (15 points)
- Timing for the different marketing efforts that the company needs to develop to promote the app (5 points)
- Roles and Responsibilities who should do what? (2 points)

- A mockup of the decision trees of the application and how the user is going to move through the app (UX and Interface) (8 points)
- Critical Response Plan what should be in it? (10 points)
- Monitoring and Measuring: what to measure? What analytics? What tools to use? (10 points)
- Social Media Campaign Recommended campaign, explanation, strategy, examples w with at least 3 sample posts per social media platform; can use the templates. (15 points)

Guidelines

- The submission of final assessment(s) will take place in week 11*.*
- The recommended format is Times New Roman font size 12 or Arial 11 with 1.5 spacing and page numbers on all pages except the title page. As technology advances, we can consider more creative designs, but these must be discussed with the promotor.
- Students must upload a PDF version on the VLE platform. Each student is expected to submit their own copy. No late submissions will be accepted.

General rules:

- You are expected to use APA referencing style both in-text and on a reference page. Reference ALL THE SOURCES that you have used. Failure to do so will result in penalties in summative assessment 2.
- Please do NOT use abbreviations or personal pronouns in academic writing. Failure to do so will result in -10% of your final grade of the assignment
- Please do NOT start sentences with AND, SO, BUT, OR, ALSO in English.
- Please keep in the words limitation of 2000 words without Annexes.
- Include your name on ALL the pages.

- ✓ Business case – 30%,
- ✓ App concept and functionality – 30%
- ✓ Marketing strategies – 30%
- ✓ Style of writing (e.g. clarity), references – 10%

Evaluation Rubric

	Fail	**Poor**	**Good**	**Very good**	**Excellent**	**Exceptional**
Category	0%-49%	50%-59%	60%-69%	70%-79%	80-89%	90%-100%
Cognitive and intellectual skills Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge,	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgement. Information accepted	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness of the limits of their knowledge and ability to	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesizes rather than describes. Ability to devise arguments that show	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive arguments and judgements.

and how this influences their analyses and interpretations	uncritically, uses generalized statements made with scant evidence and unsubstantiated opinions. Ideas are sometimes illogical and contradictory.	inconsistency or failure to fully recognize limits of knowledge.	use evidence to support the argument though with some tendency to assert/state opinion rather than argue based on reason and evidence. Mostly valid arguments and logical judgement.	awareness of different stances and use evidence convincingly to support appropriate and valid judgement.	other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question,' suggesting some grasp of the broader field and wider concepts.	Evidence of independent thought and ability to 'see beyond the question,' suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analysis.
Practical skills Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques. Propose solutions to problems arising from analysis.	Rudimentary application of established methods, materials, tools and/ or technique s but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/ or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/ or techniques. Clear appreciation of the context of the application. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/ or techniques. Good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	Advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transfer able	Communication	Can	Can	Can	Can	Can

| skills for life and professional practice

Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. | medium is poorly designed and/or not suitable for the audience.

Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.

Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise | communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas/ concepts are expressed.

Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but with limited involvement in group activities.

Demonstrates the basic skills for employment requiring the exercise | communicate effectively in a suitable medium for the audience but may have minor errors.

Mostly coherent, organised work, in a suitable structure and is clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities.

Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor difficulty. | communicate well, confidently and consistently in a suitable medium for the audience.

Work is coherent, fluent, well-structured, and organised.

Can work very well autonomously and/or as part of a team, with very good contribution to group activities.

Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness. | communicate profession ally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work profession ally within a team, showing leadership skills as appropriate, and meeting obligations.

Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and analytical skills. | communicate with an exception ally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally.

Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development. |
|---|---|---|---|---|---|---|

4.3. Class Activities

4.3.1 Activity 1:

If we know that the formula is

CLT = [$M-$R] x [(1+d)]/[(1+d-r)]

Where:
- M – Contribution per period from active customers. Contribution = sales price – variable costs
- R – Retention spending per period per active customer
- r – Retention rate (fraction of current customers retained each period)
- d – Discount rate per period

We know that HBO charges about $19.95 per month. Variable costs are about $1.50 per account per month. Marketing spending is about $6 per year. Their attrition is only about .5 per month. We knew that they have low attrition, or good retention rate at a monthly discount rate of one percent. What is the customer lifetime value?

Let's consider a scenario. If HBO reduces marketing retention spending by half, they expect attrition will go up by one percent. So, they're reducing their spending, so they're going to get higher attrition rates because retention rate is going to go down.

Should they do it?

5. Module Requirements

A. Core Readings List

1. Alekseeva, N., Stroganova, O., & Vasilenok, V. (2019, September). Identifying Trends in the Development of Marketing in the Digital Age. *In International Conference on Digital Technologies in Logistics and Infrastructure (ICDTLI 2019).* Atlantis Press.

2. Aashirwad Kumar, G. (2020). An Analytical Study of Search Engine Optimization (SEO) Techniques: To Maximize Number of Travelers on an E-Content Material Website. *International Journal of Management (IJM)*, 11(1).

3. Berman, B. (2016). Planning and Implementing Effective Mobile Marketing Programs. *Business Horizons,* 59(4), 431-439.

4. Duong, V. (2019). SEO Management (1st ed.). Wiley. https://www.perlego.com/book/1323968/seo-management-methods-and-techniques-to-achieve-success-pdf

5. Feiz, D., Zarei, A., Mibashrazgah, M. M., & Shaabani, A. (2021). *Typology of Growth Hacking Strategies Along the Growth Hacking Funnel.* Iranian Journal of Management Studies, 14(2), 331–346.

6. Ghosh, D. (2018). How GDPR Will Transform Digital Marketing. *Harvard Business Review.* Retrieved from: How GDPR Will Transform Digital Marketing (hbr.org)

7. Hua, H. (2019). Mobile Marketing Management (1st ed.). Taylor and Francis. https://www.perlego.com/book/1602007/mobile-marketing-management-case-studies-from-successful-practices-pdf

8. Kingsnorth, S. (2019). Digital Marketing Strategy (2nd ed.). Kogan Page. https://www.perlego.com/book/1589892/digital-marketing-strategy-an-integrated-approach-to-online-marketing-pdf

9. Papagiannis, N. (2020). Effective SEO and Content Marketing (1st ed.). Wiley. https://www.perlego.com/book/1353566/effective-seo-and-content-marketing-the-ultimate-guide-for-maximizing-free-web-traffic-pdf

10. López García, J. J., Lizcano, D., Ramos, C. M., & Matos, N. (2019). Digital Marketing Actions That Achieve a Better Attraction and Loyalty of Users: An Analytical Study. *Future Internet,* 11(6), 130.

11. Rosário, A., & Raimundo, R. (2021). Consumer Marketing Strategy and E-Commerce in the Last Decade: A Literature Review. Journal of Theoretical & Applied Electronic Commerce Research, 16(7), 3003–3024. https://doi.org/10.3390/jtaer16070164

12. Tong, S., Luo, X., & Xu, B. (2020). Personalized Mobile Marketing Strategies. *Journal of the Academy of Marketing Science*, 48(1), 64-78.

13. Scholz, J., & Duffy, K. (2018). We Are at Home: How Augmented Reality Reshapes Mobile Marketing and Consumer-brand Relationships. *Journal of Retailing and Consumer Services,* 44, 11-23.

14. van Laer, T., & Lurie, I. (2018). The Seven Stages of the Digital Marketing Cycle. *Contemporary Issues in Digital Marketing: New Paradigms, Perspectives and Practices (2018).*

15. van Heerde, H. J., Dinner, I. M., & Neslin, S. A. (2019). Engaging the Unengaged Customer: The Value of a Retailer Mobile App. *International Journal of Research in Marketing,* 36(3), 420-438.

B. Supplementary Reading List

1. Bâra, A., Oprea, S.-V., Bucur, C., & Tudorică, B.-G. (2023). Unraveling the Impact of Lockdowns on E-commerce: An Empirical Analysis of Google Analytics Data during 2019–2022. Journal of Theoretical & Applied Electronic Commerce Research, 18(3), 1484–1510. https://doi.org/10.3390/jtaer18030075
2. Deiss, R., Henneberry, R. (2017). Digital Marketing for Dummies. For Dummies.
3. Fard, M. H., & Marvi, R. (2019). Viral Marketing and Purchase Intentions of Mobile Applications Users. International Journal of Emerging Markets.
4. Hanlon, A. (2019). Digital Marketing: Strategic Planning & Integration. SAGE Publications Limited.
5. McDonald, M., Hugh Wilson. How to Prepare Them, How to Use Them. Willey. 2011.
6. Park, E. (2019). Motivations for Customer Revisit Behavior in Online Review Comments: Analyzing the Role of User Experience Using Big Data Approaches. Journal of Retailing and Consumer Services, 51, 14-18.
7. Rauschnabel, P. A., Felix, R., & Hinsch, C. (2019). Augmented Reality Marketing: How Mobile AR-apps Can Improve Brands Through Inspiration. Journal of Retailing and Consumer Services, 49, 43-53.
8. Saura, J. R., Palos-Sanchez, P. R., & Correia, M. B. (2019). Digital Marketing Strategies Based on the E-business Model: Literature Review and Future Directions. In Organizational Transformation and Managing Innovation in the Fourth Industrial Revolution (pp. 86-103). IGI Global.
9. Tuten, Tracy. Principles of marketing for a digital age. Thousand Oaks, CA. 2019.

C. General Rules for Submitting Written Assignments

Prior to the assessment and grading, all homework assignments submitted via Virtual Learning Environment (VLE) are checked for plagiarism with the software embedded to the system. Before turning in the first assignment each student is responsible to familiarise him/herself with the *Plagiarism Handbook* available in the VLE.

Written assignments should generally be typewritten and will only be marked and graded if they are submitted via VLE by the requested time. **Late submissions will not be accepted under any circumstances!** *Being virtually absent shall not be an accepted excuse for not submitting the required homework for the following session.*

Technical issues: the VLE system works functionally well and technical issues almost non-existent. Failure to submit the assignment on a timely basis is typically a result of a misuse of the VLE instructions or simply a missed deadline.

In case a student experiences issues with the submission of a particular assignment, an email should be sent before the submission deadline to the lecturer (with a copy to the Academic Coordinator) along with the screenshot of the technical issue. Each case will be thoroughly investigated, and the ultimate decision will be made by the Academics Department whether the homework should be accepted for evaluation and grading.

D. Attendance

80% attendance is compulsory. Students who miss more than 20% of classes without a justified reason (e.g. medical certificate) will automatically fail the module.

All appointments, including regular medical appointments, should be scheduled outside of class time, as any absence will affect the participation component of the module evaluation. If you are ill and you cannot attend a class, you will need to fill in the Absence Excuse form and provide a valid certificate from a credible medical institution. Under no circumstances, the lecturer is involved into consideration of absence excuses. This responsibility lies with the Academic Coordinator and the Academic Committee. Please refer to the **Academic Policies and Student Guidelines** for further information.

Students who are late (not more than the first 10 minutes) will be allowed to enter the classroom upon the consideration of a lecturer meaning that if a lecturer started the class and believes that those arriving late may disturb the class, he/she has a right not to allow any late students to enter the classroom. Students who are more than ***10 minutes late should NOT be allowed to enter the classroom until the next break.*** In case the student is not allowed to enter the classroom in the first part of the class or is late more than 10 min, then the attendance will be rated at **50%** or a half class. This margin of time is not applicable after the mid-class break, i.e. students coming late or not returning after the break, will not be allowed into the class and/or will get documented only 50% of presence. Continuous late arrivals by a student gives the lecturer the right to dismiss that student from their class, with a failing grade.

Note: *As entering in the middle of a class session disrupts the entire class and is regarded as disrespectful, students should strictly adhere to the rules. Arriving late or leaving early will be noted and the total time of absences will be calculated by applying the same corresponding rules for continuous tardiness.*

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