

6.1 Digital Marketing Strategies [Elective]

Module title:			
Digital Marketing Strategies			
Module NFQ level	Module number / reference	ECTS Value	Duration
8	BACMH - 28	10	12 weeks
Parent programme(s)		Stage of parent programme	Semester No.
BA (Hons) in Communications & Media Production		Award	One
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	100%		
Workplace			
Online			
Other (Identify)			
Entry requirements (statement of knowledge, skill and competence)			
Please see section 4.2 of programme document.			
Maximum number of learners per instance of the module	80		
Average (over the duration of the module) of the contact hours per week	5		
Pre-requisite module title(s) (if any)	N/A		
Co-requisite module title(s) (if any)	N/A		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Classroom with requisite digital screening and lecture recording equipment. Computer lab with internet and requisite design software for learners. Moodle and LinkedIn Learning access.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc	Qualifications & experience required:	# of Staff with this profile (WTEs)	
Lecturer	Lecturing staff are required to hold at least a master’s degree in a humanities (communications) discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.	.2	

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:80	48
Mentoring and small-group teaching	1:20	12
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		
Independent Learning (hours)		190
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		250

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	100%				100%

6.1.1 Module aims and objectives

Aims

In a contemporary professional environment, there is an increasing demand for digital marketing experts. The aim of this module is to equip students with the core principles, concepts and practical applications of digital marketing. A specific focus of this module is to explore the role of social media in digital marketing communications, as emerging channels begin to surface in the digital communications landscape. Additionally, this module aims to provide learners insight into marketing strategy, search engine optimisation (SEO), pay per click (PPC), artificial intelligence (AI), personal branding, advanced content marketing, advanced mobile and email marketing, advanced influencer marketing, and advanced marketing analytics.

Objectives

This module will comprise of three primary objectives:

1. Introducing learners to the core principles and concepts of digital marketing;
2. Building awareness of the dynamic role of a digital marketing practitioner;
3. Developing social media strategies which can be applied to real-life practice.

6.1.2 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Explain the core concepts, frameworks and approaches used for effective digital marketing and social media management;
- (ii) Examine audience archetypes to explain the core theoretical underpinnings of how different audiences perceive, behave and interact with digital marketing communications;
- (iii) Research the strategies of digital marketing and social media companies and evaluate emerging trends in marketing practice;

- (iv) Reflect on the role of digital marketing and social media beyond commercial contexts and explore personal branding, content creation and the responsibility of influencers in digital communications;
- (v) Critique a range of social media marketing tools and techniques to develop a social media strategy which can be applied in practical contexts;
- (vi) Develop a social media campaign which incorporates, audience analysis, branding awareness and analytics.

6.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Digital marketing is a key part of the contemporary communications environment. It is allowing marketing practitioners a new avenue to reach wider audiences, connect with people in a personable way and to promote products, services and brand awareness through digital platforms. As digital marketing becomes more salient in the business environment, communications graduates have a unique opportunity to lead in areas of digital communication and social media management.

This module will provide students with practical knowledge necessary for developing core digital marketing competencies. It will allow students to not only engage with a heightened knowledge of the digital marketing and social media, but they will also complete this module by submitting a portfolio in which they can demonstrate applied work to aid them in securing employment in the digital marketing environment. Learners will receive formative feedback at multiply stages through this course and this module will use experiential learning to support student learning.

The module learning outcomes are aligned with programme learning outcome (MIPLO) numbers: 1, 2, 3, 4 and 5.

6.1.4 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Learner Handbook. All content is provided on Moodle as well as access to additional content through the library and online resources.

In class, learners are provided with / directed to, lecture notes, case studies, additional reading materials and lists, incorporating academic and professional sources.

6.1.5 Module content, organisation and structure

This module will be delivered through formal lectures, tutorials, guest talks and online supports via Moodle.

For the tutorial sessions, learners will engage in workshop-style classes where they can discuss creative ideas, research, approaches, issues and/or concerns in the module content and assessment strategy. Discussions will be encouraged to enable students to share their understanding of the digital marketing and social media landscape and engage in peer learning. Weekly activities where students bring a social media campaign they saw during the week will be set so that students can contribute ideas, problem solve, engage with active learning, peer learning, collaborative learning. During this module, learners will be asked to share their work so far to receive formative feedback and to ensure that milestones are being reached.

Module Curriculum and Class Structure:

Topic 1: Digital Marketing: What is it?

- Introduction to Digital Marketing
- Tools of Digital Marketing
- Digital Marketing Models
- Evolution of Digital Marketing

Topic 2: Audience Analysis

- How do People Interact with Digital Marketing
- Identifying Your Audience
- Audience Segmentation
- Personas and Avatars
- Competitor Analysis

Topic 3: Social Media

- What is Social Media Marketing and Why is it Important?
- History of Social Media
- What are the Main Social Media Platforms?
- Social Media Activities Requiring Management

Topic 4: Social Media: Planning and Strategy

- Digital Marketing and the Marketing Mix
- Models of Social Media Marketing
- Uses of Social Media
- Content Calendar
- Case Examples: Good and Bad

Topic 5: Social Media: Tools and Techniques

- How to Build a Social Media Campaign
- SMART Objectives
- Call to Actions
- Audiences and Platforms
- Case Examples: Good and Bad

Topic 6: Social Media: Policy and Guidelines

- Emerging Technologies: AI
- Social Media: Rights and Laws
- Social Media Guidelines: PRII & ASAI

Topic 7: Personal Branding

- Be Your Own Brand, Tom Peters
- Self-Presentation Theory
- Self-Branding on Social Media
- Case Examples

Topic 8: Influencer Marketing

- What is an Influencer?
- Roles and Responsibilities of an Influencer
- How do Influencers Market Products/ Services?

- Platforms Supporting Influencer Marketing
- Influencer Case Examples

Topic 9: Content Marketing

- Customer Journey
- Building a Website
- Introduction to SEO
- Keywords
- Blogging

Topic 10: Mobile and Email Marketing

- User Experience
- Platforms
- KPIs
- Content Types & What You Can Achieve

Topic 10: Search Engine Optimisation and Pay Per Click

- Google and Digital Marketing
- What are Google Ads?
- What is PPC?
- Content/ Technical SEO

Topic 11: Marketing Analytics

- Marketing Metrics (KPIs)
- Google Analytics
- Social Media Analytics
- Budgets, Measuring and Implementation Strategies

Topic 12: Pitching Your Idea

- Pitching Tools
- Structuring Your Pitch
- How to Make a Winning Pitch
- Presenting a Social Media Strategy

6.1.6 Module teaching and learning (including formative assessment) strategy

This module is delivered over a period of 12 weeks, with 2 hours per week of formal lectures and 1 hour per week of tutorial sessions. Learning and teaching methods for this module include delivering theory through formal lectures and inviting guest lectures and workshop-based classes to take place during tutorial sessions. Activities and practical applications of digital marketing and social media management will take place during this module, for instance, students will be given exercises to complete, they will be asked to share ideas and progress in their own work and will be asked to engage with the content, case studies and examples available on their Moodle page. Learners are mentored in the process of building their portfolios, however, there is an emphasis on self-directed learning and independent development. The focus of this module is on experiential learning and process.

Lectures and seminars are thematic, with a particular issue or theme being addressed each week. Appropriate case studies are used to demonstrate key issues. In developing their portfolio, learners are expected to engage with all of the themes discussed in lectures. The continuous assessments provide ongoing feedback for the learner and relate to the module curriculum.

The module draws upon both theory and practical research and learners are required to research, and present, topics which relate to the MIMLOs. Strategies for this module are based on 'learning by doing', learner-centred learning and structured teaching methods. These include lectures and tutorials, in-class problem-solving exercises, in-class presentations and in-class critical thinking activities. Practically focused assessment is emphasised.

The subject is assessed through the submission of a Portfolio (weighting 100%) and three projects:

- (i) Social Media Plan and Strategy (40%)
- (ii) Social Media Implementation and Rationale (30%)
- (iii) Reflection Essay on Social Media Campaign (30%)

Activity	Teaching / Learning Strategy	Learning Environment
Lectures, Tutorials, (36 hours)	Formal lectures as outlined under course structure.	College
Independent work (214 hours)	Self-directed work, researching, developing, independent reading and generating ideas.	College / Home

6.1.7 Work-based learning and practice-placement

There is no work based learning or practical placement in the module.

6.1.8 E-learning

Griffith College uses Moodle, a virtual learning environment, to support its delivery of e-learning activities in the form of peer-to-peer support based around activities where learners give and receive feedback, forums where learners must contribute, formative quizzes and video links.

6.1.9 Module physical resource requirements

Classroom with requisite digital screening and lecture recording equipment. Computer lab with internet and requisite design software for learners. Moodle and LinkedIn Learning access.

6.1.10 Reading lists and other information resources

Primary reading

Chaffey, D. & Elis-Chadwick, F. (2022) Digital Marketing. 8th Edition. UK: Pearson
 Goffman, E. (1956) The Presentation of Self in Everyday Life. UK: University of Edinburgh Social Sciences Research Centre
 Grau, S. L. (2022) Celebrity 2.0: The Role of Social Media Influencer Marketing in Building Brands. USA: Business Expert Press
 Kingsnorth, S. (2022) The Digital Marketing Handbook: Deliver Powerful Digital Campaigns. UK: Kogan Page

Secondary reading

Charlesworth, A. (2022) Absolute Essentials of Digital Marketing. UK: Routledge
 Dietrich, G. & Livingston, G. (2012) Marketing in the Round. USA: Que Publishing
 Visser, M., Sikkenga, B. & Berry, M. (2019) Digital Marketing Fundamentals. 1st Edition. Netherlands: Taylor & Francis

eResources

- <https://www.famouscampaigns.com/> - Famous Campaigns
- <https://www.prii.ie/> - PRII
- <https://www.adworld.ie/> - AD World
- <https://iapi.ie/> - IAPI
- <https://www.prca.ie/> - PRCA
- <https://mii.ie/> - Marketing Institute Ireland

6.1.11 Specifications for module staffing requirements

Lecturing staff are required to hold at least a master's degree in a humanities (communications) discipline and/or an equivalent professional qualification. Industry experience is beneficial but not a requirement. Lecturing staff are also expected to have, or to be in the process of acquiring, a Certificate in Education, Learning and Development qualification from Griffith College or its equivalent.

6.1.12 Module summative assessment strategy

The assessment strategy is based on continuous assessment (100%) by formative assignments (not graded) and summative assignments (graded). The assignments constitute the overall grade achieved and are based on each learner's work. The continuous assessments provide for ongoing feedback for learners and relates to the module curriculum.

The subject is assessed through the submission of the three stages of creating a successful social media campaign. These projects are combined to build the learner's portfolio which they can demonstrate mastery of social media management, as indicated in the following table:

No.	Description	MIMLOs	Weighting
1	Assignment #1 – Social Media: Plan and Strategy	(i) to (v)	40%
2	Assignment #2 – Social Media: Implementation and Rationale	(i) to (vi)	30%
3	Assignment #3 – Reflection Essay on Social Media Campaign	(i) to (vi)	30%

Reassessment/Repeat assessment strategy:

Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing a component or components of this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.