


ISU^{WU} 2021

WU (Vienna University of Economics and Business)

Course outline (distance-learning format)

Course title	Digital Marketing & Social Media	
Instructor	Valentin Mang, MSc valentin.mang@wu.ac.at WU (Vienna University of Economics and Business), Department of Marketing	
Language of instruction	English	
Course level	Undergraduate	
Aim of the course		
<p>This course will introduce students to recent developments in the areas of digital marketing and social media and will provide them with the necessary tools to tackle the accompanying marketing challenges.</p> <p>After covering the basics of digital marketing strategy, students will learn about the relevant marketing tools used to navigate the landscape of digital and social technologies. To provide students with a comprehensive digital marketing "toolbox", this course will cover inbound marketing topics (e.g. search engine optimisation, content marketing), outbound marketing topics (e.g. display advertising, email marketing), as well as digital marketing and social media analytics. These contents will be covered in theory and understanding of the topics will be deepened through practically-oriented and interactive exercises (e.g. case studies, discussions,...).</p> <p>In addition to that, students will learn how to apply several marketing tools in practical contexts. As part of a team project, software tools (e.g. landing page builder, traffic analytics software,...) will be used to solve a marketing challenge.</p> <p>After successfully completing this course, students will not only have gained a solid understanding of the digital marketing and social media landscape, but will also be able to apply this knowledge in practical settings.</p>		
Learning objectives		
<p>After successfully completing this course, students will:</p> <ul style="list-style-type: none"> • Understand how digital and social technologies changed the marketing landscape • Have a solid understanding of inbound and outbound marketing in a digital world • Know how to plan digital marketing strategies 		

- Understand the importance of experimentation (A/B Testing) in digital and social media marketing and know how to design basic experiments
- Be able to build a basic landing page
- Be able to use analytics tools to make sense of data in digital marketing contexts

Application requirements

Application requirements for the Undergraduate Program are current enrollment in an undergraduate study program in the fields of business administration. By the time of participation in the ISU^{WU} program, students must have completed a **minimum of one year of undergraduate education** with a specific focus on business administration and related areas.

Applicants interested in participating in the International Summer University^{WU} need an excellent command of the English language. The English language requirements can be found at [ISU^{WU} Language Requirements](#).

Teaching methods

This course will involve a variety of teaching formats, such as lectures, case study analyses, and in-class discussions. Besides that, in a team project, students will learn how to use marketing-related software tools to solve a marketing challenge. Active in-class participation is encouraged and expected.

Pre-course assignment

1. Reading assignment

Please read the following articles:

- Holt, D. (2016). Branding in the Age of Social Media. *Harvard Business Review* (03/16). <https://hbr.org/2016/03/branding-in-the-age-of-social-media>
- Alemany, C. (2020). Marketing in the Age of Resistance. *Harvard Business Review* (09/20). <https://hbr.org/2020/09/marketing-in-the-age-of-resistance>
- Curry, L. (2020). How Brands Can Follow Through on the Values They're Selling. *Harvard Business Review* (08/20). <https://hbr.org/2020/08/how-brands-can-follow-through-on-the-values-theyre-selling>
- Gosline R.R., Lee, J., Urban, G. (2017). The Power of Consumer Stories in Digital Marketing. *MIT Sloan Management Review*, 58(4), <https://sloanreview.mit.edu/article/the-power-of-consumer-stories-in-digital-marketing/>

All resources can be accessed online via the WU library. Please note that the reading assignment should be completed as a first step, as it provides the base for the video assignment as a second step.

2. Video assignment

Find a best-practice or worst-practice example of a digital marketing campaign that incorporates one or more of the following approaches:

- *Cultural branding* as proposed by Holt (2016)
- *Brand advocacy* as proposed by Curry (2020) and sketched out by Alemany (2020)
- *Consumer stories* as discussed by Gosline, Lee, & Urban (2017)

Create a short video (5 minutes max.) about the campaign example you have chosen. The video should answer the following questions:

- What is the campaign about?
- Which of the approaches mentioned above does the campaign incorporate?
- Why do you think the marketers did a good/bad job?
- Is there anything you would have done differently?

There are no specifications regarding the design. For instance, the video can be created by combining presentation slides and an audio recording, or by recording oneself while presenting. The more creative, the better.

Include all references you used. Submit your video via email to valentin.mang@wu.ac.at by July 9, 9 am (Vienna time, CEST). All videos will then be uploaded (subject to students' agreement) in an online forum accessible to all course members, where the videos can be discussed.

The presentation assignment accounts for 25% of the overall mark.

Course contents

For detailed dates and times please look at the published schedule on our website.

Day 1 (July 14)	<p>Synchronous lecture & discussions (2h):</p> <ul style="list-style-type: none">• Introduction & feedback pre-course assignment• The digital marketing landscape & the digital consumer <p>Asynchronous self-study unit (2h):</p> <ul style="list-style-type: none">• Strategic planning in digital marketing
Day 2 (July 15)	<p>Synchronous lecture (1,5h):</p> <ul style="list-style-type: none">• Outbound marketing:<ul style="list-style-type: none">○ Display advertising○ Email marketing○ Search engine advertising○ Outbound mobile marketing <p>Asynchronous group work (1,5h):</p> <ul style="list-style-type: none">• Preparation case study "Denny's social media strategy"
Day 3 (July 16)	<p>Synchronous lecture & exercises (2h):</p> <ul style="list-style-type: none">• Case study discussion• Inbound marketing:<ul style="list-style-type: none">- Content marketing- Website design & user experience- Search engine optimisation <p>Asynchronous group work (2h):</p> <ul style="list-style-type: none">• Find best-practice or worst-practice examples of landing pages
Day 4 (July 19)	<p>Synchronous group work (2,5h):</p> <ul style="list-style-type: none">• Experimentation & A/B testing <p>Asynchronous individual exercise (1,5h):</p> <ul style="list-style-type: none">• Web analytics
Day 5 (July 20)	<p>Synchronous exam (1h)</p> <p>Synchronous team project part 1 (2h):</p> <ul style="list-style-type: none">• Creating a landing page <p>Asynchronous project work (1h)</p>
Day 6 (July 21)	<p>Synchronous team project part 2 (2h):</p> <ul style="list-style-type: none">• Conducting SEO <p>Asynchronous project work (2h)</p>
Day 7 (July 22)	<p>Asynchronous self-study unit (2h)</p> <ul style="list-style-type: none">• Preparatory readings <p>Synchronous discussions & short lecture (2h):</p> <ul style="list-style-type: none">• Topical issues around social media:<ul style="list-style-type: none">○ Fake news & conspiracy theories○ Social responsibility in the age of social media

Day 8 (July 23)	Synchronous project presentations (2h)																		
Comments																			
<p>This is a tentative course syllabus. All contents are subject to change.</p> <p>The team project will involve using several software tools (Google Analytics, website creator) that require registration (free of charge). Registration is not mandatory, but expected.</p>																			
Criteria for successful completion of the course																			
<p>To successfully complete this course, the final score of the overall performance has to be at least 60% or more.</p>																			
<table border="1"> <thead> <tr> <th>Grade</th> <th>Points</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1/A</td> <td>90 +</td> <td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students who are highly engaged in the subject matter. These grades apply to a student who is self-initiating, exceeds expectations and has an insightful grasp of the subject matter.</td> </tr> <tr> <td>2/B</td> <td>80-89</td> <td>Very good, good and solid performance. These grades indicate good engagement with and a good grasp of the subject matter or excellent grasp in one or more areas balanced with a satisfactory grasp in other areas.</td> </tr> <tr> <td>3/C</td> <td>70-79</td> <td>Satisfactory. These grades indicate a satisfactory level of engagement, performance and knowledge of the subject matter.</td> </tr> <tr> <td>4/D</td> <td>60-69</td> <td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td> </tr> <tr> <td>Failed</td> <td>59 and below</td> <td>Unsatisfactory performance</td> </tr> </tbody> </table>	Grade	Points	Description	1/A	90 +	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students who are highly engaged in the subject matter. These grades apply to a student who is self-initiating, exceeds expectations and has an insightful grasp of the subject matter.	2/B	80-89	Very good, good and solid performance. These grades indicate good engagement with and a good grasp of the subject matter or excellent grasp in one or more areas balanced with a satisfactory grasp in other areas.	3/C	70-79	Satisfactory. These grades indicate a satisfactory level of engagement, performance and knowledge of the subject matter.	4/D	60-69	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.	Failed	59 and below	Unsatisfactory performance	
Grade	Points	Description																	
1/A	90 +	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students who are highly engaged in the subject matter. These grades apply to a student who is self-initiating, exceeds expectations and has an insightful grasp of the subject matter.																	
2/B	80-89	Very good, good and solid performance. These grades indicate good engagement with and a good grasp of the subject matter or excellent grasp in one or more areas balanced with a satisfactory grasp in other areas.																	
3/C	70-79	Satisfactory. These grades indicate a satisfactory level of engagement, performance and knowledge of the subject matter.																	
4/D	60-69	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.																	
Failed	59 and below	Unsatisfactory performance																	
<p>Attendance of and punctuality in all sessions are mandatory.</p>																			
Assessment																			
<p>Performance components & share of overall mark</p> <ul style="list-style-type: none"> • Pre-course assignment: 25% • Team project: 35% (comprises written project report & group presentation; both weighted equally) • Exam: 30% (single- and multiple-choice questions, short open-ended questions) • In-class participation: 10% 																			
Course literature (cases, papers, online material...)																			
<p>In addition to the reading list for the pre-course assignment, there are compulsory readings relating to the contents of some sessions that facilitate comprehension of the course materials and enable participation in class.</p> <p>The readings for the respective units will be made available online well in advance.</p>																			
Further readings suggested by the lecturer(s)																			
<p>The following books are recommended for those who want to deepen their understanding of some of the topics covered in this course (i.e. they are not mandatory):</p> <ul style="list-style-type: none"> • Tuten, L. & Solomon, M.R. (2018). <i>Social Media Marketing</i>, 3rd edition. <i>SAGE Publications</i> • Tuten, L. (2020). <i>Principles of Marketing for a Digital Age</i>. <i>SAGE Publications</i> • Luca, M. & Bazeran, M. (2020). <i>The Power of Experiments: Decision Making in a Data-Driven World</i>. <i>MIT Press</i> • Kohavi, R., Tang, D., & Xu, Y. (2020). <i>Trustworthy Online Controlled Experiments: A Practical Guide to A/B Testing</i>. <i>Cambridge University Press</i> 																			
<p>Since the domain of digital marketing and social media is a rather practically-oriented one, resources created by and targeted at practitioners, rather than marketing scholars, provide a valuable addition</p>																			

to the theoretical foundations. Therefore, following one or more of the following practically-oriented blogs is recommended:

- Hubspot marketing blog: <https://blog.hubspot.com/marketing>
- Hubspot website blog: <https://blog.hubspot.com/website>
- WordStream online advertising blog: <https://www.wordstream.com/blog>
- Moz SEO & inbound marketing blog: <https://moz.com/blog>

Please note the following information on the total minimum workload of the respective course:

Course level	ECTS credits	Pre-course workload	In-class and outside-of-class workload incl. teaching units
Undergraduate	4	approx. 20 hours	approx. 60 hours