

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	AY2023-2024
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1 Semester 2
Course Author * Faculty proposing/revising the course	Wong King Yin (S1), Kim Soo (S2)
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Course Title	Digital Marketing
Course Code	BM2514
Academic Units	3
Contact Hours	39
Research Experience Components	

Course Requisites (if applicable)

Pre-requisites	N/A
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course offers an overview of digital marketing strategy development and implementation. Strategic frameworks and models are introduced to help you understand how to analyze digital marketing landscape, evaluate the effectiveness of different digital marketing tactics, and develop marketing plan that integrates multiple online and offline media. The complementary role of traditional and digital marketing along a customer journey will be highlighted. Trends, opportunities, and threats in the field will also be discussed. Business students who wish to enter the field of marketing and any students who wish to build their own brand through digital media would find this course useful. You will learn how to solve real problems in digital marketing through case discussions, individual and group project. You will also gain hands-on experiences in selected areas of digital marketing through assignments.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Discuss the up-to-date trends and knowledge in digital marketing.
ILO 2	Apply selected digital marketing tools in business settings.
ILO 3	Analyse digital marketing issues by using the relevant concepts, frameworks, and principles.
ILO 4	Provide and evaluate digital marketing solutions.
ILO 5	Propose a comprehensive marketing strategy and implementation plan to an organization with a focus on the current digital landscape.
ILO 6	Collaborate with your team members in the group project.

Course Content

The following topics will be addressed during the course:

- 1.The current digital landscape
- 2.Traditional versus digital marketing
- 3.Digital marketing strategy development
- 4.Digital marketing tactics: •Website development and design •Social media marketing •Content marketing
•Search engine marketing •Online advertising •Email marketing •Marketing by using latest digital technologies
- 5.Digital marketing effectiveness measurement

Reading and References (if applicable)

Gupta, S. (2020). Digital Marketing (2nded.). McGraw Hill. India. Chaffey, D., & Ellis-Chadwick, F. (2019). Digital Marketing: Strategy, Implementation and Practice (7th ed.). Pearson. HF5415.1265.C433d 2019Kaufman, I., & Horton, C., (2015). Digital Marketing: Integrating Strategy and Tactics with Values, A Guidebook for Executives, Managers, and Students. Routledge.HF5415.1265.K21Kotler, Philip, Kartajaya, Hermawan, & Setiawan, Iwan (2017) Marketing 4.0: Moving from Traditional to Digital. Wiley. Additional articles and cases will be assigned during the semester.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Course Overview	ILO 1,3			
2	Case Learning (Digital Landscape) Digital Landscape: What are businesses competing for in the digital realm?	ILO 1,3,4	Online Video Lecture: Digital Transformation Reading: Amazon, Apple, Facebook, and Google Case		Online Video Lecture: Digital Transformation Reading: Amazon, Apple, Facebook, and Google Case
3	Group Project Brief	ILO 3,6	Online Video Lecture: Client Project		Online Video Lecture: Client Project
4	Case Learning (Customer Journey) Customer-Centric Content Creation: How can brands create and manage content that inform the customer journey?	ILO 1,3,4	Online Video Lecture: Website Design Reading: AccorHotels Case		Online Video Lecture: Website Design Reading: AccorHotels Case

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
5	Case Learning (Consumer Insights) Gaining Insight from Customer Online Behavior: How can brands strategically leverage customer insights from “big” data to make better marketing-decisions and create customer value?	ILO 1,3,4	Online Video Lecture: Analytics Reading: Loreal Case		Online Video Lecture: Analytics Reading: Loreal Case
6	Guest Speaker/Hands-on Workshop	ILO 3,4,5	Online Video Lecture: Search Engine Marketing		Online Video Lecture: Search Engine Marketing
7	Case Learning (Campaign Assessment) Gaining Insight from Campaign Data: How can brands assess campaign data to inform future campaigns?	ILO 1,3,4	Online Video Lecture: Online Advertising Reading: Squatty Potty Case		Online Video Lecture: Online Advertising Reading: Squatty Potty Case
8	Group Project Consultation	ILO 3,4,5,6			

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
9	Case Learning (E-Commerce) E-Commerce Strategy & Locality: How can e-commerce businesses leverage data to build customer intimacy?	ILO 1,3,4	Online Video Lecture: E-Commerce Reading: Shopee vs Lazada Case		Online Video Lecture: E- Commerce Reading: Shopee vs Lazada Case
10	Case Learning (E-Reputation) Crisis Management in the Digital Age: How can brands respond when customers empowered by social media turn against them?	ILO 1,3,4	Online Video Lecture: Social Media Marketing Reading: United Breaks Guitars Case		Online Video Lecture: Social Media Marketing Reading: United Breaks Guitars Case
11	Pitch Preparation	ILO 2,3,4 ,5,6	Online Video Lecture: Influencer Marketing		Online Video Lecture: Influencer Marketing
12	Project Presentation	ILO 2,3,4 ,5,6			
13	Project Presentation and Course Review	ILO 2,3,4 ,5,6			

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	The interactive seminar session where there are opportunities for open discussion on the conceptual and practical questions raised in the class allows you to think critically and share your ideas and concepts with the class. This also allows me to get the concepts clearly through the entire class by involving you and ensure that the targeted learning outcomes are being achieved.
In-Class Activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing only. The achievement of such learning outcomes requires discussions and interactions with others, these are provided through in-class activities. In-class activities would allow you to apply the marketing concepts, frameworks and principles through debate, role-play, and case problems. When there is group discussion, you will need to practice how to communicate your ideas and points efficiently with your groupmates. These activities help you achieve the learning outcomes.
Individual Presentation	The individual presentation requires you to apply selected digital marketing tools in real settings. You can acquire the up-to-date knowledge and practical skills through this task. You can also gain motivation and development of self through this assignment.
Group Project	The group project requires you to analyze, recommend and then present in both written (proposal) and oral (final pitch) format. The two parts allow you to analyze digital marketing issues, evaluate digital marketing solutions, make recommendations about digital marketing, apply selected digital marketing tools in real settings, and present your ideas. You can practice your critical and creative thinking skills, problem solving skills, and communication skills through the assignment. You can also gain teamwork and interpersonal skills through the group project.

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Class Participation (Attendance and Class Contribution)	1,3,4	Critical Thinking, Oral Communication, Teamwork & interpersonal skills	20	Individual		
2	Continuous Assessment (CA): Presentation (Individual Presentation)	ILO1, ILO2, ILO3, ILO4	Motivation & Development of Self, Oral Communication, Critical & Creative Thinking	20	Individual		
3	Continuous Assessment (CA): Assignment (Individual Knowledge and Application)	1,2	Acquisition of Knowledge	15	Individual		
4	Continuous Assessment (CA): Project (Group Project)	2,3,4,5,6	Problem Solving & Decision Making, Oral Communication, Teamwork & interpersonal skills	45	Team		

Description of Assessment Components (if applicable)

1. Attendance & Class Contribution (20%)

This course is a case-based course. Hence, attendance and participation in the small group/class discussions are vital. Positive contributions to class discussions will increase your score, while missing class unexcused, poor preparation and/or detrimental participation will decrease it.

You are expected to participate and contribute to the learning journey of the class in various forms (e.g., pre-class surveys; Wooclap questions and discussion-prompts during class; voluntary individual- and group-based commentaries during case discussions; responding to instructor's cold- and warm-calls). There are no limits to

your

opportunity to contribute in class. However, class contribution is graded based on quality as well as quantity. Quality

is not a function of “airtime.” Rather, constructive class participation often showcases the following elements:

i. Timing and relevance: Is the comment relevant to the discussion? Is this an appropriate time to raise this issue?

Is the comment a unique contribution or a reiteration of a previous comment? Unique comments are typically more valuable than extensions.

ii. Rigor: Is the comment based on rigorous analysis? For example, “I recommend not entering the Chinese market since my analysis suggests that the firm will not break even in 5 years” is more rigorous than “I think the firm should not enter the Chinese market since I doubt it will be profitable.”

iii. Integration of case takeaways: Comments which integrate learnings across cases are highly encouraged. For example, insights into “how marketing myopia is relevant to brand management” are more valuable than insights into “what is marketing myopia.”

iv. Evidence: Can the participant support her/his point with any evidence (data based, experience based, based on business events, etc.)? For example, “since page 21 of the case states that the market has been historically growing at 8%, we assumed that this will be the future rate of growth” is a stronger comment than “we think 8% is a reasonable rate of growth to assume”.

v. Insight: In most sessions, your instructor will ask several questions. Some questions are obvious and are meant to get the discussion going. Other questions require very deep understanding and thinking and might not be easy for many students to answer. Insightful responses to the latter type of questions will elicit greater credit. This means that it is possible and not uncommon for students who speak less frequently to fare better than those who speak more frequently. In addition, the instructor may call on students throughout the session. Responding to the instructor’s call will encourage you to be prepared for each class. More importantly, doing so will give you an opportunity to practice thinking on your feet, a skill required for any business leader. Class Contribution Rubric is used for marking this assessment component.

2. Individual Presentation (20%) Self-Intro Video on LinkedIn: This is a hands-on task of social media marketing for yourself. You need to create a self-introduction video, post it on LinkedIn (you can move it to your Featured session to create greater exposure) and track its engagement. Your aim is to build a professional image for yourself through the video to increase your visibility and employability. i. Self-Intro Video: You are required to video record your self-introduction, post it on TEAMS to get constructive comments from your classmates and post it on your own LinkedIn account. The video should be within 1.5 minutes. ii. Reflection Report: You will need to observe the exposure and engagement rate of your post for 14 days. After the 14-days of exposure period, you are to write a reflection paper on what you can improve to enhance your personal branding. You need to submit a

report via NTULearn which include:

- The URL of your LinkedIn profile (for me to watch your video intro and see the engagement)
- Before and after screenshots of your Dashboard statistics (specifying the date taken)
- One screenshot of your post with the final number of likes, comments and views (specifying the date taken)
- Track the change of number of views, number of likes and number of comments along the time (with data taken for at least three points of time). Create a line chart to show the change.
- Use the numbers obtained from tracking to calculate the engagement rate for both likes and comments along the time (with data taken for at least three points of time). Create a line chart to show the change.
- Your reflection on how you can improve 1. Yourself, 2. Your video, and 3. Your use of LinkedIn to enhance your personal branding (The word-limit for this reflection part is 500). Please refer to “Self-Intro Video Guidelines.docx” for details to complete this assignment. Individual Presentation Rubric is used for marking this assignment.

3. Individual Knowledge and Application (15%) You will need to complete multiple in-class and at-home exercises that assess your understanding of the class materials and your ability to apply them to the real-life task at hand. These exercises will involve in-class pop-quizzes (e.g., multiple-choice questions to check your understanding about the case; short questions to check your understanding of certain digital marketing concepts, etc.) and knowledge-application tasks (e.g., completing industry-recognized certification programs). Details will be announced by the instructor at the beginning of the semester. Students will be assessed on successful completion of each exercise and will be based on objective observables (e.g., number of correct answers; number of completed tasks). Thus, no Rubric is used for marking this assessment component.

4. Group Project (45%) You are required to form a group (of 4 or 5 depending on the final class size) to complete a digital marketing project for an assigned company. You are required to study the marketing efforts of the company and then present your evaluation and recommendations. You are expected to relate this project to specific concepts, frameworks, or principles learned during the course or in any other business and marketing modules. You will need to propose a comprehensive marketing strategy with digital focus and its implementation plan. You will need to submit a proposal during the recess week and do a presentation at the end of the semester.

i. Proposal A write-up (1,000 words limit) is due during the recess week (exact due date to be confirmed by the instructor in class). The write-up should include:

- Marketing issues the assigned company is facing.
- Marketing issues you choose to focus on and the rationale of your choice.
- Preliminary ideas to overcome the issues.

Project management plan for working on this group project (i.e. Gantt chart with milestones, showing major tasks delegation among your team members, to avoid confusions and arguments in case there is any appeal for peer evaluation) (not counted towards the word limit). Submit the proposal and asset via MS Teams under your own Team channel to Files. You will receive formative feedback for your project proposal during the group project consultation session after the recess week. Group Project Rubric attached are used for marking this assignment.

ii. Project presentation You are required to present your project within a time limit (10-15mins) (exact time limit to be confirmed by the instructor in class), followed by a 5-minute Q&A session. At least three group members are required to present. A written report is NOT required. Submit the presentation slides via MS Teams under your own Team channel to Files. You will receive summative feedback for your project following your presentation. Group Project Rubric attached are used for marking this assignment.

iii. Peer Evaluation (Determines your Group Project final Grade) All members are required to complete a peer evaluation for each member of the team using the Peer Evaluation Rubric attached through the Eureka online platform. The peer evaluation must be submitted immediately after the project presentation. Identity of appraisers will be kept confidential and will not be revealed to other team members. We will use a member's ratings (on a scale ranging from 1 to 10) to award marks for the group project to other members by computing the average rating that a member receives from other members. Each member will be informed of his/her average rating. A member's mark for the group project will be computed as follows:

Peer Evaluation Grade Discount Percentage for Group Project Mark

A-or above You will get 100% of the mark awarded to your group for the group project

- B+ You will get 80% of the mark awarded to your group for the group project
- B You will get 75% of the mark awarded to your group for the group project
- B- You will get 70% of the mark awarded to your group for the group project
- C+ You will get 65% of the mark awarded to your group for the group project
- C You will get 60% of the mark awarded to your group for the group project
- D+ You will get 40% of the mark awarded to your group for the group project
- D You will get 35% of the mark awarded to your group for the group project
- F You will get 30% of the mark awarded to your group for the group project

You can check your average rating in Eureka after the peer evaluation submission due date (exact date to be confirmed by the instructor). If you are not satisfied with your average rating in the peer evaluation, you can approach the instructor for discussion within 3 days after the peer evaluation results released.

Formative Feedback

Throughout the semester, you will receive verbal feedback through in-class discussions. Regarding your individual presentation and individual project, you will receive written feedback through Eureka. Regarding your group project, you will receive verbal feedback on your proposal and asset during the group project consultation session. You will also receive written group-level feedback following your presentation.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Communication	Advanced
Decision Making	Advanced
Problem Solving	Advanced
Value Creation	Advanced
Critical Thinking	Advanced

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to (a) complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments by due dates, (b) take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed, (c) participate in all seminar discussions and activities and (d) refrain from using your laptop and other devices to access materials that do not relate to the course topics, during seminar sessions.

Policy (Absenteeism)

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Policy (Others, if applicable)

3) Pre-class preparation You will have a moderate load of homework to better prepare yourself for class discussion (i.e. read Harvard case or news article, watch video lectures, complete hands-on tasks). This allows us to spend more time in the classroom discussing interesting things, rather than me playing 'sage on the stage'. 4) Late Submission of Assignments Any late work within 24 hours past the due will incur a 15% penalty. After 24 hours past the due, your work will not be accepted. Extensions for assignments will be considered on a case-by-case basis in extraordinary circumstances. No extensions will be granted within one week of the deadline.

Last Updated Date: 06-08-2024 15:55:30

Last Updated By: Wong King Yin (Dr)