

FHMM Digital Business Practices Course Outlines 2019

Introduction:

The Digital Business Practices minor at Fontys' Department of Marketing and Management consists of 7 different courses. Five of the following courses are core courses that all students take:

- The Digital Enterprise and Society (6 ECTS)
- Online Marketing & Sales Innovation (6 ECTS)
- Data Analytics and Visualization (7 ECTS)
- Field Trip to Industry and Trade Show (2ECTS)*
- Capstone Project (5 ECTS)



* Please note: the Field Trip to Industry and Trade Shows schedule and country change year to year. Thus the course outline for that course is accurate regarding the assignments, learning objectives, but each year we visit different companies and trade shows. The scheduling may also change slightly (+/- 1 – 3 weeks).

Students are given a choice to follow one of these two electives during the minor:

- Digital Collaboration and the Cloud (4 ECTS)
- Online Campaigning (4 ECTS)

The minor is taught by FHMM Lecturers as well as by external visiting Lecturers. Students work on individual bases as well as in pairs, and sometimes in small groups. There are normally 3 external trips during the minor. Two day visits to companies in the Netherlands, and one 3 – 4 day trip usually to Germany to visit companies and a relevant trade show.

The minor has been taught 3 times the past 2 years. We normally get exchange students from far across the world coming from countries like: Brazil, Spain, Italy, Switzerland, Turkey, Vietnam, China, South Korea, Poland, plus our own regular multi-national full time students. Come join us.



The Digital Enterprise and Society

General course introduction

It is estimated that by 2020, there will be 50 billion devices connected to the Internet. How will you and your organization capitalize on this tremendous opportunity? New media technologies like AI, Blockchain, IoT, Big Data, Social Media, VR/AR and mobile apps have or will become vital tools for organizations, not only affecting work processes but also brand awareness and preference. With these technologies, almost anyone can contribute, distribute, and publish their ideas, experiences, attitudes and aspirations. Personas, knowledge sharing and transparency are becoming important strategic drivers in the global market place and ROI from traditional communication channels and innovation platforms and devices is quickly changing. At the same time old structures are quickly exposed. Growth becomes the enemy of prosperity. New challenges on privacy, attention and digital ethics emerge quickly.

The internet and our mobile devices have become our second nature, where 'reality' is told, shared, negotiated and disputed. Experiences with companies, products and services are no longer the 'best kept secrets' of board rooms. Organizations that want to navigate, understand, utilize and capitalize on these new communication technologies create additional tasks for the marketing and/or systems manager, consultant, business innovator and communications executive. These tasks are designed to taking on a more holistic, interdisciplinary approach to how competitive advantage can be obtained and maintained.

The goal of this course is to get a better understanding of the key external digital trends and their impact on our society and the way we do business. From this understanding students will investigate key organizational shifts in a specific business sector, including: digital business models, digital operating models, digital talent and skills and digital traction metrics. Business sectors can include: Financial Services, Airlines, Media, Automotive, Public, Healthcare, Manufacturing, etc. Finally, students will investigate the digital agenda of one company in the selected business sector, including: Scope of digital business strategy, Scale of digital business strategy, Speed of decision making and Sources of value creation and capture.

Course title:	Digital Enterprise & Society
Number of ECTS credits:	6
Student workload:	<ul style="list-style-type: none"> • Attending workshops (morning and afternoon sessions): 60 hours • Attending company visit: 6 hours • Studying literature / self-study: 20 hours • Executing desk and field research (between morning and afternoon sessions and between workshops): 40 hours • Working on Vision Statement & Strategy Report: 40 hours
Prerequisites:	None.
Teachers:	Rens. van der Vorst, and various guest lecturers from the IT department and outside Fontys University
Learning objectives:	<p>Students understand, analyse, explain and evaluate the:</p> <p>PART 1 – DIGITAL SOCIETY / OUTSIDE IN: Impact on society of key external digital trends with special attention to a specific business sector, including:</p> <ul style="list-style-type: none"> • broader perspective of the impact of IT and new media on society and consumers/citizens (Digital Citizens); • developments, implications and issues of Internet of Things (IoT), AI, BlockChain, Attention Economy, VR/AR, Quantified Self and legal aspects, challenges and good practices of Big Data and Privacy; • impact of technological change on employment and the employee (knowledge worker), artificial intelligence (AI) and learning (Race Against the Machine);

	<p>Part 2 – DIGITAL CHANGE STRATEGY / INSIDE OUT: Key organizational shifts resulting from these external digital trends and the change management issues that arise in implementing any digital transformation initiative within a specific company in the selected business sector in Part 1, including:</p> <ul style="list-style-type: none"> • Governance / Information Management – how to oversee the necessary changes • Project management – how to carry out, and supervise, and measure digital changes in your company • Customer Journeys – how to translate digital changes to your products • Change models – what kinds changes are needed to implement different kinds of digital processes – especially changing people; • Technology changes – what kinds of ITC systems, processes, automation, and people are needed to succeed. Focus on cloud solutions and new ways of IT service delivery.
Content per scheduled meeting:	There will be 6 sessions and one company visit before the end assignment. The content of the assignments will be published on NeoLMS before the lessons start.
Teaching methods:	<p>Lectures, workshops, peer learning. Next to a visit to a leading IT Company we will have a minimum of 4 guest speakers in week 5 – 8.</p> <p>The Outside In sessions have classes that are organized as follows: Morning session: <i>Assimilating and Conceptualizing</i>: students are provided with new information (theories, data, facts, research questions).</p> <ul style="list-style-type: none"> • Between Morning and Afternoon session: <i>Experimenting and Practicing</i>: students work in teams of 2, 3, max. 4 to use and apply these insights and information in a methodological and practical way. • Afternoon session: <i>Feedback and Planning for Application/Assessment</i>: student teams present their findings, are provided with feedback on their intermediate results on the items of evidence and coached to implement and utilize the new learning outside the workshop context individually. These results are also used to shift focus to the next topic. <p>The Inside Out Session will be all day sessions with a lot of topics, practicing and workshops. During the lessons students will be challenged on the various topics.</p>
Literature:	<p><u>Compulsory literature:</u></p> <ul style="list-style-type: none"> • Digital teaching material content, including various PDF articles, online presentations, videos, podcasts, white papers, case studies and research reports posted to class web pages.
Assessment and minimum score:	<p>The final individual mark of the regular assessment consists of the following items of evidence:</p> <p>Part 1: Digital Trends & Impact: <u>Vision Statement & Strategy Report (one document)</u> (70% of final individual mark). The requirements and deadline for the vision statement are explained in the first meeting and will be posted on Neo LMS;</p> <p>Students are allowed to work in groups of a minimum of 2 persons.</p> <p>Students pass this course when the individual mark is at least a 5,5 for the vision statement & strategy report assignment</p> <p>Retake assessment: students who fail the vision statement assignment will be given a chance to repair it during weeks 12 – 15 of the semester.</p>
Deadlines:	Regular assessment: to be determined in week 9 – 11.

Retake assessment: in weeks 12 – 15.

Online Marketing & Sales Innovation

Number of ECTS credits:	6
Student work load:	(6 ECTS, 168 hours all inclusive) (40% coursework / 60% exam) Graded at an individual level NOTE: The retake exam is a combination of coursework and exam. The individual elements of the course can be compensated. The minimum grade for the elements can be a 1.0. The final (weighted) grade for the course needs to be a 5.5. The ECTS will not be given out in Progress until all elements have been graded and the final grade is a 5.5 or higher.
Prerequisites:	Completion of Foundation Certificate
Teachers:	Mr. Tim van Leuwerden, Mr. Saçan,Erdoğan
Learning objectives:	<ul style="list-style-type: none"> • Students are able to explain and describe an integrated digitalized sales & marketing process including Sales Funnel, CRM systems and Lead generation. • Students are able to understand the strategy and advise on purchase and use resources needed to implement a digital sales solution within an organization. • Students are able to design and digital marketing strategy from lead generation to interventions at each level of the sales funnel. • Students are able to work with tools & software to create applications and analyze campaigns • Students are able to identify core campaign KPIs, analyze data, and provide actionable insights to management.
Topics to be covered:	<p>A: Foundation Introduction: evolution of marketing in sales and technology Buying journeys, personas, content marketing Campaigns, value statements, KPI's, Digital Marketing plan How to write an RFI/RFP?</p> <p>B. Application of Knowledge Campaign metrics and application development workshop Measuring campaign metrics (Eye Tracker), Analysis (SPSS). Actionable Insights (PPT)</p>
Teaching methods:	Classroom lectures, case studies, workshops, collection of data & guided learning
Literature and Resources:	Laptop
Assessment and minimum score:	Students are assessed by a combination of 1 exam and 1 coursework: <ul style="list-style-type: none"> · Coursework (PPT Report and Presentation) – (40%) · Exam – Closed book, open questions based on course (60%) The individual elements of the course can be compensated. The minimum grade for the elements can be a 1.0. The final (weighted) grade for the course needs to be a 5.5. The ECTS will not be given out in Progress until all elements have been graded and the final grade is a 5.5 or higher.
Deadlines:	a) PPT Report and Presentation October, 2019

Data Analytics and Visualization Course Outline

Number of ECTS credits:	7
Student work load:	5 hrs./week in class; 125 hours outside of classroom
Prerequisites:	Passing of Foundation Certificate (1 st year of studies)
Teachers:	Mr. George Szanto (possible guest lecturers)
Learning objectives:	<ul style="list-style-type: none"> • Learn advanced features and functions of Excel – such as IF statements, INPUT functions (buttons, check boxes, lists); SOLVER, data import from other sources; PIVOT TABLES; filtering; slicing; working with tables. • Learn how to write formulas in Excel • Explore and Excel data model, its content, structure using Power Pivot add-in. • Create MS Excel DAX expressions • Learn about POWER QUERY in Excel, and build an Excel data model from a single flat table; learn how to import multiple tables from an SQL database and create an Excel data model from the imported data. • Ability to identify a data driven business (or social) problem and craft the right questions to ask about it • Design and implement a structured data analysis plan • Find appropriate (public) data to solve the business problem. • Gain working knowledge of Tableau data visualization and analysis software • Understand the advantages and disadvantages between Excel and Tableau • Import data into Tableau; cleaning data; filtering data • Creating graphs in Tableau; using graphs for data exploration • Create dashboards in Tableau and publish them • Tell data driven stories by presenting effective slide presentations and digital story boards • 15. Ability to reflect on data analysis plan after completed analysis and presentation for improvements in the future.
Content per lesson:	<p>Wk 1. Three Introductory Lectures (50 min) Excel fundamentals. “Pre-course” for students who know little or nothing about Excel.</p> <p>Wk 2. Lecture 1 (100 min.) – Introduction to course; working methods; class rules; overview of software requirements; teaching resources and methods (basic and advanced Excel functions); taking of baseline quiz.</p> <p>Workshop 1 (200 min.) - review of assigned homework; advanced Excel functions and formulas</p>

Wk 3. Lecture 2 (100 min) – Introduction to Pivot Tables

Workshop 2 (200 min) - review homework from last week; Practice pivot tables

Wk 4. Lecture 3 (100 min) – Advanced Pivot Tables, filtering , calculated fields

Workshop 3 (200 min) – Practice pivot tables using calculations and filters

Wk 5. Lecture 4 (100 min) - Pivoting with multiple tables; Excel Data Table model

Workshop 4 (200 min) - review homework from last week ; multiple tables and Excel Data Table model

Wk 6. Lecture 5 (100 min) - Excel Data Model Using Power Pivot add-in & DAX expressions

Workshop 5 (200 min) – Working with Power Pivot; practice DAX expressions

Wk 7. Lecture 6 (100 min) - Finding Appropriate Data: Power Query in Excel; Importing multiple data sets to create Excel Data Models; HW

Workshop 6 (200 min) – Practice importing data sets into Excel; SQL queries

Wk 8. Lecture 7 (100 min) – Data Driven Business Problems & asking right questions; Why Tableau: motivations for proper data visualization; Designing a structured data analysis plan HW (data analysis plan); Getting started with Tableau.

Workshop 7 (200 min) – review of homework; exploring Tableau;

Wk 9 . Lecture 8 (100 min) Tableau – Getting down to basics; discrete versus continuous data; Basic Tableau charts: bar, scatter. Removing outliers from data sets; Basic filtering of data.

Workshop 8 (200 min) - Practice Tableau operations such as data import; data cleansing; data filtering; creating charts; saving results. HW.

Wk 10. Practice Midterm Exam – no lectures or workshops this week

Wk 11. Lecture 9 (100 min) - Gaining Insights from Graphical Data; histograms, heat maps, grouping, hierarchies; advanced filtering HW

Workshop 9 (200 min) – Practice testing hypothesis with Tableau

Wk 12. Lecture 10 (100 min) – Introduction to Working with Calculations; Non aggregated vs aggregated variables. Built in Tableau functions vs writing your

	<p>own. HW. Custom filters. Adding parameters for manipulating graphs.</p> <p>Workshop 10 (200 min) - practice creating calculations; practice adding parameters.</p> <p>Wk 13. Lecture 11 (100 min) - Tableau Dashboards (Guest Lecturer?). What is a dashboard. Rules for creating good dashboards. Adding interactivity to dashboards. Publishing and sharing dashboards.HW.</p> <p>Workshop 11 (200 min) - Practice creating dashboards. Publishing and sharing dashboard for testing by other students.</p> <p>Wk 14. Lecture 12 (100 min) - Digital Story Telling; storyboarding hour glass; visual formatting basics; introduction to mapping functions. HW</p> <p>Workshop 12 (200 min) – practice creating your digital story for your Capstone project or the assigned auxiliary data sets.</p> <p>Wk 15. Lecture 13 (100 min) – Effective and Compelling Business Presentations. HW</p> <p>Workshop 13 (200 min) - Practice creating a compelling business presentation using a digital story you built; peer review of digital stories submitted by student.</p> <p>Wk 16. Lecture 14 (100 min) - Catch up Lecture for missed topics/delays</p> <p>Workshop 14 (200 min) - Practice solving problems with Tableau AND Excel!Catch up; questions about exam; theory; etc.</p> <p>Wk 17. Final Exam for Course</p> <p>Wk 19: Repeat Final Exam for Course For Those Students Who Failed in Wk. 17.</p>
Teaching methods:	<p>Classical live theory lectures with some hands-on demonstrations</p> <p>One on one live coaching and teaching during workshops</p> <p>Watching of recorded online video lectures covering both theory and practical methods</p> <p>Verbal and written feedback and review of graded and not graded homework</p>
Literature and Resources:	Excel 2016 in Depth, by Bill Jellen; ISBN-13:978-0789755841 (\$33.31)

	<p>Power Pivot and Power BI, by Rob Collie and Avichal Singh, 2nd Edition ISBN-13: 978- 1615470396; (\$23.78);</p> <p>Learning Tableau 10 – Second Edition, by Joshua N. Milligan, ISBN: 13:978:1786466358, Packt Publishing, 432 pages, Copyright 2016; (\$ 54.99);</p> <p>Various PDF documents provide to students by Lecturers</p> <p>Video Lectures: Tableau - https://www.tableau.com/learn/training</p>
Assessment and minimum score:	<p>Students are assessed by a final exam. There is a practice midterm exam in week 9 or 10 about Excel topics.</p> <p>100% Final Exam (100 point exam)</p> <p>To pass the class students must get at least 55 points which is equal to a grade of 5.5</p> <p>The practice midterm exam and final exam are open notes and open book exams.</p> <p>The Final Exam is in week # 17.</p> <p>Students who fail the course, will be given an opportunity to pass the course 1 more time during week 19 of the semester.</p>

Field Trip To Industry and Trade Show

Number of ECTS credits:	2
Student work load:	<p>6 hours of preparing for trip;</p> <p>About 12 – 18 hours visiting companies or trade shows in Germany or a similar country.</p> <p>10 hours of summarizing learnings and follow-up contacts for Capstone Project Leads</p> <p>6 hours creating, editing personal video from CEBIT</p> <p>3 hours of watching, rating, and providing feedback about peer videos</p>
Prerequisites:	None
Lecturers:	George Szanto; Shane O'Seasean; Rens van der Vorst; Theo Terwee;
Learning objectives:	<ul style="list-style-type: none"> • Explore new digital technologies effecting business practices; • Learn about new software and hardware which can be exploited for digital business practices; • Identify new relevant trends in digital business processes and practices; • Ability to systematically visit an international trade exhibition; • Create a snap-shot synopsis of the experiences and knowledge gained at the exhibition.
Content per lesson:	<p>Week 6: Lecture – Industry 4.</p> <p>Week 8 Lecture - Preparing for the visit to companies and exhibition.</p> <p>Week 10 (approximately) Excursion 3 -4 days to Germany or another country. Visit multiple booths, demonstrations, lectures, interactive-zones; collect information and contacts that are beneficial for capstone project; record numerous video clips for the main assignment of this course.</p> <p>Week 15 or 16: Presentations of video clips generated by students; peer reviews of video clips;</p>
Teaching methods:	<ul style="list-style-type: none"> · Lecture · Experiential field trip · Reflective
Literature and Resources: (Examples from 2018!!)	<ol style="list-style-type: none"> 1. Digital Capability Center Aachen Germany 2. Vision 2018 Exhibition Stuttgart Germany

	<p>3. Mercedes Benz Factory Tours</p> <p>4.. iMovie IOs App or Android Video App or other video editor</p>
<p>Assessment and minimum score:</p>	<p>Coursework (100%)</p> <p>Students are required to create a 2 – 4 minute video collage of their experiences during the trip to Aachen and Stuttgart. . At least half of the video must cover scenes from the actual Digital Capability Center or the Vision Exhibition or perhaps the Mercedes factory museum. . There must be at least 5 different scenes from the Digital Capability Center and/or the Exhibition in the video and the student must appear at least in 3 of the scenes. Besides the video clip, students write a 1 sentence statement about: <i>What did you see on the trip which had the biggest impact on you?</i></p> <p>During week 15 or 16 , we will play all of the student video clips in a joint class session involving students and one or more Lecturers. Students video clips are rated by peers and Lecturers on a pass – no pass basis. The grading criteria are:</p> <ol style="list-style-type: none"> 1. Did the video meet the time limit guidelines? (yes/no) 2. Were at least half of the scenes from the actual CEBIT exhibition? (yes/no) 3. Do we see the student in the video as required? (yes/no) 4. Was the video edited, making it a quality presentation? (yes/no) 5. Would you use this video to promote student participation in future CEBIT exhibitions? (yes/no) 6. Peer Investments – students spread a fictive investment of €5000 across 1 or more video clips that they see, picking to invest in the best video(s). Students will be asked to answer the following question: <i>Why would you fund this video?</i> <p>During the airing of the video presentations, student peers and Lecturer(s) will rate the video collages. To pass the assignment, the student must receive passing scores (3 yes answers from the first 5 questions) from a majority of the students and Lecturer’s reviewing the video collage.</p> <p>At the end of the video review session, we will add up the peer investments made by students for each of the video collages. The video collage with the most investment will win prize of a € 50 gift certificate and a certificate showing they had the best video.</p> <p><u>Retake / Repairs:</u></p>

	<p>Students who do not turn in a video, or do not meet the deadline for the video are given this alternative assignments.</p> <p>Student must make a 25 - 35 minute video documentary covering weeks 9 – 19 of the Digital Business Practices Minor. The documentary must include 2 short interviews (3 – 5 minutes) of students or Lecturers in the minor. The documentary must also include video of either another field trip, or guest lecturer. The video must be properly edited, with quality feed-ins, fade-in/outs, and either music or narration.</p> <p>The video documentary will be graded as follows:</p> <ol style="list-style-type: none"> 1. Did it meet the length requirements? (yes/no) 2. Did the video cover the required weeks of the minor? (yes/no) 3. Did the video properly interview 2 or more people as instructed? (yes/no) 4. Did the video include a field trip or guest lecturer (yes/no) 5. Was the video properly edited (yes/no). <p>To pass the Repair assignment, the student must get “yes” answers to 4 of the 5 questions stated above.</p> <p>Deadline: Week 19, delivered electronically via a link to a posted video</p>
Deadlines:	<p>Video Clips of Trip - week 15 or 16, delivered in the form of a video link to the collage. The link or modest sized file (less than 10 MB) must be posted on the student NEO LMS learning management system before the review viewing session.</p> <p>Repair Assignment: Week 19, delivered electronically in the form of a video link to the collage. The link must be posted on the student NEO LMS learning management system before the deadline.</p>

Capstone Project Outline

Number of ECTS credits:	5
Student work load:	5 hours of coaching meetings; 4 hours of presentations; 130 hours of self-study and (field) research
Prerequisites:	None
Lecturers:	George Szanto; Rens van der Vorst; Theo Therwee; ; Tim van Leuwerden, Erdinc Sacan, and potential other coaches.
Learning objectives:	<p>Students should be able to find and investigate a real world digital business practices or digital analytics problem. They conduct some research and analysis of their own proposed problem. Students work alone, or if the like, they can work in pairs. The results of the 7 – 8 week effort is a written report, and a live presentation of the results to both Lecturers and peer students. Students can pick one of 4 focus area to consider.</p> <p>Digital analytics only; Digital Sales and/or marketing processes only; Digital Enterprise and/or society A combination topic of A+B; A+C;</p> <p>At the end of the Capstone project students will be able to:</p> <ul style="list-style-type: none"> • Apply theory and practice gained from the 3 core courses to demonstrate or solve a real world business problem related to Digital Business Practices • Demonstrate knowledge about digital business processes • Learn how to synergize knowledge gained from 2 or more topical areas of the minor into convincing business solution • Ability to review, understand, and query peer students about their capstone projects so that the student’s knowledge and learnings about digital business practices expands • Carry out research (desk and/or field) about fast moving digital business processes
Content per lesson:	Note the weeks shown here correspond to the teaching weeks of the semester that the minor is taught in. The meetings below with Capstone project coaches are individual (or in pairs) meetings, and thus not class-group meetings.

	<p>Weeks 7-8 : Meet with Lecturers to discuss Capstone Project proposal (as needed)</p> <p>Week 9-11: Hand in Capstone Project Proposal for Approval Students post their proposal online using the NEOLMS assignment drop box.</p> <p>Week 12: Meet with Capstone project coach</p> <p>Week 13: Meet with Capstone project coach</p> <p>Week 14: Meet with Capstone project coach</p> <p>Week 15: Meet with Capstone project coach</p> <p>Week 16: Hand in Capstone Project Reporting. Students post their final written report, or other digital documents, or digital data, online using the NEOLMS assignment drop box.</p>
Teaching methods:	<ul style="list-style-type: none"> • Experiential learning by visiting companies first hand • One on one personal coaching • Peer reviews and feedback moderated by Lecturers
Literature and Resources:	None required
Assessment and minimum score:	<p>Coursework (70%)</p> <ul style="list-style-type: none"> • Capstone Project Proposal – graded pass/no pass; weight 10% • Capstone written report (plus any digital files) – graded on 10 pt. scale; weight 60% <p>Presentation (30%)</p> <ul style="list-style-type: none"> • 20 – 30 minute verbal presentation of project to 2 Lecturers, and a panel of 3 – 5 students. Student peers will also grade the presentation. Presentation is - graded on 10 pt. scales; weight 30% <p>Note: students who do NOT show up or fail to make their final presentation (or retake presentation – see below) for any reason, they will fail the Capstone project, receiving a maximum grade of 5.0. Capstone written reports which do not pass the first time, are also not presentable in week 19 of the class. See below for Retake / Repairs.</p> <p>The final grade of students is the weighted sum of the Coursework plus Presentation, and must be 5.5 or higher to pass this 5 credit requirement within the minor.</p>

	<p><u>Retake / Repairs:</u></p> <p>Capstone Project Proposal: if the Capstone Project Proposal is rejected in week 9 or 10, then students have until Friday week 12 to submit a new or improved project proposal. Repaired project proposals are submitted using the NEOLMS digital dropbox system. If no satisfactory project proposal is approved by this second deadline, then the student has failed the entire Capstone Project.</p> <p>Capstone Written Report (plus any digital files): if the written report is graded less than 5.5, students will be given until week 19 to turn in an improved written report for grading. Then these students will be scheduled for the presentation defense during week 19.</p> <p>Capstone Presentation (Defense): if students fail the verbal presentation / demonstration of their work, then they will be asked to repeat an improved presentation / demonstration to a panel of 2 or more Lecturers in week 19.</p>
Deadlines:	<p>Week 9 – 11 Written Capstone Project Proposal</p> <p>Week 17 Final Written and/or Digital Reporting</p> <p>Week 18 Live 20 – 30 minute presentation and defense of project.</p> <p>Retakes: repaired written report: Week 19</p> <p>Second chance Capstone project defense: Week 19</p>

Digital Collaboration & the Cloud

Course title:	Digital Collaboration & the Cloud
Number of ECTS credits:	4
Student workload:	<p>Attending workshops: 24 hours</p> <p>Executing desk and field research for team assignment (incl. research between morning and afternoon workshops): 36 hours</p> <p>Studying literature / self-study: 32 hours</p> <p>Preparation and presentation of team assignment results: 10 hours</p> <p>Preparation and execution of written exam: 10 hours</p>
Prerequisites:	None.
Teachers:	Mr. Theo Terwee MBA
Learning objectives:	<p>Students understand, analyse, explain and evaluate the:</p> <ul style="list-style-type: none"> • Digital engagement framework; • Digital collaboration business cases on productivity, mobility and innovation; • Cloud characteristics and architecture for collaboration; • Process to benchmark the success of digital collaboration efforts; • The managerial and communication skills to effectively communicate with key stakeholders in this course and produce relevant conclusions and recommendations in both written and spoken forms.
Content per scheduled meeting:	<p>Week 1: digital engagement framework, business case key questions and introduction of the team assignment;</p> <p>Week 2: cloud characteristics and architecture for collaboration efforts and benchmarking digital collaboration success;</p> <p>Week 3 and 4: the business case revisited: discussing intermediate team assignment results;</p> <p>Week 5: team assignment presentation and defence.</p>
Teaching methods:	<p>The first two workshops are organized as follows:</p> <ul style="list-style-type: none"> • Morning session: Assimilating and Conceptualizing: students are provided with new insights (theories, tools, data) and define a problem definition, research environment and research questions in view of their team assignment; • Between Morning and Afternoon session: Experimenting and Practicing: students work in teams of 3, max. 4 to use and apply

	<p>these insights and information in a methodological and practical way and discuss/find/select a medium-large company of their choice for an interview with an internal key stakeholder on the subject;</p> <ul style="list-style-type: none"> • Afternoon session: Feedback and Planning for further Application/Assessment: student teams present their findings, are provided with feedback on their • intermediate results and coached to implement and utilize the new learning to complete their team assignment. <p>In weeks 3 and 4, teams will be coached and challenged to provide quick win advice on a digital collaboration business case / best practice for the selected company.</p> <p>A briefing on the team presentation set up and execution requirements (to be held in week 5) is given in week 4.</p>
Literature:	<p><u>Compulsory literature:</u></p> <p>Digital content, including various PDF articles, online presentations, white papers, presentations, research papers, case studies and research reports posted to class web pages.</p>
Assessment and minimum score:	<p>Regular assessment:</p> <p>Team assignment (60% report, 40% presentation and defence). The team assignment is graded on a 100-point scale, the grading ranges between 1-10.</p> <p>Individual exam. This (100 minutes' written open book) exam is presented as a case study for the student to read and understand before answering several open questions on this case. The exam is graded on a 100-point scale, the grading ranges between 1-10.</p> <p>Students pass this course when the individual mark is at least a 5,5 for each of both items of evidence.</p>
Deadlines:	<p>Students who fail the team assignment, can repair this in week 19 of the programme. Students who fail the exam, can retake it after registration in week 19.</p>

Online Campaigning

Total number of credits	4 ECTS
Link to other subjects	Semester 1 and 4 E-Marketing
Course coordinator	Ms. Dorine. de Boer MSc, Mr. Tim van Leuwerden MSc
Learning outcomes	<p>Students will learn to:</p> <ul style="list-style-type: none"> • merge marketing theory and apply it on hands-on learning experience • apply valuable business, marketing, analytical and consulting skills through a practical experience • contribute to a meaningful cause while learning from real organizations • collaborate effectively in a professional group setting • build a true relationship with a client and make a real-life impact • gain exposure to the digital marketing landscape using real money on a live advertising platform • build tactical skills that are in high-demand on the job market
Content per lecture	<p>Period A</p> <p>Week 5 Kickoff launch of the project. Week 6 Student teams of 2-5 members review Online marketing trainings, build their digital skills and pass the Academy for Google Ads Fundamentals Exam. (one pass per group is needed). Week 7 Request for non profit: Student teams partner with an Ad Grants nonprofit Week 8 Connect with non profit: Students meet with the organization to understand their cause, audience and goals, evaluate their existing campaign structure and performance, and develop a comprehensive digital marketing strategy.</p> <p>Period B</p> <p>Week 11 - 13 Approval: Connect with non profit Week 14 – 16 Run the campaign Week 17 Final deadline assignments: Dashboard (group), Feedback from NGO, Business Reflection (individual)</p>
Teaching methods	Kickoff lecture and 7 coaching sessions. In the coaching sessions students are guided/evaluated on their progress.
Learning material	The Online Marketing Challenge by Google, Academy for Google Ads Fundamentals Exam.

Assessment and minimum score	Week 17: Dashboard (group) (50%) Week 19: Feedback from NGO (10%) Week 19: Business Reflection (Individual) (40%) Final grade must be 5.5 or higher to pass.
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