Cambridge TECHNICALS LEVEL 3

IT

Unit 13 – Social media and digital marketing
DELIVERY GUIDE

Version 2

Cambridge TECHNICALS 2016

CONTENTS

The activities within this teaching and learning resource must not be used for summative assessment purposes. As part of our teaching we expect support to be given to your learners; such support is not permissible for summative assessment and is likely to be considered malpractice.

INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

English   123 Maths   Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

The use of social media has increased massively over recent years and is now a world-wide phenomenon. Users of social media are able to share ideas and files, compare opinions and pass comment on the activities of their friends and contacts. In doing so, they are not only generating huge amounts of data about themselves, but also allowing others the opportunity to contact them and monitor some of their online activities. Social media also allows users to collaborate with others across the globe.

Digital marketing is part of the overall process of marketing and is the use of digital media to increase awareness of a product or service. As social media offers such a wealth of data and the ability to contact potential customers in their own homes across a range of media channels, it is only natural that digital marketing seeks to use social media as part of the marketing mix for goods and services.

This unit looks at digital marketing as a concept and then offers you the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.

This unit is in the Emerging Digital Practitioner, Application Developer and the Data Analyst Specialist pathways.

Unit 13 Social media and digital marketing	
LO1	Understand digital marketing
LO2	Understand the use of social media in business
LO3	Be able to plan content and propose appropriate social media channels for digital marketing campaigns
LO4	Be able to develop social media digital marketing campaigns

To find out more about this qualification please go to: http://www.ocr.org.uk/qualifications/cambridge-technicals-it-level-3-certificate-extended-certificate-introductory-diploma-foundation-diploma-diploma-05838-05842-2016-suite

Cambridge TECHNICALS 2016

2016 Suite

- **New suite for first teaching September 2016**
- **Externally assessed content**
- **Eligible for Key Stage 5 performance points from 2018**
- **Designed to meet the DfE technical guidance**

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in IT units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 13)	Title of suggested activity	Other units/LOs	
LO1	Introduction to social media	Unit 17 Internet of Everything	LO1 Understand what is meant by the Internet of Everything (IoE)
LO2	Use of content by social media companies and data mining	Unit 2 Global information	LO4 Understand the legal and regulatory framework governing the storage and use of global information
	Social media and legislation	Unit 1 Fundamentals of IT	LO5 Understand ethical and operational issues and threats to computer systems
		Unit 2 Global information	LO4 Understand the legal and regulatory framework governing the storage and use of global information
		Unit 3 Cyber security	LO2 Understand the issues surrounding cyber security
LO4	Measuring social media impact using tools	Unit 22 Big data analytics	LO2 Be able to process Big Data for business purposes

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Blog	Blog combines the words 'web log' and is a list of posts or articles organised on a site in reverse chronological order. Blogs may be maintained by one or more users, with the term 'to blog' meaning to create a post on the site.
Channels	A channel is a website, blog or app that allows communication with user groups.
Clickbait	Clickbait is a post attempting to attract users into clicking a hyperlink based on a curious headline. An example headline starter would be: 'You wouldn't believe what happened when…'.
Crowdsourcing	Crowdsourcing is where users can donate towards funding a predefined goal outlined on a web page. The popular website Kickstarter allows users to donate money to realise projects – the Pebble watch and the Exploding Kittens board game are examples of successfully funded projects.
Direct message	A private message between two or more users on a social media site. Popularly referred to as a DM on Twitter.
Flash mob	A flash mob is a large group of people assembling suddenly to perform a pre-defined routine in an area to the surprise of the general public, with the result being filmed and posted to social media.
Follower	A person who has chosen to see a user's posts on their social media home page. Celebrities have many millions of followers on Twitter and Instagram, and use this as the primary way to connect with their fans.
Forums	Forums are web communities where users can create discussions and reply to posts. Moderators check the content of posts and ensure they meet forum guidelines.
Funnel	The social media funnel is a diagram showing the movement from generating leads or early awareness of a brand to conversion into sales or engagement by consumers.
Handle	A handle is the username of a person on a social media website. An example of a Twitter handle would be @stephenfry for the actor and TV presenter Stephen Fry.
Impressions	Impressions are the number of times a post or advert is served by a site. They are used for tracking the popularity of online advertising.
Instant messaging	Often abbreviated to IM, it is real-time private messaging between two or more users on a social media site.
Meme	A meme is an idea that spreads virally across the internet. The most recognised meme type is an image macro where text is overlaid over an image in a humour-provoking way. There are websites which allow users to create their own image macro memes. An example of a popular meme was people posting videos of dancing to the Harlem Shake song by Baauer.
Permalink	Permalink combines the words 'permanent' and 'link' and is the direct URL link to a blog post or page. As blogs and news websites often list new articles or posts on their homepage, these posts will be refreshed constantly. A permalink allows a user to bookmark a link that will direct users to the post at all times.
Pop-up	Pop-ups are windows opened either automatically on page load or on interaction with a user (e.g. a mouse click). The windows are generally small and include animated content, static banners or content from an external site.
Retweet	A hyperlink on Twitter that allows users to repost a message to their own timeline and as a result share the post with their own followers.
RSS Feed	A document including blog entry information and associated metadata often provided through a link on news and blog sites. A user is able to use a feed reader to have content delivered automatically to their devices.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Selfie	A picture taken by the owner of a camera – usually a mobile phone camera and shared on a social media account. Ellen DeGeneres posted a selfie picture at the Oscars in 2014 that included many famous actors and actresses.
SEO	An abbreviation of Search Engine Optimisation.
Trending	Newsworthy items that are categorised by hashtags or handles and shared by lots of users of a social media site are described as trending. During major sporting events, a hashtag such as #WorldCup will often be referred to by users.
URL	Acronym for Uniform Resource Locator, the address of the web page currently being accessed.
Vlogging	Combines the words the words 'video' and 'blogging'. Examples include Jack & Dean on YouTube where channel owners talk directly to the camera to engage viewers.
Webinar	A gathering of users through video conferencing or live chat to discuss a predefined issue. It combines the words of 'web' and 'seminar'.
Wiki	A wiki is a site where all pages are editable and new pages can be created by all users of the site. Some wiki websites allow guests to edit pages without registration, though bots are used to protect the pages from spam or malicious editing. A popular example of a wiki website is Wikipedia, with "Cluebot NG" removing malicious edits on the site.

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	**How can this be overcome?**	**Resources which could help**
Social media means the same thing as social network	Social media is the conversations and the interactions happening on the web, including on social networks such as Facebook and Twitter. Social media includes not only social networks, but wikis, public messaging systems such as forums, blogs and more.	http://todaymade.com/blog/social-media-social-networks-and-other-jargon-where-do-you-fit-in/
Social media is only used in a personal and not business context	Social media is used by large companies to promote their products and increase engagement and sales. Examples can be shown to students of campaigns they may have seen promoted onto their own personal feeds.	http://www.theguardian.com/media-network/2015/dec/16/brands-social-media-best-2015
Only businesses that sell products online would use social media	McDonald's is a good example of a company that uses social media but does not directly sell online.	http://www.cnbc.com/2015/10/06/mcdonalds-all-day-breakfast-sizzles-on-social-media.html

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	**Understand digital marketing**		
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Introduction to social media	Tutors could begin by introducing learners to the concept of social media, and the differences between it and traditional media. The following web resource provides a good introduction that could be used: Say it Visually Social Media Explained Visually https://www.youtube.com/watch?v=SgNIIUD_oQg Learners could explain which social media websites they have accounts with and what typically appears on their news feed (friends' posts, shares, advertisements). Tutors could draw out the differences between these news feed items and how businesses capitalise on social media use. Learners could modify the fake Twitter template of William Shakespeare (PowerPoint) to reflect a business' page: https://ichooseawesome.wordpress.com/2013/04/17/choose-a-fake-twitter-template/ Learners could take this 12-question quiz to see how well they score on social media knowledge: http://www.jellyfish.net/social-media-quiz/.	1 hour	Unit 17 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Social media marketing campaigns	Online marketing of a company is a large task. Learners could analyse the infographic shown on this web resource: Socially Aware Blog Infographic: Social Media Marketing http://www.sociallyawareblog.com/2015/11/30/infographic-social-media-marketing/ Learners could take one of the 'Popular Brands' from the middle of the infographic and create a case study on its social media usage. Learners could investigate the different types of social media a company uses including published blogs and articles, customer support sites, sharing of media and networking. This could also include an investigation of recent social media campaigns and their positive impact for the company. Learners can search the Twitter platform using https://twitter.com/search-home or Instagram using the search bar at the top of the page https://www.instagram.com/instagram. Learners can investigate the digital marketing services provided by companies; for example: Bloomfield Digital Digital Marketing Services http://www.bloomfieldigital.co.uk/digital-marketing-services/ Omobono Digital Marketing https://omobono.com/work-and-expertise/digital-marketing	3 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Paid vs organic results	Tutors could introduce the differences between paid and organic results by highlighting that Google's search engine allows for paid advert placement at the top of a search results page – with up to four text adverts appearing above the organic listing. This web resource may be useful: Google How Search Works https://www.youtube.com/watch?v=BNHR6IQJGZs Learners could discuss whether they've ever clicked on traditional paid adverts on a search engine (knowingly or unknowingly) and whether the results were useful. They could then investigate paid placement advertising on social media platforms; how it works and campaigns that have been successful. Ikea has a large social media presence and has created many successful social media campaigns. Tutors could show Ikea's Google+, Twitter, Facebook, Instagram and Pinterest pages and ask learners to investigate which are the most active and engaging and why? Links to each web resource are below: • Instagram by Ikea https://www.instagram.com/ikeausa/ • Pinterest by Ikea https://uk.pinterest.com/IKEAUK/ • Facebook by Ikea https://www.facebook.com/IKEAUK (requires login) • Twitter by Ikea https://twitter.com/ikeausa and https://twitter.com/ikeauk • Google+ by Ikea https://plus.google.com/+IKEAUSA/about Learners could then look specifically at Ikea's Facebook campaigns and judge the success of their organic social media growth via shares from these web resources: Ikea – Facebook showroom https://www.youtube.com/watch?v=0TYy_3786bo Six examples of Facebook campaigns by Ikea https://econsultancy.com/blog/63221-six-awesome-examples-of-facebook-campaigns-by-ikea/ Learners could make notes on what makes a successful social media campaign.	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Landing pages for social media	Tutors could introduce the idea of landing pages by showing learners the home pages of websites of large companies from the 1990s: Daily Mail The 1990s websites companies wish they could forget http://www.dailymail.co.uk/femail/article-3544220/The-1990s-websites-companies-wish-forget.html Learners could be split into small groups and each group given a 90's homepage. Learners could make a list of the good and bad points of the pages in branding terms. Tutors could explain the importance of a landing page from a social media link and what type of information is captured. Learners could look at popular websites' landing pages, for example: Shopify homepage https://www.shopify.com/free-trial Twitter homepage https://twitter.com Learners could use a design tool to create their own draft version of a landing page including the required information to collect user data for a large company. Tutors could suggest appropriate companies (e.g. a clothing website, a supermarket or a restaurant chain).	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Markets and potential customers	Tutors should already have covered the difference between personal and business social media accounts at this stage. Tutors should introduce the topic using the following video: LinkedIn Connect to Opportunity™ https://www.youtube.com/watch?v=GBGCGSPSK3k Tutors should explain that LinkedIn and other business-focused social media websites allow professionals to communicate, and unlike the consumer focus of many social media websites, their interest lies in the industrial market. Learners could create a table outlining the similarities and differences in the layout and features available on LinkedIn compared to Twitter or Facebook. Examples:	2 hours	

Similarities	Differences
Search for contacts	Read industry news
Add friends	Research companies or suppliers of goods
Start discussions on topics or ask questions of other users	Recommendations and endorsements
Join groups	
Add photos	
Create unique profile URL	
Create a company page	

Tutors could explain that knowing your target market is essential. Learners could split into two groups, and create a list of all the categories a target market (consumer vs industrial) could be split into.

Consumer	Age, Gender, Location, Employment, Income, Marital status, Homeowner, Interests
Industrial	Industry, Location, Size of company, Number of employees, Income

Learners can make notes on how social media websites can aid in market segmentation using tools from the following website:

Raventools.com
5 Ways to Segment Social Media Audiences Without Advertising
https://raventools.com/blog/5-ways-segment-social-media-audiences-without-advertising/

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Integrated digital marketing	Learners can create a circular flow diagram based on this web resource: Social Media Today 5 stages of an Integrated Digital Marketing Life Cycle http://www.socialmediatoday.com/content/5-stages-integrated-digital-marketing-life-cycle The flow diagram should be in A5 format with the reverse page including a paragraph for each of the cycle points. Learners could use the bullet points to help explain each section. Learners could also make notes on the importance of marketing in business using this resource: Udemy Blog The Importance of Marketing https://blog.udemy.com/importance-of-marketing/	1 hour	
Direct marketing through email	Learners could use the following infographic to make a list of advantages and disadvantages of using email for marketing: http://www.marketingdonut.co.uk/blog/2015/03/social-media-great-dont-neglect-email Optional: Further notes can be made on email marketing using this resource: http://www.marketingdonut.co.uk/marketing/online-marketing/email-marketing Learners could compare and contrast email and social media marketing using this link: https://www.brandwatch.com/2013/02/six-shared-features-of-social-media-and-email-marketing/	1 hour	
Search Engine Optimisation (SEO)	Tutors could begin by showing the Common Craft SEO video: https://www.youtube.com/watch?v=hF515-0Tduk Learners could then create a quiz to match the key words with the correct definitions using the terms on the following SEO Pyramid: https://d1avok0lzls2w.cloudfront.net/img_uploads/seo-pyramid-large.gif Learners could take the Moz SEO Expert quiz to test their understanding of SEO: https://moz.com/seo-expert-quiz	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Self-marketing on social media	Many internet users have started their own social media channels and turned these into a business. Learners could read the following article and make notes on various successful social media personalities: Daily Mail Meet Britain's most influential video bloggers http://www.dailymail.co.uk/femail/article-2958267/Meet-Britain-s-influential-video-bloggers-combined-reach-X-millions.html Learners could then look at the tips suggested for vlogging on this website: BBC Jack and Dean: How to break into vlogging http://www.bbc.co.uk/programmes/articles/3d7LHm7wN7trZMbZ5MBcz5L/jack-and-dean-how-to-break-into-vlogging Tutors could then split learners into pairs or threes, and with a webcam, ask learners to create a short two-minute vlog using the tips suggested. Learners could then write a short evaluation of their vlog compared with other tools of digital marketing.	2 hours	

SUGGESTED ACTIVITIES

LO No:	2
LO Title:	**Understand the use of social media in business**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Primary and secondary research	Tutors should explain the difference between primary and secondary research. Learners could think of ways data can be collected - including questionnaires, surveys, interviews, focus groups and observations. Tutors should explain that primary research is conducted in-house by a company or it is collected by hiring a market research firm. Secondary research is compiled based on previously available information – usually free or at low cost. Learners could make notes on the advantages and disadvantages of using primary and secondary research for a social media company. 	1 hour	
Social media data harvesting	Learners could start by looking at the signup form for a large social media website such as Facebook. Learners could also think about their own social media accounts and what personal information they have been encouraged to divulge by the website. Tutors could create a basic template for the Facebook News Feed page or the Twitter timeline page and ask learners to fill in all the details that a personal profile would include. A template can be found at: TES Resources Facebook template page https://www.tes.com/teaching-resource/facebook-template-page-6025698	1 hour	

Table within "Primary and secondary research" activity:

	Primary	Secondary
Advantages	• Can investigate specific issues and areas of interest to your business • Can get feedback about your products or services • Can tailor future products based on feedback	• Information is easy to find and at a low cost • Information is based on a large sample
Disadvantages	• Expensive to undertake	• Not suited completely to the company's needs

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Use of content by social media companies and data mining	Following on from the previous activity, learners could explain how data collected by a social media site could be used in advertising. Learners could investigate a social media website's terms for data sharing – for example, Instagram's terms state that: 'Instead, you hereby grant to Instagram a non-exclusive, fully paid and royalty-free, transferable, sub-licensable, worldwide license to use the Content that you post on or through the Service' (https://help.instagram.com/478745558852511). Learners could investigate the terms of Facebook, Twitter, Flickr and other popular social media sites. Learners could look at less overt ways that data is harvested. Tutors could explain the following key terms: • Cookies • Metrics data (clicks and views). Tutors can explain that even if a user isn't logged into a website with an account, details of what an IP address has visited can be tracked and over time, providing the website with meaningful statistics. Learners could then look at how data mining companies can use the information posted publically. Tutors could show the following video from the BBC Click website on how data mining occurs on Facebook: BBC Identity 'at risk' on Facebook http://news.bbc.co.uk/1/hi/programmes/click_online/7375772.stm Learners could make further notes on why this data may be useful to businesses, including the identification of gaps in markets, changes in customer habits and planning future targeted campaigns using this resource: Entrepreneur 6 Ways to Use Social Data for Targeted Marketing https://www.entrepreneur.com/article/253022 Tutors could explain that all data that is collected by companies must conform to the Data Protection Act. Learners could make notes on the eight principles of the Data Protection Act, and what data cannot be collected. Learners could create a presentation for early teenage students explaining the terms of service of various social networks, how their data is mined and tracked, and how the data may be used. It could be presented to the group on completion.	3 hours	Unit 2 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Social media communications	Learners could look at the Twitter feed of Waitrose Customer Services (tweets and replies) and describe the types and style of communication the feed contains. Tutors should draw out the following in discussion: • Advertising posts (with images) of Waitrose products • Engagement posts (e.g. Try this recipe!) • Retweets related to Waitrose from other companies (e.g. Which?) • Customer relations (e.g. responding to complaints and praise) • All tweets and replies are formal in response. Learners could discuss why each of these categories exists on one social media account. Learners could then look at the Twitter feeds of other companies or on websites such as Facebook and see if their feeds follow the same patterns. Tutors could point out that customer relations tweets can only be 140 characters on Twitter. Learners could investigate what happens if a longer reply is needed. Learners could also look at the difference between open social media networks such as Facebook and how businesses have started to embrace more closed networks such as Yammer. Learners could investigate the successes of Yammer or Facebook at Work. An example could be British Gas: British Gas breaks down silos with Yammer http://simply-communicate.com/case-studies/company-profile/british-gas	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Issues with accounts on social media	Tutors could introduce the problems of social media usage by employees of a business through the use of national news stories and court cases. The following news stories summarise some of the issues: BBC Council staff sacked and warned for misusing social media http://www.bbc.co.uk/news/uk-wales-32826584 The Telegraph Executive 'forced out of job' over LinkedIn CV http://www.telegraph.co.uk/technology/social-media/8992541/Executive-forced-out-of-job-over-LinkedIn-CV.html Orange Digital Dirt https://www.youtube.com/watch?v=JJfw3xt4emY Legal challenges on the rights to social media's intellectual property include the US case Eagle vs Morgan, accessible from the following web resource: Talk Business Who owns the rights to a social media campaign? http://talkbusinessmagazine.co.uk/2013/08/29/who-owns-the-rights-to-a-social-media-campaign/ Learners could split into two groups and debate the motion: 'Employers should not be able to sack or discipline their employees for anything they write on a personal social media account'.	2 hours	
Social media and legislation	Most educational establishments will have their own social media policy that learners could examine. Learners could make a checklist of dos and don'ts based on the policy and investigate whether the social media accounts associated with the establishment conform to the policy. Learners could then look at ways of protecting a personal social media account and write a short policy for employees involved in the campaign in Learning Outcome 4. Learners could make notes on the following Acts to show an awareness of what legislation businesses need to understand when posting to social media: • Data Protection Act • Copyright, Designs and Patents Act • Malicious Communications Act	2 hours	Unit 1 LO5 Unit 2 LO4 Unit 3 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Moral and ethical issues with social media in business	Learners can make notes using the following web resource: Business Ethics Briefing The Ethical Challenges of Social Media http://www.ibe.org.uk/userassets/briefings/ibe_briefing_22_the_ethical_challenges_of_social_media.pdf Optional: Tutors could show the following video resource: SocialMedia.org Social media disclosure and ethics for big brands https://vimeo.com/131121144	1 hour	

SUGGESTED ACTIVITIES

LO No:	3
LO Title:	**Be able to plan content and propose appropriate social media channels for digital marketing campaigns**

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Social media channels	Learners could complete the following grid to explain the advantages and disadvantages of each social media channel, based on information gathered over the previous activities, as well as on their own knowledge:		

	Advantages	**Disadvantages**
Twitter		
Facebook		
Instagram		
Snapchat		
Blogs		

Completed grids could include the following:

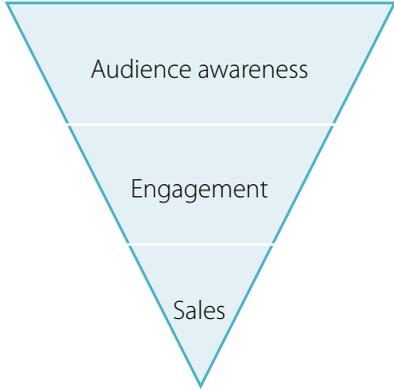|	**Advantages**	**Disadvantages**
Twitter	• Short bursts of information • Real-time, searchable content • Excellent mobile engagement	• Limited characters per tweet • Users can register as any name
Facebook	• Unlimited characters • Can attach files • Real names as handles • Can set very stringent controls on who sees advertising	• Content can get lost amongst longer posts
Instagram	• Can use images and video	• Does not suit long text posts
Snapchat	• Large following of 13 to 25 year olds	• Mobile only
Blogs	• Can integrate into main website easily • Unlimited characters • Can attach files • Users can respond to articles easily • Posts will be indexed by Google and appear in results	• Connection with audience not as immediate

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Social media channels (continued)	Learners could make notes on the statistics shown in this link: VerticalResponse Facebook or Twitter – Which is Better for Your Small Business? http://www.verticalresponse.com/blog/facebook-twitter-better-small-business/		
Positive and negative marketing campaigns	Tutors could split the group into pairs. Each pair could look at a social media marketing campaign that received either positive or negative press. For example, Red Bull's Felix Baumgartner world record jump, Twitter feeds: #AskBG, #McDStories, #hmvXFactorFiring, #BendTheRules and #LastSelfie. Tutors should check these hashtags for relevancy and update their schemes of work over time. Useful resource links: Our Social Times Red Bull Stratos space jump smashes YouTube records http://oursocialtimes.com/red-bull-stratos-space-jump-smashes-youtube-records/ PR Week #hmvXFactorFiring http://prweek.tumblr.com/post/41950966465/breakingnews-hmv-workers-appear-to-take-over Co.Create #BendTheRules http://www.fastcocreate.com/3034241/this-hp-tv-commercial-is-made-completely-out-of-vines Adweek #Lastselfie http://www.adweek.com/news/advertising-branding/wwf-snaps-lastselfie-endangered-animals-157138 Learners could create a presentation to the group showing the campaign and social media reaction and steps to undertake or avoid in their own marketing campaigns.	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
What makes good content?	Tutors could introduce the topic by asking learners to discuss memorable advertising campaigns and decide on five key things that an advert should contain or be aware of. Thoughts could include: • target audience • establishing an image and representing the brand clearly • creating a storyline. Tutors could then show the Cadbury's Dairy Milk Glass Half Full production (https://www.youtube.com/watch?v=TnzFRV1Lwlo) and ask learners whether this advert conforms to the key things they previously discussed. Tutors could then split learners into groups of two or three and assign each group a famous brand or product. Learners could research one social media advert created by the famous brand or product and decide whether the advert was successful or not. Learners could feed back to the group. Companies also use social media to recruit candidates. Learners can use the case study of L'Oreal to discuss whether social media is a successful tool for recruitment and make notes on what makes a successful campaign http://linkhumans.com/case-study/how-loreal-use-social-media-for-recruitment.	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Market segmentation in social media	Learners could create the following table to illustrate the different market segments that exist. 	Geographical Location	
Behaviour	
Lifestyle	
Demographics		 Suggested answers: 	Geographical Location	Continent, country, region or city
Behaviour	Brand preference, prior purchasing, online vs offline shoppers
Lifestyle	Personality, opinions and attitudes
Demographics	Age, gender, income, education level | Learners could then look at the demographics of various social media websites from the link below and note down five specific target audiences which different channels attract and which social media website would be a good match for them. Learners could create the following table: | Brand name	Social media match	Reasoning
		| The following web resource will be useful for evaluating learners' statistics: Sprout Social Social Media Demographics for Marketers http://sproutsocial.com/insights/new-social-media-demographics/	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Negative impact of social media on individuals and businesses	Tutors could introduce learners to newspaper reports on the negative effects of social media on individuals. Learners could be split into groups and given the following examples to discuss with reference to business image, employability, work rate, bullying and threats: Daily Mail Burger King worker posts pictures of himself in bins of lettuce http://www.dailymail.co.uk/news/article-2175053/Burger-King-worker-posted-pictures-standing-bins-lettuce-fired.html CNet Sleepy Comcast technician gets filmed, then fired http://www.cnet.com/news/sleepy-comcast-technician-gets-filmed-then-fired/ Inc. Social Media Addiction: The Productivity Killer http://www.inc.com/john-boitnott/social-media-addiction-the-productivity-killer.html Monster The Debate about Blocking Social Media in the Workplace http://hiring.monster.com/hr/hr-best-practices/workforce-management/employee-performance-management/blocking-social-media-us.aspx SafeWorkers Cyber Bullying at Work http://www.safeworkers.co.uk/cyber-bullying-work.html Computer Weekly Social media threats to business on the rise http://www.computerweekly.com/news/2240236398/Social-media-threats-to-business-on-the-rise-says-report Following a discussion on the articles, learners could be split into two groups to debate the motion "The negative impact of social media on businesses outweighs the positive".	2 hours	

SUGGESTED ACTIVITIES

LO No:	4
LO Title:	Be able to develop social media digital marketing campaigns

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Social marketing funnel	Tutors could explain the social marketing funnel and how awareness leads to engagement and to sales. Audience awareness Engagement Sales Learners could draw the pyramid and, on the other half of the page, indicate which of the following elements constitutes each level of the pyramid: Adverts, hashtags / Fans, friends and followers, blog and email subscribers / Conversions from search ads, email, website or offline purchases Learners could then create a table with each element and measurement criteria, or explain how impressions and views lead to engagements and clicks which in turn lead to sales, revenue and profit. Optional: Tutors could show the digital marketing funnel and how customer relationships after purchase affect retention. Learners could make notes on how social media could be used to retain customers after a purchase. https://www.hausmanmarketingletter.com/metrics-top-funnel-marketing-matter/	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Features of a social media marketing campaign	Learners could start by reading the case study of Whole Foods Market: http://www.socialmediaexaminer.com/social-media-campaign-elements/. Tutors could ask students to take notes on the following questions: • What was Whole Foods Market's reason for creating the campaign? • What strategies did Whole Foods Market put in place to ensure a successful campaign? • How does Whole Foods Market's campaign differ from a multinational brand's campaign execution? Learners could then evaluate how effective the Whole Foods Market's campaign was using the following eight characteristics: http://www.searchenginepeople.com/blog/effective-social-media-campaigns.html	1 hour	
Creating a social media proposal	Learners could look at the templates provided by HootSuite's website at: http://blog.hootsuite.com/social-media-templates/ Tutors could split the group into pairs or groups of three. Learners could complete one of the first four templates with relation to a tutor-set scenario. An example could be that a start-up fast food chain is looking to create its online branding and social media profile. These documents will be useful to transform into a final social media proposal. Learners could present their completed templates to the whole group.	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Measuring social media impact using tools	Tutors could introduce the topic by showing Ellen DeGeneres' tweet from the 2014 Oscars ceremony: Ellen DeGeneres If only Bradley's arm was longer. Best photo ever. https://twitter.com/TheEllenShow/status/440322224407314432 Learners could discuss why this photo achieved over two million likes and over three million retweets. Tutors could draw out why the photo was retweeted more than liked (called 'favorited' in 2014). If learners have a Twitter account, they could log in and check their own Twitter metrics by clicking the 'View tweet activity' button on any of their tweets. Tutors could demonstrate this with a centre-based Twitter account, showing the number of impressions a tweet has received, the number of engagements and a breakdown of what these engagements led to. Tutors could explain the difference between 'impression' and 'engagement' as measurements of impact. Learners could be paired to discuss other ways, apart from retweeting or liking a post, that demonstrate the impact of a campaign. Tutors should ensure discussions include: • comments • shares (not via the same site) • increased followers • click-through rate of links • conversions. Learners could look at the metrics provided by a program such as AWStats for a website or blog. A demonstration page is provided by the website: AWStats Demonstration Page http://www.nltechno.com/awstats/awstats.pl?config=destailleur.fr Learners could make notes on the different types of data available from the log file, and how these could be useful in measuring impact. Tutors could draw attention to the following: • dates and times of engagement are clearly visible • trends can be analysed for times of day, week or month or longer • amount of hits and bandwidth used can be detected • country of origin shown • IP addresses, showing returning viewers and visit length • exact pages requested can be seen • user data such as operating systems, browser, referring page and search terms used to get to the page are all recorded.	2 hours	Unit 22 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Measuring social media impact using tools (continued)	Tutors could then explain how URLs can be manipulated to include traffic information. Learners could investigate using the Google URL builder and the Google Play URL Builder to build sample tracking URLs. Google URL builder https://support.google.com/analytics/answer/1033867?hl=en Google Play URL Builder https://developers.google.com/analytics/devguides/collection/android/v4/campaigns#google-play-url-builder Learners could make notes on how this information could be useful to a business conducting a social media campaign, including the advantages of tracking user activity from a link to a landing page.		
Digital marketing metrics	Learners could start by using the website SpyFu to enter a popular company's web address (e.g. mcdonalds.com) to find metrics about the site, including AdWords history: SpyFu http://www.spyfu.com Tutors could explain the metrics available for analysis on Facebook. If tutors do not have access to Facebook Insights (requires a page with more than 30 likes) they could reference the following link: Kissmetrics Blog What You Need to Know About Facebook's New Insights and Analytics https://blog.kissmetrics.com/facebook-insights-and-analytics/ Learners could watch the videos in Google's AdWords tutorial from the link below: Google What you need to know about online marketing https://www.youtube.com/playlist?list=PL9piTIvKJnJPB729hcZYSEXCsQFyeJV44 Tutors could discuss with learners the difference between Pay Per Click advertising vs Search Engine Optimisation and other streams such as CPM (Cost per 1,000 impressions). Learners could fill in the following table:		

Title of suggested activity	Suggested activities			Suggested timings	Also related to
Digital marketing metrics (continued)		**Advantages**	**Disadvantages**		
	PPC				
	SEO				
	CPM				

An example of a completed table is below:

	Advantages	Disadvantages
PPC	• Some information relayed before the click – potentially less cost • Guaranteed placement • Immediate • Easy to analyse impact • Can target many keywords	• Expensive if targeting lots of keywords
SEO	• Helps all search engines and advertising channels • Organic traffic continues after marketing campaign ends	• Takes longer to implement • Hard to analyse impact
CPM	• You don't pay more if customers click your link • Guaranteed placement • Immediate • Easy to analyse impact • Can target many keywords	• Less popular than PPC • Payment regardless of interaction

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Assessing the benefits of social media campaigns over traditional marketing	Learners could make notes using these websites: Germin8 A Battle Between The New & The Old: Social Media Research Vs Traditional Marketing Research http://www.germin8.com/blog/a-battle-between-the-new-the-old-social-media-research-vs-traditional-marketing-research/ Adweek Marketing 101 – Social Media vs Traditional Media [Infographic] http://www.adweek.com/socialtimes/social-vs-traditional-media-marketing/466873	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Adapting traditional business processes for social media	Tutors could explain that the traditional corporate presence of a website and contact centre (e.g. email) which are owned by the business are now behind the branded communities of Facebook, Instagram and YouTube channels and participating spaces such as Twitter, LinkedIn and SnapChat for customer engagement. Tutors could introduce a local business or use the centre as an example. Learners could be split into groups to propose guidelines that would form a policy. Groups could look at: • Twitter • Instagram • LinkedIn • Facebook • Snapchat • a wiki • YouTube • a blog. Learners could explain: • what content would appear on the social media site • what content would not be suitable • how the social media site could be used by the company • what the costs or implications of using the site would be. Learners could present their findings to the group.	2 hours	

The small print

We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

Whether you already offer OCR qualifications, are new to OCR, or are considering switching from your current provider/awarding organisation, you can request more information by completing the Expression of Interest form which can be found here: www.ocr.org.uk/expression-of-interest

Looking for a resource?

There is now a quick and easy search tool to help find **free** resources for your qualification:
www.ocr.org.uk/i-want-to/find-resources/

ocr.org.uk/it
OCR Customer Contact Centre

General qualifications
Telephone 01223 553998
Facsimile 01223 552627
Email general.qualifications@ocr.org.uk

OCR is part of Cambridge Assessment, a department of the University of Cambridge. *For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.*

© **OCR 2018** Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.