Commonwealth of Learning

Report of the Massive Open Online Course on Introduction to Social Media Marketing-2(ISMM2)

Commonwealth of Learning
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This report is prepared by Dr. Tejinderpal Singh, Lead Instructor for the massive open online course on ISMM2 under the guidance of Dr. Sanjaya Mishra, Director, Education, Commonwealth of Learning.

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Table of Contents

Background ............................................................................................................................................. 5
  Need and Purpose ................................................................................................................................. 5
  Planning for the course ......................................................................................................................... 5
  Learning Management System ............................................................................................................. 6
  Promotion of ISMM2 ............................................................................................................................ 7

Design and Development ....................................................................................................................... 8
  Instructional Design .............................................................................................................................. 9
  Weekly Topics ...................................................................................................................................... 11
  Video Production ................................................................................................................................. 13
  Image sourcing .................................................................................................................................... 15
  Quiz Development .............................................................................................................................. 15
  Quiz Performance ............................................................................................................................... 16
  ISMM2 Assessment Activities and Main Assignment ........................................................................ 17
  Main Assignment: Social Media Marketing Strategy ......................................................................... 18

Delivery .................................................................................................................................................. 19
  Demographics of Participants ............................................................................................................. 19
  Video Lectures and Instructor’s Presence ............................................................................................ 21
  Role of TAs in the creation of Weekly Summary Videos .................................................................... 22
  Discussion Forum Participation ........................................................................................................... 23
  Team of Discussion Forum Managers (DFMs/TAs) .......................................................................... 24
  Training of Team Members ................................................................................................................ 24
  Roster of TAs ...................................................................................................................................... 24
  Discussion forum Statistics .................................................................................................................. 25
  Synchronous Chat Hangout ................................................................................................................ 25
  Synchronous Video Sessions ............................................................................................................. 26

Findings and Research Agenda ............................................................................................................ 28
  Summary of Pre-Course-Survey ......................................................................................................... 28
  Summary of Post-course Survey .......................................................................................................... 29

Lessons Learned .................................................................................................................................. 29
  Areas that worked well ......................................................................................................................... 30
  Areas for Improvement ......................................................................................................................... 31
  Other Areas ....................................................................................................................................... 33
Recommendations .................................................................................................................. 33
  Course Design .................................................................................................................. 34
  Platform Enhancements .................................................................................................. 34
Appendices ............................................................................................................................ 35
  Appendix-A: 5-Weeks Course Curriculum .................................................................... 35
  Appendix-B: Course Brochure ......................................................................................... 41
  Appendix-C: Rubrics for Activities 1-7 ......................................................................... 43
  Appendix-D: Assignment Submission Template ............................................................ 46
  Appendix-F: List of course videos ................................................................................... 49
  Appendix-G: Pre-Survey Questions ............................................................................... 50
  Appendix-H: Post-Survey Questions ............................................................................. 51
Background

“I must admit that I really thought I know social media, this course has humbled me to know that learning is always a continuous process without an end. I, for one, have learnt that social media has more advantages than disadvantages as I had thought earlier, that one can actually earn money online. It has, therefore, given me a new perspective on the whole social media thing.”

ISMM2, Participant

Social Media has changed today’s life in a progressive way. The role of social media can be observed in diverse fields such as communication, business, entertainment, food, lifestyle and welfare. The growth of social media users irrespective of their demographics and country of origin is scaling new heights every day. According to a report, over 4.62 billion people across the world use social media (Hootsuite, 2022)1. Such a boom in social media offers an opportunity for individuals, businesses, governments, social organisations and communities to share, connect and communicate with the world without any geographical boundaries. Professionals, organisations, governments and other entities have already started leveraging the power of social media in their business or marketing. Nowadays, it has become very essential to have basic as well as advanced knowledge of working of various social media platforms. There is no dearth of learning content on social media, however, that content is present either in an unorganised way or available at a very premium price that everybody cannot afford. Therefore, this course on Introduction to Social Media Marketing 2 (ISMM2) is updated for the second time to offer quality education in the domain of Social Media Marketing that would enable learners to secure livelihood and economic opportunities.

Need and Purpose

There is no doubt that brands are prioritising digital platforms to connect with the target customers. It has spurred the demand for digital marketers to have a variety of skills like search engine optimisation, social media marketing, content marketing, data analytics and UX design. According to Clickthrough (2020)1 social media marketing is the second most skill in demand for digital marketers next to search engine optimisation. However, there is a huge skill gap when it comes to social media marketing skills. Therefore, it is very essential to bridge that skill gap.

In this background, ISMM2 has been designed to provide a full understanding of how to plan, manage and execute a successful social media strategy using various online platforms. Participants would gain fundamental knowledge of social media marketing as well as specific skill sets to create, manage, track and monitor social media marketing campaigns using social media platforms like Facebook, Twitter, LinkedIn and YouTube.

Planning for the course

All the planning for ISMM2 was done under the guidance of Dr Sanjaya Mishra, Director, Education, Commonwealth of Learning, Canada. During the initial phase of planning, several emails, calls and messages were exchanged. Dr. Mishra shared the expectations of the course in the context of COL’s vision and mission with Dr Tejinderpal Singh, Subject Expert, Panjab

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1https://blog.hootsuite.com/social-media-statistics-for-social-media-managers/
University. Then the proposal of course updation was finalised and several new videos were uploaded. The course was updated considering the new advancements in social media marketing. Further, a standard procedure to develop and deliver the course was also discussed at length. Afterwards, the same course team as last year was finalised to execute the project. The team included the following members:

**Table: 1 ISMM2 Team**

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Operation Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tejinderpal Singh, Lead Instructor</td>
<td>Dr. V. Balaji, Vice-President, COL</td>
</tr>
<tr>
<td>Ms Kriti Aggarwal</td>
<td>Dr. Sanjaya Mishra, Director, Education, COL</td>
</tr>
<tr>
<td>Ms. Kajal</td>
<td>Prof. Rajesh Verma, External Peer Reviewer</td>
</tr>
<tr>
<td>Mr. Abhishek Misra</td>
<td>Dr. Vishal Kumar, External Peer Reviewer</td>
</tr>
<tr>
<td>Mr Ashu Monga</td>
<td>Ms. Naa Adjeley Sackey, Programme Assistant, COL</td>
</tr>
</tbody>
</table>

The role of each team member was clearly defined and conveyed as per the procedure. As per discussions and agreed upon responsibilities, the first task for the team was to prepare a ‘Course Instructional Design’ and to frame a timeline to complete various project activities including the development of new videos. Under the guidance of Dr Mishra, after a few rounds of discussions, a detailed ‘Course Instructional Design’ was prepared. It included all those elements that are essential to organise and deliver a course in a systematic way such as course description, learning outcomes, week-wise course detail and certification criteria. Week-wise course detail was prepared by incorporating the following items:

- Topic of the Week
- Learning outcomes
- Course Video titles
- Readings
- Activities
- Assessment and Discussion Forums.

As per the course timeline, the team started working on various project activities such as scriptwriting, video production, quizzes designing, activities designing and all other activities that were important from a course point of view.

A course introduction video was developed by Dr Tejinderpal Singh highlighting the significance of social media marketing in the present-day world, learning outcomes, why one should join the course and other details like topics to be covered, a link for joining the course etc.

Pre-course and end-course surveys were developed for ISMM2 to understand participants better in terms of their demographics, expectations and prior subject knowledge. These surveys were sent to participants as a part of introductory mail (Pre-course survey) and thank you mail (end-course survey).

**Learning Management System**

A Learning Management System (LMS) plays a pivotal role in hosting, managing and delivery of any Massive Open Online Course (MOOC). The success of MOOC is highly dependent on the capabilities of LMS to handle instructor’s as well learners’ needs. COL hosted the ISMM2
course on a mooKIT\footnote{https://www.mookit.in/}, an open-source LMS, developed and supported by the Indian Institute of Technology Kanpur, India. The key features of this LMS are:

- hosting of course videos as a primary format of content delivery
- synchronous and asynchronous interaction through forums and chat
- accessibility, with low bandwidth requirements and alternate modes of access.
- learners’ analytics for quick feedback
- features of formatives and summative assessment
- generation of course certificates.

An exclusive site\footnote{https://www.mooc4dev.org/ISMM2} for ISMM2 was developed by COL using mooKIT to host the course content and other related activities. The admin rights were also shared with the lead instructor to understand the working of this platform and to identify any bugs before launching the course. The full course content was uploaded/ migrated to mooKIT as per the timeline agreed upon by the ISMM2 Team.

**Promotion of ISMM2**

The content development task was in progress as per the timeline. Simultaneously, the next important task for the team was to promote ISMM2 amongst the target audience using various platforms to have a decent number of registrations for the course. The target audience for ISMM2 was people from developing and underdeveloped economies engaged in start-ups, budding entrepreneurs, small-scale business owners, NGOs, and government organisations interested in using social media for the growth of their business or any social cause at the local, national or international level. Primarily, two forms of promotional material were prepared i.e. ‘Course Brochure’ and ‘Course Introductory Video’. The course brochure was prepared with an aim to provide the basic information about the course such as course description, learning outcomes, course details, link to join the course, course team etc. Similarly, the course introduction video was developed for various promotional platforms like YouTube, Facebook, Twitter, LinkedIn etc. A copy of the ‘course brochure’ and link to the ‘course introductory video’ are available in Appendix - B

ISMM2 relied on the following platforms to reach the maximum number of people to make them aware of this course.

- **Social Media Platforms**: An organic post in the form of both image and video was shared on popular social media platforms like Facebook, Twitter, and LinkedIn through ISMM2 Team’s personal account and COL’s official accounts.
- **COL’s Website**: An announcement regarding the start of ISMM2 was posted on COL’s official website
- **Emails**: A well-structured email to join ISMM2 was sent to prospective participants by using COL’s email database. Also, the course information was shared with COL’s Focal Point in the Ministries of the Commonwealth countries.
- **WhatsApp**: A poster of ISMM2 was sent to various WhatsApp groups with a request to share it further among the community.
Figure 1 reveals that Email notification played a crucial role in spreading awareness for ISMM2 this year with 33.5% (last year 13.1%). Then, it was followed by the Commonwealth of learning website (27.4%), Colleagues/workplace (14.2%) and social media with only 10.8%.

Figure 1. Source from where participants came to know about the course.

**Design and Development**

“I am grateful to your teachings and the way you have made the curriculum to make an easy learning. You are the best. One can learn as fast as possible but practising it will gain hands on experience. It is easy to appear for exam too”

ISMM2, Participant

SMM is designed as per the course instructional design that was finalised after the multiple rounds of discussions and interaction among team members. There are different parameters to judge the quality of any MOOC and without any doubt, video quality is one of them. For the production of additional videos, all tips, guidelines and dos & don’ts of video development were effectively used during the course video development process as shared by Dr. Mishra during the first run of ISMM2.

Further, a consensus was made on various guidelines of the course development as follows.

- A script is a must for every video before recording.
- An official signature tune of COL will be used at the start and end of the video.
- The length of the video will be around 10 mins.
- For every week, activities, discussion forums, MCQs will be designed keeping in mind the capabilities of the mooKIT and course learning outcomes.
Instructional Design

The duration span of ISMM2 was Five Weeks and every week was planned by keeping in mind the overall learning outcomes of the course. A four-quadrant approach was used to develop the ISMM2 Instructional Design. A brief description of each quadrant is discussed below.

**Quadrant-I: (E-tutorial/ Videos)**

The prime mode of content delivery was a ‘video’. The nature of the course is such that most of the tools and applications of social media marketing could be effectively taught by demonstrating them on the screen itself. Therefore, the majority of the videos were developed using screen capturing along with the face of a presenter. To make the video more engaging and interactive, reflection spots were added at appropriate places. In a few of the videos, the length was beyond 10 mins as we covered some topics in more detail.

**Quadrant-II: (E-content and readings)**

ISMM2 reading material was developed in two forms i.e., ‘video transcript’ and ‘readings. A video transcript was prepared for each video and was made available to the participants along with videos in pdf form. Participants were able to download these transcripts for future reference. Transcripts also served the purpose of Close Captions (CC) for videos.

Participants were also provided with readings in the form of case studies, research papers, checklists etc. These readings were carefully selected keeping in mind course content and learning outcomes. All readings were licensed under either CC BY or CC BY-SA license.

**Quadrant-III: (Activities and Assessment)**

During each week, one or two activities were planned to enable the participants to understand the concept better as discussed in course videos. These activities were designed in such a way that motivated the participants to apply their knowledge in real-life situations.

Further, 15 MCQs based on readings and videos were added at the end of each week to assess participants’ knowledge instantly after the completion of a course week. It was compulsory to score a minimum of 60 % marks in at least three or four quizzes out of five to earn the ‘certification of participation and completion’ respectively.

**Quadrant-IV: (Discussion forum)**

Peer discussions are the most important elements in MOOCs to reflect and evaluate participants learning. A general discussion topic was planned for every week. These topics were designed in such a way that participants share, reflect and reply to each other’s comments.

As an example, course instructional design as per the 4-Quadrant approach is shown in Table 2 for Week 1. A copy of the detailed ‘Course Instructional Design’ is available as [Appendix-A](#).
Table 2: An example of Course Instructional design as per the four-Quadrant approach

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Week-1 Introduction to Social Media Marketing and Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes:</strong></td>
<td>Learners will investigate social media marketing and plan effective strategies for social media by:</td>
</tr>
<tr>
<td></td>
<td>• Understanding fundamentals of social media marketing;</td>
</tr>
<tr>
<td></td>
<td>• Exploring various social media platforms; and</td>
</tr>
<tr>
<td></td>
<td>• Developing a draft social media strategy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant-1: (E-tutorial/ Videos)</th>
<th>Video Content of the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are six videos to watch and reflect:</td>
</tr>
<tr>
<td></td>
<td>• Video 1.1: Why Social Media Marketing?</td>
</tr>
<tr>
<td></td>
<td>• Video 1.2: Introduction to Social Media platforms</td>
</tr>
<tr>
<td></td>
<td>• Video 1.3: Social Media Marketing Strategy: A step by step Approach-I</td>
</tr>
<tr>
<td></td>
<td>• Video 1.4: Social Media Marketing Strategy: A step by step Approach-II</td>
</tr>
<tr>
<td></td>
<td>• Video 1.5: Social Media Marketing Strategy: A step by step Approach-III</td>
</tr>
<tr>
<td></td>
<td>• Video 1.6: Social Media Marketing Strategy: A step by step Approach-IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant-III: (Activities and Assessment)</th>
<th>Activities of the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There will be Two Activities during this week to understand the concepts better as discussed in the course videos. It will further help you to prepare yourself for the forthcoming weeks of the course.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 1: Social Media Profile Creation:</strong> Your social media profiles are essentials to effectively learn social media marketing. Therefore, you must create social media profiles on the following platforms - Facebook, Twitter, and LinkedIn. You may also use your existing profiles if you are already on these platforms. Note that this will be part of the final submission in Week 5.</td>
</tr>
<tr>
<td></td>
<td><strong>What is expected from you?</strong></td>
</tr>
<tr>
<td></td>
<td>Initially, you are advised to create your basic profiles on different platforms (Facebook, Twitter, LinkedIn, etc). However, as the course proceeds, you will learn how to optimise these profiles to make them more meaningful, professional and visible in the search results. Throughout the course, you will keep updating your profiles based on your learning. Finally, you will be asked to submit the <strong>URLs of your profiles</strong> as part of your final social media marketing strategy assignment in Week 5.</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 2: Social Media Marketing Strategy:</strong> Prepare a social media strategy based on the inputs from this week for your organisation. Note, this will be submitted for Assignment in Week 5. So, this will continue to be a work in progress.</td>
</tr>
<tr>
<td></td>
<td><strong>What is expected from you?</strong></td>
</tr>
<tr>
<td></td>
<td>Understand each and every step of Social Media marketing strategy as discussed in Video 1.3 to Video 1.6. Start working on each step from the perspective of your own business/organization (maybe an imaginary business/organization/ Cause etc.). It is an on-going activity where you will augment it with your learnings from the forthcoming weeks. Finally, you will be asked to submit a PDF copy of it during the last week of this course.</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz of the Week</strong></td>
</tr>
<tr>
<td></td>
<td>The quiz is an integral part of course certification. There is one Quiz in this week consisting of 15 questions (MCQs/True-False/Multiple correct options). Questions in Quiz are based on course videos and additional readings. Therefore, carefully watch all the videos and read additional readings. You can repeat the quiz. The last score will be recorded in the system.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant-IV: (Discussion forum)</th>
<th>Discussion Forum of the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peer discussions help you to reflect and evaluate your practice and learning. Participation in the discussion forum is also part of the certification process. As a general advice, always focus on the topic of discussion, and engage in the discussion to elaborate ideas and explain what you like and why. For a general guide to netiquette in online learning environment, read this <a href="#">link</a>. For this week, the discussion forum is as follows:</td>
</tr>
<tr>
<td></td>
<td><strong>Why Buyer persona is important in social media marketing?</strong> Think about your business (It may be imaginary). Give a brief introduction of it and create a ‘buyer persona’ of your prospects to whom you want to target through social media</td>
</tr>
</tbody>
</table>
Report: Introduction to Social Media Marketing (ISMM2)

marketing. (Refer to Video:1.3) Also, review at least one ‘buyer persona’ shared by other participants and share your opinions. A template to prepare a buyer persona may be downloaded from here.

<table>
<thead>
<tr>
<th>Quadrant-II: (E-content and readings)</th>
<th>Additional readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We recommend you read the following article: Li, F., Larimo, J., &amp; Leonidou, L.C. (2020). Social media marketing strategy: definition, conceptualization, taxonomy, validation, and future agenda. J. of the Acad. Mark. Sci. 49, 51-70. Download here</td>
</tr>
</tbody>
</table>

Weekly Topics

All ISMM2 topics were organised on weekly basis on the home page of mooKIT. Every week included course videos, video transcripts, a quiz, a summary video and activities. A screenshot of the mooKIT home page is shown in Figure 2.

![Figure 2. Screenshot of mooKIT home page/](https://www.mooc4dev.org/course/ismm2/#/home)
All week-wise topics of ISMM2 are listed in Table 3. complete course syllabus is available in Appendix A

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Week:1 | Introduction to Social Media Marketing and Strategy | Why Social Media Marketing?  
Introduction to Social Media Platforms  
Social Media Marketing Strategy: A step by step Approach – I  
Social Media Marketing Strategy: A step by step Approach – II  
Social Media Marketing Strategy: A step by step Approach – III  
Social Media Marketing Strategy: A step by step Approach – IV |
| Week:2 | Marketing on Facebook: Designing and Managing Facebook Advertising Campaign | Facebook Marketing Basics  
Creating and optimizing Facebook Pages for brand awareness – I  
Creating and optimizing Facebook Pages for brand awareness – II  
Understanding Facebook Business Manager Interface  
Designing Facebook Advertising Campaigns-Single Image Ads – I  
Designing Facebook Advertising Campaigns-Single Image Ads – II  
Designing Facebook Advertising Campaigns-Single Image Ads – III  
Designing Facebook Advertising Campaigns-Carousel Ads  
Remarketing in Facebook: Creating Custom Audience  
Use of Facebook groups for Marketing-I  
Use of Facebook groups for Marketing-II  
Use of Facebook groups for Marketing-III |
| Week:3 | Advertising on Twitter: Designing, managing and monitoring Twitter campaigns | Understanding Essentials of Twitter Marketing  
Creating and Optimizing Brand Profile on Twitter – I  
Creating and Optimizing Brand Profile on Twitter – II  
Understanding Twitter Ad Manager Structure  
Designing Twitter Ad Campaigns: Website Clicks  
Designing Twitter Ad Campaigns: Video Views and Engagement  
Twitter Remarketing: Creating and using Custom Audience  
Working with Twitter Lists |
| Week:4 | Advertising on LinkedIn: Setup, Managing and Monitoring Campaigns | LinkedIn Marketing: Introduction and Significance  
Creating and optimizing LinkedIn Profile for personal branding – I  
Creating and optimizing LinkedIn Profile for personal branding – II  
Designing LinkedIn Pages for Businesses  
Designing LinkedIn Marketing Campaign: Single Image Ad – I  
Designing LinkedIn Marketing Campaign: Single Image Ad – II  
Designing LinkedIn Marketing Campaign: Single Image Ad – III  
LinkedIn Remarketing: Creating Matched Audience  
LinkedIn Groups for Business and Marketing-I  
LinkedIn Groups for Business and Marketing-II |
| Week:5 | YouTube Marketing: Designing and Managing YouTube Channel and advertising Campaigns | YouTube Marketing: Introduction  
Creating and customizing YouTube Channel-I  
Creating and customizing YouTube Channel-II  
Uploading and Optimization YouTube Content  
Understanding YouTube Channel Analytic  
Comment Management on YouTube Channel  
Designing Advertising Campaigns for YouTube |
Video Production

Like any other MOOC, videos were used as a major medium to deliver the content of ISMM2. As earlier said, quality videos play an important role in the success of the online course. Therefore, meticulous planning was done to produce effective and engaging videos as per the guidelines agreed upon. The entire video development process was six steps (Figure 3.)

![Figure 3. Phases of the video production process](image)

Pre-planning

The content for each video was planned to keep in mind the learning outcomes and the length of the video. Information was collected from various sources to provide fundamental and practical knowledge of the topic that was discussed in a video. The main sources of information included; books, websites, research articles, blogs and databases.

Script Writing

The script is the essential component of any educational video production that provides guidelines to the presenter to deliver and discuss the content in an organised way while recording it. In ISMM2, a script was prepared for every video by using following a simple template (Table 4)

<table>
<thead>
<tr>
<th>Sample</th>
<th>Source</th>
<th>Content</th>
<th>On screen Combinations</th>
<th>Shot</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample 1</td>
<td>Presenter</td>
<td>Welcome ISMM2 to</td>
<td>Presenter+ Text</td>
<td>Long</td>
<td></td>
</tr>
<tr>
<td>Sample 2</td>
<td>Voice over</td>
<td>Welcome ISMM2 to</td>
<td>Text</td>
<td>-</td>
<td>Add Icons</td>
</tr>
<tr>
<td>Sample 3</td>
<td>Voice Over</td>
<td>Log-in Facebook to</td>
<td>Screen capture + Annotation</td>
<td>-</td>
<td>Add annotation Tools</td>
</tr>
</tbody>
</table>
**Reviewing**

After preparing a script for all the videos of a particular week, it was submitted to reviewers for their perusal. Reviewers critically evaluated all the scripts line by line and sent them back for necessary modifications. Accordingly, scripts were modified by incorporating the suggestions received from reviewers before the final recording.

**Recording**

ISMM2 was designed with a focus on imparting practical knowledge on different social media marketing tools. The majority of the videos were made with the help of a screen recorder along with the instructor’s audio (Camtasia) in studio settings. However, at appropriate places, the face of the presenter was shown to stimulate the teaching presence. Stills of videos having screen capturing (Figure 4.a) and presenter (Figure 4.b) and are shown below.

![Figure 4. Stills of videos having screen capturing (a) and presenter (b)](image)

**Editing**

All raw videos were edited using TechSmith Camtasia (2020) software. To make the video more engaging various inbuilt functions of Camtasia were used like ‘Transitions’, ‘Behaviours’, ‘Icons’, ‘Shapes’, ‘Text’, ‘Noise reduction’ etc. A screenshot of the work in progress is shown in Figure 5.

![Figure 5. Editing work in progress using Camtasia](image)
**Final Review and Submission.**

The final videos were again reviewed by the reviewers for any typos or technical errors. All videos were submitted to COL in various sets and were finally uploaded on COL’s official YouTube channel by creating a playlist⁴, and links were shared with ISMM2 team for mooKIT purposes.

**Image sourcing**

While the reading materials selected were either prepared by the lead instructor or selected from open educational resources available with CC BY or CC BY-SA license, all images were sourced from many different sources, as in Table 5. All images selected for use are either available with CC 0 or with CC BY or CC BY-SA license.

<table>
<thead>
<tr>
<th>Table 5: Detail OERs used in designing of ISMM2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Content</strong></td>
</tr>
<tr>
<td>Small Video Clips</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Images</td>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Icons</td>
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</table>

**Quiz Development**

Quizzes are often a go-to for instructors because they are fast, easy, efficient, and can cover a lot of content⁵. Accordingly, ISMM2 used quizzes as an essential component of assessment and certification. The main purpose of quizzes was to check learners' understanding of content delivered during the week instantly. There were 5 quizzes in all having 15 questions each consisting of different types of questions like ‘Multiple Types Question’, ‘True-False’ and ‘More than one correct option’. Each quiz was released at the beginning of every week with a course ending date as the last date of quiz submission. Participants had the option to retake the quiz any number of times before the end date. After every attempt, the overall score was visible to a participant. However, question wise result was made available to them only after the last date of the quiz. It helped the participant to improve their overall performance without knowing the answers to questions. While designing a quiz, each question was assessed on three difficulty levels i.e., easy, moderate, and difficult. An attempt was made to maintain an equal proportion of all difficulty levels. All quizzes were designed using the in-built function of the mooKIT platform. A screenshot of the quiz creation template using mooKIT is shown in Figure 6.

⁴ https://www.youtube.com/playlist?list=PLXN-JCVb8z8CH_HKNPVM3sLhWt-V01Kb
Quiz Performance

It is interesting to know, how did participants perform in quizzes. Table 6 shows that the pass percentage remained above 77% in all quizzes. The average score was highest in Quiz 1 (77) followed by Quiz -4 (71), Quiz -5(70), Quiz -2(69) and Quiz-3 (67). A declining trend was observed in the quiz submissions with the highest submissions for Quiz -1 (687) and the lowest for Quiz - 5 (357).

Table 6: Quiz wise performance of participants

<table>
<thead>
<tr>
<th>Quiz -ISM2</th>
<th>Average time</th>
<th>Submissions</th>
<th>Pass (%)</th>
<th>Average Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz-1</td>
<td>19 H</td>
<td>687</td>
<td>573 (83.40)</td>
<td>77</td>
</tr>
<tr>
<td>Quiz-2</td>
<td>15H</td>
<td>490</td>
<td>378 (77.14)</td>
<td>69</td>
</tr>
<tr>
<td>Quiz-3</td>
<td>11H</td>
<td>415</td>
<td>290 (69.87)</td>
<td>67</td>
</tr>
<tr>
<td>Quiz-4</td>
<td>8H</td>
<td>375</td>
<td>292 (77.78)</td>
<td>71</td>
</tr>
<tr>
<td>Quiz-5</td>
<td>4H</td>
<td>357</td>
<td>277 (77.59)</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2324</td>
<td>1810(77.88)</td>
<td></td>
</tr>
</tbody>
</table>
ISMM2 Assessment Activities and Main Assignment

Activities

ISMM2 primarily focused on Learning by Doing (LBD) activities that enabled the participants to practically work on one or two activities of course activities every week. These activities were designed in such a way that participants apply their knowledge to real-world situations.

Each activity was accompanied by ‘what is expected from you’ and ‘Rubric’. Rubrics were prepared for each activity and hosted on mooKIT as a part of Instructional Design. The list of all course activities is presented in Table 7 and rubric details can be seen in Appendix- C

Table 7: Week-wise list of all ISMM2 activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Name of the Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Activity 1: Social Media Profile Creation</td>
<td>Your social media profiles are essentials to effectively learn social media marketing. Therefore, you must create social media profiles on the following platforms - Facebook, Twitter, and LinkedIn. You may also use your existing profiles if you are already on these platforms. Note that this will be part of the final submission in Week 5.</td>
</tr>
<tr>
<td>2</td>
<td>Activity 2: Designing of a Facebook Page</td>
<td>Think about an organisation (It may be your own Organisation). Create a Facebook Page for it based on your learning during this week. By adding relevant tabs and changing settings, make it a professional-looking page. Note that this will be submitted as part of Assignment in Week 5.</td>
</tr>
<tr>
<td></td>
<td>Activity 3: Creation of Dummy Facebook Ad Campaign</td>
<td>Create a dummy Facebook Ad Campaign. Select a campaign objective. Target audience and ad format as per your business. Finally, you will be asked to submit a screenshot of the ‘review your campaign’ page. This will be submitted as part of the assignment in Week 5.</td>
</tr>
<tr>
<td>3</td>
<td>Activity 4: Designing a Dummy Twitter Ad Campaign</td>
<td>Suppose you are the owner of Digital Marketing Academy and want to target college-going students. Design a Twitter Ad campaign by selecting the appropriate objective, target audience and ad format. Finally, you will be asked to submit a screenshot of the ‘review your campaign’ page. This activity will be submitted as part of the Assignment in Week 5</td>
</tr>
</tbody>
</table>
4  Activity 5: Creation of LinkedIn Page
Create a LinkedIn Page for your Business / Organisation/ NGO / Social Cause etc. Add all the information asked during the Page creation process. You will be asked to share URL of the LinkedIn Page. Note that this will be submitted as part of Assignment in Week 5.

Activity 6: Designing of LinkedIn Campaign
Create a LinkedIn ad campaign by selecting the appropriate objective, target audience and ad format. Finally, you will be asked to submit screenshot of the ‘review your campaign’ page Submit this as part of the Assignment in Week 5.

5  Activity 7: Creation of YouTube Channel
Create a YouTube Channel and verify it to enable more features. Upload One video (It may be any video recorded on Phone) and write a detail description of it. Select appropriate keywords for your video from the search engine perspective. You will share the URL of your Channel as part of the Assignment.

Main Assignment: Social Media Marketing Strategy

Along with weekly activities, participants were asked to work on the ‘Main assignment’ floated during Week -1. This assignment was related to the development of Social Media Marketing strategy from scratch based on their course takeaway. The description of the assignment was as under:

“Prepare a social media strategy based on the inputs from this week for your organisation. Note, this will be submitted for Assignment in Week 5. So, this will continue to be a work in progress”

Participants were expected to work on this assignment throughout the course and to apply their knowledge gained from the course every week. A rubric for this assignment was also prepared and provided to the participants as a part of the instructional design.

To bring uniformity in assignment preparation and submission a Template (See Appendix-D) was shared with participants.

Participants were required to submit main assignment using the given format and template as a Final Assignment. Submitted assignments were evaluated as 'ACCEPTABLE' or 'NOT ACCEPTABLE' and there was no provision for re-submission of assignment. Statistics related to assignment submission and evaluation are shown in Figure 7.
Figure 7. Assignment submission and evaluation

In all 253 assignments were submitted out of which 236 (93%) were declared as ‘Acceptable’ and 17 (7%) were found ‘Unacceptable’. In this iteration submissions were more than in comparison to the 1st iteration. Also, the acceptability rate improved by 19%.

**Delivery**

[I quit my job and now am a freelancer. For past one year I had been toying with the idea of setting up a company. But in times of Covid, i realised that virtual is the best solution, at least for now. Lack of good understanding of the Social Media world made me delay/procrastinate. But because of the learnings in the course and the assignments which were compulsory (but time-consuming), I jumped into deep waters and took the plunge. Now my brand is launched virtually and has presence across social media platforms. Deep Gratitude to the organisers - COL and Mr Tejinder & his young and efficient team! My dream has been realised. Though it was a strenuous course which took many hours to complete but results were awesome- it left us enriched with skills and knowledge, so much needed to succeed in this Global Digital World.

Many Thanks. Many thanks to the organisers COL Canada and Mr Tejinder and his efficient team]

ISMM-2, Participant

The ISMM2 was offered from January 10 to February 11, 2022 spread over five weeks. There were 2550 registered participants for this course, coming from different affiliations (be it as an individual, for-profit, community organisation, government, or academia). For more insights into the affiliation of the participants, most joined this course in the capacity of individuals which comes about to be more than half of the total pie (57.56%, n=1468) followed by ‘Academia’ (30.39%) and ‘Government’ (6.7%). The rest of the participants were affiliated with ‘Community organisations’, ‘For-profit organisations’ and ‘Non-profit organisation’.

In any open online course, it is interesting to note how many participants were active i.e., they have accessed the course content at least once during the course period. In the case of ISMM2, 1367 (53.60%) participants were considered ‘Active Students’ and 208 (8.15%) were awarded certificates of participation or completion as per the course certification criteria.

**Demographics of Participants**

ISMM participants were having diverse demographics belonging to different countries, gender, age groups and educational qualifications.

**Geographical Distribution**

The participants registered in the course came from 88 countries, including 50 Commonwealth countries. Geographically, the maximum participants in ISMM2 were from India (1925) followed by Nigeria (104) and Canada (79) as shown in Table 9.
Table 9: List Top 3 countries from where participants registered

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>1925</td>
</tr>
<tr>
<td>Nigeria</td>
<td>104</td>
</tr>
<tr>
<td>Canada</td>
<td>79</td>
</tr>
</tbody>
</table>

**Personal Characteristics**

The majority of the participants in ISMM2 were male (62.66%) followed by Female (37.09%) per cent as. There was a nominal portion (0.07%) of participants who preferred not to disclose their gender. (Refer to Figure 8. on the next page)

Age-wise, data shows that maximum participants were from the age group ‘21-25 years’ (28.74%) followed by the age group ‘16-20 years’, (16.03%), ‘26-30 years’ (14.70%), ‘31-35 years’, (11.84%), ‘36-40 years’ (10.23%) and ‘41-45 years’ (8.9%). The data further shows that the social media marketing course was quite popular among youngsters as more than 70% of the total participants belonged to the age group of fewer than 35 years. 115 participants (4.5%) were more than 50 years and 3 participants were under the age of 16 years. (Refer to Figure 8. b)

![Gender](image1)

![Age Group](image2)

Figure 8. Gender wise (a) and Age group-wise (b) distribution of Registrations

**Education and Professional Affiliation**

Education-wise, out of the total, 2550 participants, the maximum number of participants were ‘Post Graduate’ (43.60%) followed by those participants who were ‘Under Graduate’ (36.78%), ‘Doctorate’ (8.6%), ‘Pre-university’ (3.64%), ‘High school’ (2.78%), and Other (3.41%) (see Figure 9. a)
Further out of 2550 participants, 1416 (57.56%) identified their professional affiliation as ‘Individual’ followed by ‘Academia’ (30.39%), ‘Government’ (6.7%), ‘Non-profit organisations’ (2.35%), ‘For-profit organisations’ (1.72%) and ‘Community organisation’ (1.09%). (see Figure 9. b)

![Figure 9](image_url)

Figure 9. Qualification-wise (a) and Affiliation-wise (b) break up of participants

**Video Lectures and Instructor’s Presence**

In the ISMM-2 course plan, there were 49 videos in all including a course introduction video, course delivery videos and summary videos. The length of course delivery videos was kept to 10-12 mins only, keeping in mind the general attention span of the participants in MOOC courses. The list of all the videos is included in Appendix-F. Figure 10 shows stills of a course promo video (a), course content delivery (b) and a summary video in which TAs are putting across queries to the Lead instructor (c)

![Figure 10](image_url)

Figure 10. Stills of a course promo video (a), course content delivery (b) and a summary video (c)
Role of TAs in the creation of Weekly Summary Videos

Other than the main course videos, it was decided to create a summary video for every week. Objectives of summary videos were to:

1. Summarize the content delivered during a particular week.
2. Provide a sense of direct teacher presence.
3. Take up those questions asked by participants in the ‘General Discussion Forum’ that were not fully addressed by peers.

At the end of every week, a live zoom session was planned in which, the lead instructor along with teaching assistants reflected upon the content delivered during the week. Before the session, all TAs were asked to pick up at least one question each from the current week and pose it directly to the instructor during the live session. During each session, the lead instructor summarized all the topics discussed during the week and answered all the questions. The recorded session was released on Sunday in the form of a summary video just before releasing content for the next week. The detail of summary videos and viewing analytics have been presented in Table 10.

Table 10: Detail of Summary Videos Analytics

<table>
<thead>
<tr>
<th>Title of video</th>
<th>Video Thumbnail</th>
<th>YouTube URLs</th>
<th>No of views</th>
<th>Student Feedback</th>
<th>Average view duration (MM:SS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary Video: Week-1 (ISMM-2)</td>
<td><img src="https://example.com/video1.png" alt="Video Thumbnail" /></td>
<td><a href="https://www.youtube.com/watch?v=8_T7HidgWs0">https://www.youtube.com/watch?v=8_T7HidgWs0</a></td>
<td>61</td>
<td>N/A</td>
<td>4:24</td>
</tr>
<tr>
<td>Summary Video: Week-2 (ISMM-2)</td>
<td><img src="https://example.com/video2.png" alt="Video Thumbnail" /></td>
<td><a href="https://www.youtube.com/watch?v=kmCVVkp-phA">https://www.youtube.com/watch?v=kmCVVkp-phA</a></td>
<td>140</td>
<td>“Thank you to the team. Very informative”</td>
<td>3:19</td>
</tr>
<tr>
<td>Summary Video: Week-3 (ISMM-2)</td>
<td><img src="https://example.com/video3.png" alt="Video Thumbnail" /></td>
<td><a href="https://www.youtube.com/watch?v=oOt-3cxMWiM">https://www.youtube.com/watch?v=oOt-3cxMWiM</a></td>
<td>174</td>
<td>“A very useful session. Thank you, sir.”</td>
<td>2:23</td>
</tr>
<tr>
<td>Summary Video: Week-4 (ISMM-2)</td>
<td><img src="https://example.com/video4.png" alt="Video Thumbnail" /></td>
<td><a href="https://www.youtube.com/watch?v=i04MEs9G8Ks">https://www.youtube.com/watch?v=i04MEs9G8Ks</a></td>
<td>130</td>
<td>N/A</td>
<td>3:12</td>
</tr>
<tr>
<td>Summary Video: Week-5 (ISMM-2)</td>
<td><img src="https://example.com/video5.png" alt="Video Thumbnail" /></td>
<td><a href="https://youtu.be/S2XQ6f6c6tw">https://youtu.be/S2XQ6f6c6tw</a></td>
<td>95</td>
<td>“Thank you so much for the knowledge shared sir...I will use this knowledge to grow my business!”</td>
<td>3:53</td>
</tr>
</tbody>
</table>
Discussion Forum Participation

Discussion forums are an excellent way of peer learning where participants can ask a question, reflect upon any issue and reply to other learners. mooKIT offers two types of discussion forums i.e., ‘General Discussion’ and ‘Lecture and assignments.’ ‘General Discussion’ forum was used by the ISMM2 team to release weekly topics of discussion. This forum was also used by participants to initiate any general discussion in the context of the course. The lecture and assignments forums were more specific to particular videos or assignments. There was a special provision next to every video to start a new topic related to that particular video maybe just a reflection of a question. This option was particularly used by the participants to leave their comments on the video, mostly thanking the instructor. All these topics and replies were also visible under the ‘Lecture and Assignments’ section of the Discussion Forum page. Figure 11 shows screenshots of ‘General Discussion’(a) and ‘Lecture and assignments’ (b) forums.

Figures 11. Screenshots of ‘General Discussion’(a) and ‘Lecture and assignments’ (b) forum.

https://www.mooc4dev.org/course/ismm2/#/forums/general

There were 4 discussion forums in ISMM2 as listed below:

- **DF1**: Why Buyer persona is important in social media marketing? Think about your business (It may be imaginary). Give a brief introduction of it and create a ‘buyer persona’ of your prospects to whom you want to target through social media marketing (Refer to Video:1.3). Also, review at least one ‘buyer persona’ shared by other participants and share your opinions.

- **DF2**: There are millions of active business pages on Facebook. Select any business page of your choice and evaluate it. Highlight the important features of this page that you like along with the suggestions for improvement (If any). Share the URL of the Page in your post with your comments. Also, review at least two posts from other participants to share your opinions. Remember, these will be useful to indicate your participation and completion of the course.

- **DF3**: Twitter lists are useful, helpful, and effective for managing and optimizing your Twitter experience. Share at least two unique ways to use Twitter Lists and comment...
on the pros and cons of Twitter Lists. Reflect on the posting of at least 2 other participants.

- **DF4**: There are multiple ad formats on LinkedIn. According to you, which ad format is your favourite and why? Share your opinion and also comment on at least 2 other postings.

### Team of Discussion Forum Managers (DFMs/TAs)

During ISMM1, A four-member team for the discussion forum was selected by following a due procedure. The same team members were involved in the 2nd run of ISMM keeping in mind their experience and exposure to MOOCs run by COL. At the time of selection, an attempt was made to include those people in the team who are having experience in online learning either in designing or managing the MOOCs to enable smooth handling of the forums and other related requirements. The composition of the team for ISMM2 is shown in Table 11.

#### Table 11: The composition of the Discussion Forums Team.

<table>
<thead>
<tr>
<th>Name of the TA</th>
<th>Qualification</th>
<th>Experience in MOOCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kajal</td>
<td>M.Com/Ph.D. (pursuing)</td>
<td>Worked as TA in ‘Digital Marketing’ SWAYAM, India, TA in ISMM1</td>
</tr>
<tr>
<td>Kriti Aggarwal</td>
<td>MBA/Ph.D. (pursuing)</td>
<td>3 MOOC Attended, TA in ISMM1</td>
</tr>
<tr>
<td>Abhishek Mishra</td>
<td>MBA/Ph.D.</td>
<td>6 MOOCs Attended, TA in ISMM1</td>
</tr>
<tr>
<td>Ashu Monga</td>
<td>MBA/Ph.D. (pursuing)</td>
<td>6 MOOCs Attended, TA in ISMM1</td>
</tr>
</tbody>
</table>

### Training of Team Members

As the entire team of ISMM was already trained on ‘How to manage discussion forums’ during the 1st run of ISMM, hence this time no external sessions were held for the training purpose but the Lead instructor conducted two sessions before the launch of ISMM2. During these sessions, TAs were apprised of the importance of the discussion forums in the success of a MOOC. The main takeaways of the session were:

1. Pay attention to every post of the learners
2. Don’t immediately respond to comments, let others participate in the discussion
3. If possible, create, assessment linked Forums
4. Always reply in a polite tone and address the learner with the name
5. Reply to the post in such a way, that it opens up discussion further
6. There is no harm to seek the opinion of others (Participants or Team Members) while replying
7. Respect and appreciate other’s opinion
8. Don’t indulge in negative comments

### Roster of TAs

A weekly roster was prepared for TAs to manage the discussion forums effectively and efficiently. A detailed roster plan is shown in Table 12.
Discussion forum Statistics

Discussion forum statistics show that learners enthusiastically participated in the discussion forum by sharing their knowledge, opinions and experiences with their peers. They not only raised the questions rather help each other to understand the difficult concepts discussed during the course with their meaningful comments.

Total Number of Forum Posted and comments

In the entire course, 987 forums were posted i.e., a question raised or a forum created for deliberation by the learners. In response to these Forums, in total 3258 comments were posted. It shows that about or more than two comments were made by every active learner (Active Learners: 1367) which is reasonably a good value.

Synchronous Chat Hangout

The synchronous Chat Hangout feature of mooKIT is very useful to interact with the learners in real-time. Learners used this feature the most during the last days of the course to ask many questions related to quizzes, assignments, certification and other course-related details.

A word cloud of all the messages shared on Chat Hangout was created using https://app.monkeylearn.com/ to identify the important keywords used by learners (Figure 12.)
Figure 12. A word cloud of all the messages shared on Chat Hangout

Synchronous Video Sessions

During the course, two synchronous sessions were conducted. The main purpose of these sessions was to resolve participants’ queries and to discuss the latest updates in social media marketing.

The first live webinar was conducted on January 29, 2022, to discuss the latest trends and practices in Social Media Marketing. Dr Tejinderpal Singh was the main speaker for this event. Dr Singh discussed the following topics in detail;

- Focussed on practitioners of Social Media Marketing to be aware of the latest updates to ensure successful implementation of marketing strategy.
- Importance of Landing Pages in Social Media Marketing

The participants were encouraged to put across their queries in the session in the Q&A option in the Zoom window. At the end of the session, he replied to all the main queries related to the course. A screenshot of the live webinar is shown in Figure 13.
The second webinar was conducted post the last date of the course i.e., February 12, 2022. The main aim of this webinar was to discuss the assignment submission process to encourage a hassle-free submission. Along with it, valuable insights were also shared by the lead instructor on “Increasing subscribers to YouTube channel”. This webinar was conducted by Dr Tejinderpal Singh and his Team. There were loads of questions from the participants related to the assignment submission process. A step-by-step process was demonstrated during the session with the help of live examples. A large number of queries posed by the participants were patiently answered by the speaker.
Findings and Research Agenda

ISMM2 collected a large volume of data from learners to understand their background, motives to join ISMM, baseline skills in social media marketing and many more factors. Primarily data was collected at various points such as at the time of registering, using pre-survey and post-survey and mooKIT generated analytics. The data will be used for future research and to improve the delivery of ISMM in the coming days. A summary of data collected and analysed is presented in subsequent paragraphs.

Summary of Pre-Course-Survey

A pre-course survey was sent to participants as a part of the welcome mail. This survey aimed to collect the demographic information of the participants and their orientation toward the ISMM2. Detail of all questions asked in the survey is available in Appendix-G. In all, 244 participants participated in the survey. The summary of their responses is presented as below-

1. The demographic information of the participants collected in the survey is very similar to the information collected at the time of registration. However, additional information collected through this survey helped in understanding the profile of participants with more clarity.
2. The majority of participants (55.96 %, n=139) reported ‘English’ as their primary spoken language whereas the rest of the participants (29.50 % n=72) indicated other languages such as Hindi, Marathi, French etc which highlights their diverse background. A few participants did not respond to the question and left it blank.
3. A large proportion of participants enrolled in this course to ‘Develop their skills on social media marketing (38.93 %, n=95). The second important reason listed by them in ‘Professional development (contributing to my CV, for example) (13.5 %, n=33). It was followed by the reasons ‘General interest in social media (11.4 %, n=28), ‘Seeking job opportunities in the field (6.5 %, n=16). A very small proportion of participants cited ‘I am involved in research on social media marketing, ‘Obtaining a certificate’, ‘Expecting a promotion after the course’ and others as a reason to join this course.
4. Participants were asked to rate their current knowledge of various topics covered in the course. It was found that
   a. The majority of participants (44.26%, n=108) had ‘basic knowledge’ to ‘Develop social media marketing strategy for achieving organizational goals. 26 % (n=64) participants admitted that they had no knowledge in this regard whereas 11.4 % (n=28) and 4.5 % (n=11) were either proficient or had advanced knowledge respectively.
   b. 34 % (n=83) of participants expressed that they had only ‘Basic Knowledge’ to ‘Set up, design and monitor the Facebook Pages and Facebook advertising campaigns and 35.6 % (n=87) had no knowledge in this regard. There were only 12.3 % (n=30) of participants who rated their knowledge as ‘Proficient’ (14.5%) and ‘Advanced’ (4.5%).
   c. Surprisingly 50% (n=122) of participants had no knowledge to create, manage and monitor Twitter marketing campaigns and 24.6 % had ‘basic’ knowledge in this regards.’
   d. Similarly, 50.8 per cent of participants had no knowledge to ‘Design, monitor and analyse LinkedIn advertising campaigns’ and 23.7 % of participants were having ‘basic knowledge of it. Only 3.6 % of participants admitted have advanced knowledge in this regard.
e. Finally, 45.1% per cent of participants rated their knowledge to design and manage YouTube video advertisements campaigns and YouTube channel’ as ‘None’ and 27.5 per cent as ‘Basic’.

5. There may be different intentions to complete any MOOC course. In the case of ISMM2, a vast majority of participants (80.7%) intended ‘to complete all activities to earn a certificate of completion.

**Summary of Post-course Survey**

A post-survey was sent to participants at the end of the course by embedding the link in Thank you mail (See Appendix-H). The main purpose of the post-survey was to understand learners’ experience of ISMM2 in terms of learning outcomes. In all, 281 participants filled the survey and their responses are summarised as below.

- Achievement of learning objectives is the key defining factor of MOOC success. In the case of ISMM2, 80.1 per cent of participants agreed that the course successfully met the learning objective. Further, on a Five-point Likert scale (1-Strongly Disagree and 5- Strongly Agree) the mean score was 3.62. A mean score close to 5 indicated that ISMM achieved learning objectives up to great extent.

- 77.9 per cent were of the opinion that ‘The workload was appropriate and manageable’. Similarly, 76.9 % of participants agreed that ‘The course website was user-friendly’.

- The involvement of the instructor and facilitator in the course is an important dimension of MOOC quality. 82.9 % of participants were satisfied with the amount of instructor and facilitator involvement in the course.

- 81.1 % of participants agreed that the course activities were appropriate and reinforced the course material.

- Participants’ response to other statements like ‘The course material was of good quality (Mean=3.64), ‘Activities/discussions/assignments in the course were relevant and helpful to acquire knowledge and skills’(Mean=3.59), ‘Quizzes were relevant and helped to test your knowledge’ (Mean=3.61) and ‘Pace of the course was comfortable for your learning’(Mean=3.43), was positive as close to 80 per cent of participant responded in favour of these statements.

- Overall, 80.4 % of participants were satisfied with the course ISMM2 with a mean score of 3.61. Further 80.1 % of participants agreed to recommend this course to others.

- mooKIT launched a mobile App on both platforms i.e., Android and IOS during this course. The response was not very encouraging as only 31.6 % of participants downloaded this App. 32.4 % of participants admitted that they were not aware of the mooKIT app.

**Lessons Learned**

*It was an interesting and enlightening course. I had zero knowledge of the ad power of these social media sites. Learning about them and creating them for myself was very satisfying.*

ISMM2, Participant
This was the second offering of ISMM2 and there are many lessons to be learnt from it. Feedback gathered from ISMM2 team members in terms of ‘Areas that worked well’ and Areas that didn’t work well’ are summarised in this section.

Areas that worked well

- The four-quadrant approach followed in Course Instructional Design seemed to work well as it provided clear instructions to the end-users regarding content, activities, assessment, readings and discussion forums.
- The interface of mooKIT was very user-friendly and worked smoothly during the content uploading process and delivery of the course.
- During the course uploading process and at the time of course delivery, the support provided by the Technical Team of mooKIT was excellent. Mostly, the solutions to all the concerns raised were provided within the same day. If any modification was required in the platform to adapt the course content, it was efficiently done by the team.
- The short length of the course videos (under 15 Mins) worked well to keep the attention of participants throughout the course.
- At appropriate places in videos, reflection spots were used to engage the participants. A reflection spot is a point where the presenter asks a specific question to participants and the video stops for 10 seconds with a countdown on the screen. During this break, learners are supposed to think about the answer to the question asked by the presenter. Once the countdown is over, the presenter resumes his discussion by answering the question.
- A summary video was prepared at the end of every week. These videos helped the participants to recall the important concepts discussed during the week. The unique feature of the summary video that participants liked the most was, reply to the most frequently asked questions in the discussion forums that were not well answered by their peers. These questions were posed by TAs to the presenter directly during Zoom calls to create a real classroom environment.
- mooKIT offered a direct line of communication in the form of Hangout. This channel of communication was widely used by the participants to seek information instantly especially during the last week of the course when there were many queries related to the assignment submission and course certification.
- Attachment of TAs with the course instructor is a good strategy to deliver the course effectively. TAs were involved in uploading the course content, moderating the discussion forums, evaluating assignments, managing live webinars and other course-related tasks. From time to time, meetings were held with TAs to a) monitor their work progress, b) discuss technical questions asked in forums, c) discuss roadmap for assignment evaluation and d) prepare weekly summary videos.
- Special lectures were organised to train TAs on how to moderate discussion forums. TAs successfully applied all the tips learned from these sessions during the moderation of forums.
- Two live webinars were conducted during the course and these were well appreciated by participants. During these webinars participants’ queries were resolved in real-time. Live webinars offered an excellent opportunity for the instructor to directly connect with the learners. These webinars increased the level of teaching presence in the course.
- A space to write comments in each video encouraged the participants to reflect on the video content and to ask any specific questions related to the video topic.
- The presentation of quizzes in participants’ dashboard was attractive and it engaged the participants to the great extent.
A feature to upload an assignment on behalf of learners by the team member remained very useful as many participants failed to submit the assignment at the last moment because of some technical glitches at their end. Their assignments were uploaded by the course team later on using this feature.

All data downloaded from mooKIT to issue the course certificates were complete in all aspects as per the certification criteria. After applying appropriate filters, the list of eligible students was readily available and mooKIT team was able to issue the certificates well before the due date.

Participants expressed their gratitude to the ISMM2 team members for offering a practical and meaningful course in the present context.

**Areas for Improvement**

**Instructor Dashboard:**

ISMM2 Team regularly interacted with the mooKIT dashboard. While working on various ISMM2 tasks, team members identified the following area that can be improved further to make mooKIT more user-friendly and effective for members.

- There is no provision to add teaching assistants exclusively in the course. They were only added as Instructors. It gives full admin rights to them that makes it a very risky affair from the security point of view. There should be a special way to add them as Teaching Assistants with limited access rights.
- During the lecture uploading process, video information like ‘length of the video’, ‘audio file’, ‘video size’ was supposed to be entered manually by the team. Sometimes, it led to typo errors. This information should be automatically captured by the system. It will make content uploading information smoother, effective and error-free.
- At the time of cross-checking of video information already uploaded, every time, there is a need to open each video one by one. Display of such information, along with the list of videos under each week will save time as a team can check this information in one go only.
- ‘Flash Announcement’ on Home Page is a very useful feature to alert the users. However, it shows the entire announcement as running text which looks very odd and nobody would like to read the entire announcement in this form. Instead of the entire announcement, the only title of the announcement should be flashed with a hyperlink.
- The font size and line spacing used at the time of composing the announcement was not reflected as it is shown in students’ dashboard. Sometimes, it went outside the canvas.
- When, instructor toggle between ‘course dashboard’ and ‘student interface’, there is no direct tab to go back to ‘course dashboard’ from student interface’. Having such a tab will enable the instructor to toggle between ‘course dashboard’ and ‘student interface’ quickly.
- The collapse function in the resource section is not available. Having such a function may help the instructor to quickly refer to any resource rather than scrolling down all the time to reach the last entry.
- Whenever any team member replies in the discussion forum, his designation/role may also be visible in the post. Participants will pay more attention to such messages.
• Hangout is a very good option to resolve the queries of participants in real-time. However, the instructor has to always access the student’s portal to reply to the queries. It would be better if the instructor can reply directly from his/her dashboard.
• There should be a provision to reply to chat messages in thread form.

**Student Dashboard**

Students also raised few concerns about the interface through direct mails, discussion forums and hangout. Few of the areas are listed there that need attention:

• There was a lot of confusion regarding the last date of submission and time because of different time zones. In the case of ISMM2, the last date of submissions (assignment and quizzes) was set as per Indian Standard Time (IST). It was subsequently communicated through announcements and discussion forums. However, many participants failed to submit assignment and quizzes in time because of different time zones. It would be better if the system automatically converts the last date and time as per the concerned Time Zone of the participant.
• There is a facility in the discussion forum that anybody can start a forum by posing a question or reflecting upon the course content. Usually, participants or TAs reply to the post based on their knowledge and understanding. However, there is no communication to the person who started the forum that somebody has replied to the post. Participant has to come back to the forum, again and again, to check for any update. It is suggested that there may be a provision when any message is posted in the forum, a communication could go at least to those learners who are participating in that forum. It will keep them up to date about the new postings on the forum. Of course, the mooKIT App solves this to a large extent.
• In the discussion forum, many participants comment on the main post. However, sometimes, there is a need to reply to a particular post in the same forum. In the absence of threaded discussion, it is not possible. Threaded discussion would enhance the quality of interaction.
• ISMM2 team prepared rubrics for all activities and main assignment. These rubrics were standalone documents not as a part of assignments. There is a need to integrate rubrics in the assignment itself that will facilitate the evaluation process. Moreover, there should be a provision to create the Rubrics in the assignment dashboard itself. It will facilitate the evaluation process by clicking an appropriate criterion of the rubric.
• There are two types of forums, ‘General Discussion’ and ‘Lectures and Assignments’. Learners were confused about the purpose of each one as it was not clear which post should be posted under which category.
• There are different forms of queries that participants usually ask. These queries can be easily classified into different groups like technical queries, content-related queries, assignment related queries, and certification queries. However, in the present form, all queries are mixed. The instructor should be in a position to create different groups for different types of queries. This way learners will post a query in the specific group and these will be managed well.
• Sometimes, participants raised their concerns by replying to the announcement email directly to the mooKIT team. Although all emails were later on forwarded to the ISMM2 team, but there was a time lag, which could be avoided by automatically copying the lead instructor or a designated TA.
Other Areas

- The course content, assignments, and quizzes were released as per Indian Standard Time (IST). Similarly, deadlines for all the quizzes and assignment were set as per IST. It created a lot of confusion, especially during the last few days of the course. A few participants assumed that time was as per their time zones. Eventually, they missed the deadline for quizzes and assignment submission. Team members believed that they should be told that all submission deadlines are as per IST. A link to convert the time of one zone to another zone would also be shared with them.

- Quizzes, assignments and activities were an integral part of course certification. It was mandatory to score 60% marks in all quizzes, 3 posts and the ‘Acceptable’ outcome of the assignment. The data revealed that many learners could not earn completion certification just because did not post any comment in the forum despite the successful submission of the ‘Acceptable’. Many students didn’t pass the course due to their non-participation in the various discussion forums. The request to COL must be made in order to consider this very important aspect which students are ignoring. In the next iteration of this course, learners may be regularly reminded about the certification criteria from time to time in the announcement section.

- Teacher presence in massive open online courses is very critical to the success of any course. In ISMM2, it was achieved through discussion forums, hangout, announcements, weekly summary videos and live webinars. Live webinars were very effective in resolving the learners’ queries in real-time. During these webinars main focus was on responding to the learner’s questions. However, these webinars can be effectively used to teach the latest developments in the domain of social media marketing that will certainly add value. Organising a live webinar every week will further help to improve the level of teaching presence.

- At the end of the course, most of the participants felt that they would lose access to the course content as well as a connection to their peers. Most of them had questions like ‘what is next?’, ‘should they join an advance course?’, ‘what to do next after the course’ etc. It was felt by team members that there could be an ‘ISMM2 community’ on social media where learners can interact with each other after the course. They can share their experiences and success stories on this platform. It will reduce the participants’ anxiety level of losing their peers.

- Most of the participants appreciated the active presence and involvement of TAs in the discussion forum. TAs not only replied to the technical queries but also motivated the learners to participate in discussion forums by asking them probing questions. TAs also felt that in the absence of threads, discussions were not focused and digressing from the point of focus happened. It was not clear to whom someone is replying under a particular forum. Thread base discussion will not only organise the discussions professionally but also reduce the burden of typing the name of the concerned person every time in the post when a reply is addressed to someone.

Recommendations

This section of the report includes recommendations and suggestions based on the lessons learned by team members, feedback and suggestions received from learners. These
recommendations are classified into four categories i.e., Course Design and Platform Enhancements to improve any future offer of the ISSM course.

**Course Design**

The team recommend the following suggestions to improve course Design.

- Cover new topics during the course as part of live webinars. Date, time and new topics to be discussed in live webinars should be part of Instructional Design.
- The Graphic User Interface (GUI) of the covered social media marketing tools have been modified. Also, a few functionalities have been added and a few dropped. These need to be covered/updated by updating few Instructional videos.
- Embed the URLs of course videos in the course site to provide additional access beyond the course period.
- Provide videos for scaffolding, especially a video on the requirements to succeed on ISMM MOOC be included in the course.

**Platform Enhancements**

Following recommendations will enhance the working and effectiveness of mooKIT platform.

- Enable threaded discussion in the mooKIT platform, both for hangouts and for discussion forums.
- Enable teaching assistants as a category of users on the mooKIT platform.
- Enable mooKIT platform to automatically capture the metadata of course videos.
- Modify the ‘Flash Announcement’ to only display the title of the announcement, not the full announcement on the Home Page.
- It would be useful to have an option for the instructor to ‘Go to Instructor dashboard’ button on the student dashboard to quickly toggle between two interfaces.
- The designation of course team members may be visible along with their names in the discussion forum whenever they post something.
- Provision to add rubrics to the assignments, would help the course design and assessment by TAs.
- Team members should be able to create different groups within discussion forums so that learners can post their queries in the respective group.
- Any mail sent to mooKIT team by the learners may be copied to Lead Instructor or a designated TA.
- Auto reminder for non-posting in discussion forums.
Appendices

Appendix-A: 5-Weeks Course Curriculum

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Introduction to Social Media Marketing – 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>Level</td>
<td>Introductory</td>
</tr>
<tr>
<td>Fees</td>
<td>Free</td>
</tr>
<tr>
<td>Duration</td>
<td>Five Weeks</td>
</tr>
<tr>
<td>Schedule</td>
<td>January 10, 2022 to February 11, 2022</td>
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<tr>
<td>Time Commitment per week</td>
<td>3 to 5 hours per week</td>
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<tr>
<td>Pre-requisites (if any)</td>
<td>This course is designed for anyone interested in understanding and developing insights to use social media for marketing and communication. However, people engaged in start-ups, budding entrepreneurs, small scale business owners, NGOs, Government organisations or interested in using social media for the growth of their business or any social cause at a local level, national level or at global level, would benefit from this course.</td>
</tr>
<tr>
<td>Language of Instruction</td>
<td>English</td>
</tr>
</tbody>
</table>

Course Description

Social Media has become a buzz word, and it is a vital part of business around the world. According to a report, there are 3.8 billion people on social media networks that constitute more than half of the people on earth (Hootsuite and We Are Social, 2020). Such a boom in social media offers an opportunity for individuals, businesses, governments, social organisations or communities to share, connect and communicate without any geographical boundaries. Organisations have already started leveraging the power of social media in business communication and marketing. This course has been designed to provide a full understanding of how to plan, manage and execute a successful social media strategy using various platforms. Participants will gain fundamental knowledge of social media marketing as well as specific skill sets to create, manage, track and monitor social media marketing campaigns using social media platforms like Facebook, Twitter, LinkedIn and YouTube.

Learning Outcomes

After completion of this course participants will be able to:

1. Develop social media marketing strategy for achieving organisation goals.
2. Set up, design and monitor the Facebook Pages and Facebook advertising campaigns.
3. Create, manage and monitor Twitter marketing campaigns.
4. Design, monitor and analyse LinkedIn advertising campaigns.
5. Design and manage YouTube video advertisements campaigns and YouTube channel.

Week-wise Course Overview

Week-1 Introduction to Social Media Marketing and Strategy

Learning Outcomes: Learners will investigate social media marketing and plan effective strategies for social media by:

- Understating fundamentals of social media marketing;
- Exploring various social media platforms; and
- Developing a draft social media strategy.

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Week-2  
**Marketing on Facebook: Designing and Managing Facebook Advertising Campaigns**  
**Learning outcomes:** Learners will explore the use of Facebook for marketing by:  
- Identifying the strengths and features of Facebook that make it such a powerful platform;  
- Taking step-by-step approach to build Facebook page for marketing; and  
- Designing and evaluating effective Facebook Campaign.

Week-3  
**Advertising on Twitter: Designing, managing and monitoring Twitter campaigns**  
**Learning Outcomes:** Learners will examine the use of Twitter for marketing by:  
- Understanding the essentials of Twitter for advertisement;  
- Systematically design advertisements that reach the target audience; and  
- Creating business profile and campaign on Twitter.

Week-4  
**Advertising on LinkedIn: Setup, Managing and Monitoring Campaigns**  
**Learning Outcomes:** Learners will evaluate LinkedIn as a social media for marketing by:  
- Examining the significance of professional network for brand awareness and marketing;  
- Creating LinkedIn page and optimising for the targeted followers.  
- Designing LinkedIn marketing campaigns selecting appropriate objectives and audience.

Week-5  
**YouTube Marketing: Designing and Managing YouTube Channel and advertising Campaigns**  
**Learning Outcomes:** Learners will actively engage in learning the potential of YouTube for social media marketing by:  
- Creating YouTube channel for advertisement;  
- Using Google Ads for improving the performance of campaigns; and  
- Finalise a Social Media marketing strategy that would work in a specific context.

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**Week-wise Course Detail**

**Week 1 Outcomes:**

<table>
<thead>
<tr>
<th>Contents</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video 1.1: Why Social Media Marketing?</td>
<td>1. Activity 1: Social Media Profile Creation: Your social media profiles are essentials to effectively learn social media marketing. Therefore, you must create social media profiles on following platforms - Facebook, Twitter, and LinkedIn. You may</td>
<td>1. Quiz having 14 MCQs covering the videos and the readings</td>
</tr>
<tr>
<td>Video 1.2: Introduction to Social Media platforms</td>
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<tr>
<td>Video 1.3: Social Media Marketing Strategy: A step by step Approach-I</td>
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<tr>
<td>Video 1.4: Social Media Marketing Strategy: A step by step Approach-II</td>
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</tbody>
</table>
**Readings:**
- Buyer Persona: How to identify (will be prepared by the course instructor)

**Links for additional Tools as discussed in videos – Week 1**
- Google Keyword Planner: [https://ads.google.com/](https://ads.google.com/)
- Twitter Analytics: [https://analytics.twitter.com/user/tejinderubs/home](https://analytics.twitter.com/user/tejinderubs/home)
- Brandwatch: [https://www.brandwatch.com/](https://www.brandwatch.com/)
- Buzz sumo: [https://buzzsumo.com/](https://buzzsumo.com/)

**Week 2 Outcomes:**

<table>
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<tr>
<th>Contents</th>
<th>Activities</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Video 2.1 Facebook Marketing Basics</td>
<td>1. Think about an organisation (It may be your own Organisation). Create a Facebook Page for it based on your learning during this week. By adding relevant tabs and changing settings, make it a professional looking page. Note that this will be submitted as part of Assignment in Week 5. <strong>Rubric to self-evaluate this activity will be provided.</strong></td>
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<tr>
<td>Video 2.2: Creating and optimizing Facebook Pages for brand awareness -I</td>
<td></td>
<td>1. Quiz having 15 MCQs.</td>
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<tr>
<td>Video 2.3 Creating and optimizing Facebook Pages for brand awareness -II</td>
<td>2. <strong>Learning by Doing:</strong> Create a dummy Facebook Ad Campaign. Select campaign objective, Target audience and ad format as per your business. This will be submitted as part of the assignment in Week 5.</td>
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<tr>
<td>Video 2.4: Understanding Facebook Business Manager Interface.</td>
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<tr>
<td>Video 2.5: Designing Facebook Advertising Campaigns - Single Image Ads-I</td>
<td>3. <strong>Discussion Forum 2:</strong> There are millions of active business pages on Facebook. Select any business page of your choice and evaluate it. Highlight the important features of this page that you like along with the suggestions for improvement (If any). Share the URL of the Page in</td>
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<tr>
<td>Video 2.6: Designing Facebook Advertising Campaigns - Single Image Ads-II</td>
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<tr>
<td>Video 2.7: Designing Facebook Advertising Campaigns - Single Image Ads-III</td>
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<td>Video 2.8: Designing Facebook Advertising Campaigns - Carousel Ads</td>
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<td>Video 2.9: Remarketing in Facebook: Creating Custom Audience</td>
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<tr>
<td>Video 2.10: Use of Facebook Groups for Marketing-I</td>
<td></td>
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<tr>
<td>Video 2.11: Use of Facebook Groups for Marketing-II</td>
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</tbody>
</table>
Readings:
• Cheat Sheet : Facebook Marketing (will be prepared by the course instructor)

Week 3 Outcomes:

<table>
<thead>
<tr>
<th>Contents</th>
<th>Activities</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>• Video 3.1: Understanding Essentials of Twitter Marketing</td>
<td>1. Suppose you are the owner of Digital Marketing Academy and want to target college going students. Design a Twitter Ad campaign by selecting appropriate objective, target audience and ad format. This activity will be submitted as part of the Assignment in Week 5. Rubric to evaluate this activity will be provided.</td>
<td>1. Quiz having 15 MCQs</td>
</tr>
<tr>
<td>• Video 3.2: Creating and Optimizing Brand Profile on Twitter -I</td>
<td>2. Discussion Forum 3: Twitter lists are useful, helpful, and effective for managing and optimizing your Twitter experience. Share at least two unique ways to use Twitter Lists and comment on pros and cons of these. Reflect on the posting of at least 2 other participants.</td>
<td></td>
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<tr>
<td>• Video 3.3: Creating and Optimizing Brand Profile on Twitter -II</td>
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<tr>
<td>• Video 3.4: Understanding Twitter Ad Manager Structure</td>
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<td>• Video 3.5: Designing Twitter Ad Campaigns: Website Clicks.</td>
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<td>• Video 3.6: Designing Twitter Ad Campaigns: Video Views and Engagement</td>
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<td>• Video 3.7: Twitter Remarketing: Creating and using Custom Audience.</td>
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<tr>
<td>• Video 3.8: Working with Twitter Lists</td>
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<tr>
<td>• McMahon, K. (2018). 7 tips for promoting your project and community on Twitter. <a href="https://opensource.com/article/18/6/promote-your-project-twitter">https://opensource.com/article/18/6/promote-your-project-twitter</a></td>
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<tr>
<td>• Twitter Marketing best Practices (will be prepared by the course instructor)</td>
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</table>
### Report: Introduction to Social Media Marketing (ISMM2)

- Cheat Sheet: Twitter Marketing (will be prepared by the course instructor)

#### Week 4 Outcomes:

<table>
<thead>
<tr>
<th>Contents</th>
<th>Activities</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Video 4.1: LinkedIn Marketing: Introduction and Significance</td>
<td>1. Create Linked Page for your business/Organisation/NGO/Social Cause etc. Add all the information asked during the Page creation process. Share the URL of Linked Page in the submission for Week 5. <em>Rubric to evaluate this activity will be provided.</em></td>
<td>Quiz having 15 MCQs</td>
</tr>
<tr>
<td>Video 4.2: Creating and optimizing LinkedIn Profile for personal branding-I</td>
<td>2. <strong>Learning by doing:</strong> Create a LinkedIn ad campaign by selecting appropriate objective, target audience and ad format. Submit this as part of the Assignment on Week 5.</td>
<td></td>
</tr>
<tr>
<td>Video 4.3: Creating and optimizing LinkedIn Profile for personal branding-II</td>
<td>3. <strong>Discussion forum 4:</strong> There are multiple ad formats on LinkedIn. According you, which ad format is your favorite and why? Share your opinion on the discussion forum 4 and also comment on at least 2 other postings</td>
<td></td>
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<tr>
<td>Video 4.4: Designing LinkedIn Pages for Businesses</td>
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<tr>
<td>Video 4.5: Designing LinkedIn Marketing Campaign: Single Image Ad-I</td>
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<tr>
<td>Video 4.6: Designing LinkedIn Marketing Campaign: Single Image Ad-II</td>
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<tr>
<td>Video 4.7: Designing LinkedIn Marketing Campaign: Single Image Ad-III</td>
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<tr>
<td>Video 4.8: LinkedIn Re-marketing: Creating Matched Audience</td>
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<tr>
<td>Video 4.9: LinkedIn Groups for Business and Marketing-I</td>
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<td></td>
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<tr>
<td>Video 4.10: LinkedIn Groups for Business and Marketing-II</td>
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</table>

**Readings**

- LinkedIn Pages Best Practices (will be prepared by the course instructor)
- Cheat Sheet: LinkedIn Marketing (will be prepared by the course instructor)

#### Week 5 Outcomes:

<table>
<thead>
<tr>
<th>Contents</th>
<th>Activities</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Video 5.1: YouTube Marketing: Introduction</td>
<td>1. Create a YouTube Channel and verify it. Upload One video (It may be any video recorded on Phone) and write description and select appropriate key words for it while upload this video to your Channel. Share the URL of your Channel as part of the Assignment this week. <em>Rubric to evaluate this activity will be provided.</em></td>
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</tr>
<tr>
<td>Video 5.2: Creating and customizing YouTube Channel-I</td>
<td>1. Assignment submission: This assignment will cover the following as a word file: - A complete Social Media Marketing strategy for an organisation - Self-activities of Week 1 to 5</td>
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<tr>
<td>Video 5.3: Creating and customizing YouTube Channel-II</td>
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<tr>
<td>Video 5.4: Uploading and Optimization of YouTube Content</td>
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<td>Video 5.5: Comment Management in YouTube Channel</td>
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<tr>
<td>Video 5.6: Understanding YouTube Channel Analytics</td>
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</tbody>
</table>
### Video 5.7: Designing Ads Campaigns for YouTube.

### Readings
- How to increase YouTube Channel Subscribers (will be prepared by the course instructor)
- Cheat Sheet: YouTube Marketing (will be prepared by the course instructor)

### Assessment Criteria
Most activities will be provided with rubrics for self-assessment. However, the quizzes, discussion forum participation and assignment submission will be used for assessment of skills.

### Final Examination (if any)
There will be no final examination.

### Instructors' Profile
Dr. Tejinderpal Singh is Associate Professor at University Business School, Panjab University, Chandigarh. Dr Singh is a successful MOOC instructor having developed and delivered the ‘Digital Marketing’ MOOC - ranked amongst top 15 online courses worldwide (amongst top 5 in India) by the Class Central on the SWAYAM platform of the Ministry of Education, Government of India. He has over 15 years of teaching and research experience in marketing, e-learning and qualitative research. With a Ph.D. from Punjabi University, Patiala (India), he also serves as Editor-in-Chief of *International Journal of Marketing and Business Communications (IJMBC)*. He is also a Certified Professional Trainer of Qualitative Data Analysis (ATLAS.ti) and published widely in various journals of national and international repute.

### Course Materials
Links will be uploaded in the due course.

### Certification
Two levels of certification are available based on your level of participation and completion of tasks/activities:
- **Certificate of Participation:** requires participation in at least 3 discussion forums and completion of at least 3 quizzes with at least 60%.
- **Certificate of Completion:** requires 60% on at least 4 quizzes, participation in at least 3 discussion forums and successful completion of assignment in Week 5 (the creation and sharing of a social media strategy)
Appendix-B: Course Brochure

MEET THE INSTRUCTOR

Dr. Tejinderpal Singh is an Associate Professor at University Business School, Panjab University, Chandigarh. Dr. Singh is a successful MOOC instructor having developed and delivered the "Digital Marketing" MOOC—ranked amongst the top 15 online courses worldwide (amongst top 3 in India) by the Class Central in the iN2M platform of the Ministry of Education, Government of India. He has over 13 years of teaching and research experience in marketing, consumer behavior, and qualitative research. With a PhD from Punjabi University, Patiala (India), he also serves as Editor-in-Chief of International Journal of Marketing and Business Communications (IJMBC). He is a Certified Professional Trainer of Qualitative Data Analysis (QDA-i) and published widely in various journals of national and international repute.

CERTIFICATION

Two levels of certification are available based on your level of participation and completion of the tasks/activities:

- Certificate of Participation: requires a minimum score of 60% on at least 5 response sets and participation in at least 3 discussion forums.
- Certificate of Competence: requires a minimum score of 80% on at least 5 response sets and 50% participation in at least 5 discussion forums in addition to the assignment in Week 3 (the creation and sharing of a social media strategy).

REGISTRATION

To register, please go to:
https://www.mooc-index.org/ISMM2

CONTACT

For more information, write with subject line "Introduction to Social Media Marketing" to l4l@col.org

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Email: info@col.org  www.col.org

Dr. Sanjaya Mishra, Education Specialist, e-Learning

LEARNING FOR SUSTAINABLE DEVELOPMENT
Social Media has become a buzz word, and it is a vital part of business around the world. There are over 3.8 billion people on social media networks that constitute more than half of the people on earth. Such a boom in social media offers an opportunity for individuals, businesses, governments, social organizations and communities to share, connect and communicate without any geographical boundaries. Many organizations have already started leveraging the power of social media in business communication and marketing. This course has been designed to provide you with a full understanding of how to plan, manage and execute a successful social media strategy using various online platforms. Participants will gain fundamental knowledge of social media marketing as well as a specific skill set to create, manage and monitor social media marketing campaigns using social media platforms like Facebook, Twitter, LinkedIn and YouTube.

**LEARNING OUTCOMES**

After completion of this course participants are expected to be able to:

- Develop social media marketing strategy for achieving organisational growth.
- Set up, design and monitor Facebook Pages and Facebook advertising campaigns.
- Create, manage and monitor Twitter marketing campaigns.
- Design, monitor and analyze LinkedIn advertising campaigns.
- Design and manage YouTube video advertisements campaigns and YouTube channels.

**WHO SHOULD PARTICIPATE?**

This course is designed for anyone interested in understanding and developing insights to use social media for marketing and communication. However, people engaged in start-ups, building entrepreneurs, small-scale business owners, NGOs, Government organizations interested in using social media for the growth of their business or any social cause at local, national or global level, would benefit from this Massive Open Online Course.

**LENGTH OF THE COURSE:** Five Weeks

**Schedule:** 10 January 2022 to 11 February 2022

**Workload:** 3 to 5 hours per week

**Level:** Introductory

**Language:** English

**Prerequisities:** None

**COURSE DETAILS**

**Week 1: Introduction to Social Media Marketing and Strategy**

Learners will investigate social media marketing and plan effective strategies for social media by:

- Understanding the fundamentals of social media marketing.
- Exploring various social media platforms and
- Developing a social media strategy.

**Week 2: Marketing on Facebook: Designing and Managing Facebook Advertising Campaigns**

Learners will explore the use of Facebook for marketing by:

- Identifying the strengths and features of Facebook that make it a powerful platform;
- Taking a step-by-step approach to build Facebook page for marketing and;
- Designing and evaluating an effective Facebook campaign.

**Week 3: Advertising on Twitter: Designing, managing and monitoring Twitter campaigns**

Learners will examine the use of Twitter for marketing by:

- Understanding the essentials of Twitter for advertisement;
- Systematically design advertisements that reach the target audience and;
- Create a business profile and campaign on Twitter.

**Week 4: Advertise on LinkedIn: Setup, Managing and Monitoring Campaigns**

Learners will evaluate LinkedIn as a social media for marketing by:

- Examining the significance of a professional network for brand awareness and marketing;
- Creating a LinkedIn page and optimizing for the targeted followers;
- Designing LinkedIn marketing campaigns by selecting appropriate objectives and audience.

**Week 5: YouTube Marketing: Designing and Managing YouTube Channel and advertising Campaigns**

Learners will actively engage in learning the potential of YouTube for social media marketing by:

- Creating a YouTube channel for advertisement;
- Using Google Ads for improving the performance of campaigns and;
- Finalise a Social Media marketing strategy for specific context.

Introductory Video Link: [https://youtu.be/NpGw_Mzd4Po](https://youtu.be/NpGw_Mzd4Po)
### Appendix-C: Rubrics for Activities 1-7

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Wise-(Rubric)</th>
</tr>
</thead>
</table>
| **Activity 1** | Created Profile on all 3 Platforms:  
- Facebook  
- LinkedIn  
- Twitter  
Created Profile on at least 2 Platforms:  
- Facebook  
- LinkedIn  
- Twitter  
Created Profile on at least 1 Platform:  
- Facebook  
- LinkedIn  
- Twitter  
No profile created on any of the Platforms:  
- Facebook  
- LinkedIn  
- Twitter  |
| **Activity 2** | All 4 activities given below are completed:  
- Profile Picture and cover Image  
- Page info  
- Call to action  
- Two Posts  
At least 3 activities given below are completed:  
- Profile Picture and cover Image  
- Page info  
- Call to action  
- Two Posts  
At least 2 activities given below are completed:  
- Profile Picture and cover Image  
- Page info  
- Call to action  
- Two Posts  
None of the Activities from given below is completed:  
- Profile Picture and cover Image  
- Page info  
- Call to action  
- Two Posts  |
| **Activity 3** | All 4 activities given below are completed:  
- Selected an appropriate campaign objective,  
- Budget is set  
- Created appropriate Target audience  
- Created an appealing Ad  
At least 3 activities given below are completed:  
- Selected an appropriate campaign objective  
- Budget is set,  
- Created appropriate Target audience  
- Created an appealing Ad  
At least 2 activities given below are completed:  
- Selected an appropriate campaign objective  
- Budget is set,  
- Created appropriate Target audience  
- Created an appealing Ad  
None of the Activities from given below is completed:  
- Selected an appropriate campaign objective  
- Budget is set,  
- Created appropriate Target audience  
- Created an appealing Ad  |
| **Activity 4** | All 4 activities given below are completed:  
- Selected an appropriate campaign objective  
- Budget is set  
- Created an appealing Ad  
- Created an appropriate Target audience  
At least 3 activities given below are completed:  
- Selected an appropriate campaign objective  
- Budget is set,  
- Created an appropriate Target audience  
- Created an appealing Ad  
At least 2 activities given below are completed:  
- Selected an appropriate campaign objective  
- Budget is set,  
- Created an appropriate Target audience  
- Created an appealing Ad  
None of the Activities from given below is completed:  
- Selected an appropriate campaign objective,  
- Budget is set  |
| **Activity 5** | All 4 activities given below are completed:  
- Profile Pic and Cover Image  
- Page info  
- Call to action  
- Two Posts  
At least 3 activities given below are completed:  
- Profile Pic and Cover Image  
- Page info  
- Call to action  
- Two Posts  
At least 2 activities given below are completed:  
- Profile Pic and Cover Image  
- Page info  
- Call to action  
- Two Posts  
None of the Activities given below is completed:  
- Profile Pic and Cover Image  
- Page info  
- Call to action  
- Two Posts  |
| **Activity 6** | All 4 activities given below are completed:  
- Selected an appropriate campaign objective  
- Budget is set  
- Created appropriate Target audience  
- Created an appealing Ad  
At least 3 activities given below are completed:  
- Selected an appropriate campaign objective  
- Budget is set,  
- Created appropriate Target audience  
- Created an appealing Ad  
At least 2 activities given below are completed:  
- Selected an appropriate campaign objective  
- Budget is set,  
- Created appropriate Target audience  
- Created an appealing Ad  
None of the Activities given below is completed:  
- Selected an appropriate campaign objective,  
- Budget is set,  
- Created appropriate Target audience  
- Created an appealing Ad  |
| **Activity 7** | All 4 activities given below are completed:  
- Basic info  
- Branding  
- Layout  
- Uploaded at least one video to the channel  
At least 3 activities given below are completed:  
- Basic info  
- Branding  
- Layout  
- Uploaded at least one video to the channel  
At least 2 activities given below are completed:  
- Basic info  
- Branding  
- Layout  
- Uploaded at least one video to the channel  
None of the Activities given below is completed:  
- Basic info  
- Branding  
- Layout  
- Uploaded at least one video to the channel  |
## Rubrics for Main Assignment

### Rubric for the Main Assignment

<table>
<thead>
<tr>
<th>Goal Identification</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor/Not acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals are clearly identified and all elements of SMART framework as given below are followed:</td>
<td>Goals are identified and at least 3 elements of SMART framework are followed as given below:</td>
<td>Goals are identified and at least 2 elements of SMART framework are followed as given below:</td>
<td>Goals are identified but none of the elements of SMART framework is followed as given below:</td>
<td></td>
</tr>
<tr>
<td>Background</td>
<td>Specific</td>
<td>Specific</td>
<td>Specific</td>
<td>Specific</td>
</tr>
<tr>
<td>Measurable</td>
<td>Measurable</td>
<td>Measurable</td>
<td>Measurable</td>
<td>Measurable</td>
</tr>
<tr>
<td>Attainable</td>
<td>Attainable</td>
<td>Attainable</td>
<td>Attainable</td>
<td>Attainable</td>
</tr>
<tr>
<td>Relevant</td>
<td>Relevant</td>
<td>Relevant</td>
<td>Relevant</td>
<td>Relevant</td>
</tr>
<tr>
<td>Time-bound</td>
<td>Time-bound</td>
<td>Time-bound</td>
<td>Time-bound</td>
<td>Time-bound</td>
</tr>
<tr>
<td>Buyer Persons</td>
<td>Buyer persona created and all elements given are included and described:</td>
<td>Buyer persona created and at least 7 elements given are included and described:</td>
<td>Buyer persona created and at least 5 elements given are included and described:</td>
<td>Buyer persona created and less than 5 elements given are included and described:</td>
</tr>
<tr>
<td>Background</td>
<td>Background</td>
<td>Background</td>
<td>Background</td>
<td>Background</td>
</tr>
<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>Demographics</td>
<td>Demographics</td>
<td>Demographics</td>
</tr>
<tr>
<td>Interests</td>
<td>Interests</td>
<td>Interests</td>
<td>Interests</td>
<td>Interests</td>
</tr>
<tr>
<td>Favourite social networks</td>
<td>Favourite social networks</td>
<td>Favourite social networks</td>
<td>Favourite social networks</td>
<td>Favourite social networks</td>
</tr>
<tr>
<td>Least favourite social networks</td>
<td>Least favourite social networks</td>
<td>Least favourite social networks</td>
<td>Least favourite social networks</td>
<td>Least favourite social networks</td>
</tr>
<tr>
<td>Spending power</td>
<td>Spending power</td>
<td>Spending power</td>
<td>Spending power</td>
<td>Spending power</td>
</tr>
<tr>
<td>Pain points</td>
<td>Pain points</td>
<td>Pain points</td>
<td>Pain points</td>
<td>Pain points</td>
</tr>
<tr>
<td>Goals</td>
<td>Goals</td>
<td>Goals</td>
<td>Goals</td>
<td>Goals</td>
</tr>
<tr>
<td>Preferred content type</td>
<td>Preferred content type</td>
<td>Preferred content type</td>
<td>Preferred content type</td>
<td>Preferred content type</td>
</tr>
<tr>
<td>Competitor Analysis</td>
<td>Competitor analysis conducted and information related to all the following elements provided:</td>
<td>Competitor analysis conducted and information related to all the following elements provided:</td>
<td>Competitor analysis conducted and information related to all the following elements provided:</td>
<td>Competitor analysis conducted and information related to all the following elements provided:</td>
</tr>
<tr>
<td>Name of the competitor(s)</td>
<td>Name of the Social Media Platform(s) on which they are.</td>
<td>Name of the competitor(s)</td>
<td>Name of the Social Media Platform(s) on which they are.</td>
<td>Name of the competitor(s)</td>
</tr>
<tr>
<td>Strength(s) of competitors (Social Media Context)</td>
<td>Strength(s) of competitors (Social Media Context)</td>
<td>Strength(s) of competitors (Social Media Context)</td>
<td>Strength(s) of competitors (Social Media Context)</td>
<td>Strength(s) of competitors (Social Media Context)</td>
</tr>
<tr>
<td>Weakness(s) of competitors (Social Media Context)</td>
<td>Weakness(s) of competitors (Social Media Context)</td>
<td>Weakness(s) of competitors (Social Media Context)</td>
<td>Weakness(s) of competitors (Social Media Context)</td>
<td>Weakness(s) of competitors (Social Media Context)</td>
</tr>
<tr>
<td>Setting of benchmarks against competitors</td>
<td>Setting of benchmarks against competitors</td>
<td>Setting of benchmarks against competitors</td>
<td>Setting of benchmarks against competitors</td>
<td>Setting of benchmarks against competitors</td>
</tr>
</tbody>
</table>

### Other

- Created accounts on social media and improved profiles:
  - Facebook
  - LinkedIn
  - Twitter
  - YouTube (Channel)

- Leaned from others:
  - Success stories of brands on Social Media
  - Award winning campaigns
  - Brands you are following on Social Media

<table>
<thead>
<tr>
<th>Created accounts on social media and improved profiles</th>
<th>Created and improved profile on at least 4 Platforms:</th>
<th>Created and improved profile on at least 3 Platforms:</th>
<th>Created and improved profile on at least 2 Platforms:</th>
<th>Created and improved profile on less than 2 Platforms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>Facebook</td>
<td>Facebook</td>
<td>Facebook</td>
<td>Facebook</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>LinkedIn</td>
<td>LinkedIn</td>
<td>LinkedIn</td>
<td>LinkedIn</td>
</tr>
<tr>
<td>Twitter</td>
<td>Twitter</td>
<td>Twitter</td>
<td>Twitter</td>
<td>Twitter</td>
</tr>
<tr>
<td>YouTube (Channel)</td>
<td>YouTube (Channel)</td>
<td>YouTube (Channel)</td>
<td>YouTube (Channel)</td>
<td>YouTube (Channel)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Created accounts on social media and improved profiles</th>
<th>Created and improved profile on at least 4 Platforms:</th>
<th>Created and improved profile on at least 3 Platforms:</th>
<th>Created and improved profile on at least 2 Platforms:</th>
<th>Created and improved profile on less than 2 Platforms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>Facebook</td>
<td>Facebook</td>
<td>Facebook</td>
<td>Facebook</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>LinkedIn</td>
<td>LinkedIn</td>
<td>LinkedIn</td>
<td>LinkedIn</td>
</tr>
<tr>
<td>Twitter</td>
<td>Twitter</td>
<td>Twitter</td>
<td>Twitter</td>
<td>Twitter</td>
</tr>
<tr>
<td>YouTube (Channel)</td>
<td>YouTube (Channel)</td>
<td>YouTube (Channel)</td>
<td>YouTube (Channel)</td>
<td>YouTube (Channel)</td>
</tr>
</tbody>
</table>

- Name of the competitor(s)
- Name of the Social Media Platform(s) on which they are.
- Strength(s) of competitors (Social Media Context)
- Weakness(s) of competitors (Social Media Context)
- Setting of benchmarks against competitors

- Related to at least 4 of the following elements provided:
  - Name of the competitor(s)
  - Name of the Social Media Platform(s) on which they are.
  - Strength(s) of competitors (Social Media Context)
  - Weakness(s) of competitors (Social Media Context)
  - Setting of benchmarks against competitors

- Related to at least 3 of the following elements provided:
  - Name of the competitor(s)
  - Name of the Social Media Platform(s) on which they are.
  - Strength(s) of competitors (Social Media Context)
  - Weakness(s) of competitors (Social Media Context)
  - Setting of benchmarks against competitors

- Related to at least 2 of the following elements provided:
  - Name of the competitor(s)
  - Name of the Social Media Platform(s) on which they are.
  - Strength(s) of competitors (Social Media Context)
  - Weakness(s) of competitors (Social Media Context)
  - Setting of benchmarks against competitors

- Related to less than 3 of the following elements provided:
  - Name of the competitor(s)
  - Name of the Social Media Platform(s) on which they are.
  - Strength(s) of competitors (Social Media Context)
  - Weakness(s) of competitors (Social Media Context)
  - Setting of benchmarks against competitors

- Leaned from others:
  - Success stories of brands on Social Media
  - Award winning campaigns
  - Brands you are following on Social Media

- Learning from at least 2 of the following sources are listed (1 per source):
  - Success stories of brands on Social Media
  - Award winning campaigns

- Learning from at least 1 of the following sources is listed (1 per source):
  - Success stories of brands on Social Media
  - Award winning campaigns

- None of the learnings listed from following sources are listed (1 per source):
  - Success stories of brands on Social Media
  - Award winning campaigns
### Content for Social Media

<table>
<thead>
<tr>
<th>Social Media Content Calendar prepared and included all the following elements in it:</th>
<th>Social Media Content Calendar prepared and included at least 2 of the following elements in it:</th>
<th>Social Media Content Calendar prepared and included at least 1 of the following elements in it:</th>
<th>Social Media Content Calendar prepared but none of the following elements is included in it:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting Schedule (One Week)</td>
<td>Posting Schedule (One Week)</td>
<td>Posting Schedule (One Week)</td>
<td>Posting Schedule (One Week)</td>
</tr>
<tr>
<td>Platform wise classification of the content</td>
<td>Platform wise classification of the content</td>
<td>Platform wise classification of the content</td>
<td>Platform wise classification of the content</td>
</tr>
</tbody>
</table>

### Social Media

- Facebook:
  - (1) Motivational Post, (1) Business organización information post, (1) entertainment post, (1) paid campaign (Dummy)
  - LinkedIn: (1) Motivational Post, (1) paid campaign (Dummy)
  - Twitter: At least 2 Tweets, 1 paid, 1 paid campaign (Dummy)
  - YouTube: 1 video

- Brands you are following on Social Media

- Brands you are following on Social Media

- Brands you are following on Social Media

---

**Report: Introduction to Social Media Marketing (ISMM2)**
Appendix-D: Assignment Submission Template

Template
Assignment Submission
(Introduction to Social Media Marketing- 2)
(January 10-February 11, 2022)

Use this template to prepare your assignment

<table>
<thead>
<tr>
<th>Name of the company</th>
<th>Give the name of your company/ organization/ Institute/ NGO If you are not representing any company, it may be any imaginary name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief introduction to the company</td>
<td>Use 50 -100 words to describe you company. You may include product, services and area of operations here.</td>
</tr>
</tbody>
</table>

PART-1

Social Media Goals: (3-4 in numbers)
Set goals that are specific, measurable, attainable, relevant, and timely. In the following table clearly mention about your social media goals using SMART framework.

<table>
<thead>
<tr>
<th>No</th>
<th>By date [ Insert future date]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Insert SMART goals here [ Example: we will grow our YouTube subscribers by 500 per week]</td>
</tr>
<tr>
<td>2</td>
<td>[Insert SMART goals here]</td>
</tr>
<tr>
<td>3</td>
<td>[Insert SMART goals here]</td>
</tr>
<tr>
<td>4</td>
<td>[Insert SMART goals here]</td>
</tr>
</tbody>
</table>

PART-II

Target Audience [Buyer Persona]
Define your target audience/customer/buyer persona(s). It will help you to precisely target your audience using organic and inorganic techniques of social media marketing.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Persona-1</th>
<th>Persona-2 (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job [ What job S/he is in ]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographics [Country, age range, relationship or family life stage, etc]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preferred Social Media Platforms [what social media platform S/he uses]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART-III

Competitive Analysis

Analyze your competitors’ social media presence. This will help you craft your own social strategy.

<table>
<thead>
<tr>
<th>Name of competitor</th>
<th>Active on Network</th>
<th>Number of followers</th>
<th>Strengths</th>
<th>Weakness</th>
<th>Any post you like the most</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ Competitor #1]</td>
<td>[Facebook/</td>
<td>[5000/2000]</td>
<td>[What people like about their post, Engagement rate (like/comments/share)]</td>
<td>[What feature people don’t like about their post. Any other point]</td>
<td>[The post that has seen unusual success]</td>
</tr>
<tr>
<td>(Name your competitor)</td>
<td>Instagram]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EXAMPLE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ Competitor #2]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ Competitor #3]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART-IV

Social Media Audit

You must have designed your social media profiles/pages as discussed in the course. Just review the performance of these pages (There is no issue at all, if you have just started these pages).

<table>
<thead>
<tr>
<th>Platform</th>
<th>Number of followers</th>
<th>#Number of Posts</th>
<th>Average Engagement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook (Example)</td>
<td>200</td>
<td>10</td>
<td>Total likes /Total number of post [select any three post calculate total likes divide by 3]. You may also refer to page analytics for this purpose</td>
</tr>
<tr>
<td>[Name of Page]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Name of Page]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Profile]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART-V

Content Strategy

Prepare your content mix and create a posting calendar for next week. Using following ideas

<table>
<thead>
<tr>
<th>Entertaining/Informative</th>
<th>Branded/Promo/Sales</th>
<th>Company Culture/Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Examples:</td>
<td>Examples</td>
</tr>
<tr>
<td>- Facebook Post</td>
<td>- Post related to</td>
<td>- Post related to</td>
</tr>
<tr>
<td>featuring existing</td>
<td>season sales</td>
<td>corporate social</td>
</tr>
<tr>
<td>customer</td>
<td>Post related to</td>
<td>responsibly event</td>
</tr>
<tr>
<td>Famous Quotation/</td>
<td>new product launch</td>
<td>Post related to</td>
</tr>
<tr>
<td>Infographics related</td>
<td></td>
<td>employees Trip</td>
</tr>
<tr>
<td>to your customers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[ Paste screenshot of one Post here ]

[ Paste screenshot of one Post here ]

[ Paste screenshot of one Post here ]

PART-V (Optional)

Measuring your progress

Use analytics tools to measure how you’re performing against the goals, business objectives, and metrics you set earlier. [ It is not a part of assignment; you may use it in future]

Date Range:

<table>
<thead>
<tr>
<th>Channel</th>
<th>Net Followers Gain/Loss</th>
<th># of Posts</th>
<th>Click-throughs</th>
<th>Mentions</th>
<th>Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook Example</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LinkedIn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instagram (if applicable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name : 

Email Id :
### List of Course Videos (ISMM2)

<table>
<thead>
<tr>
<th>Video Title</th>
<th>YouTube Video Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Introduction to Social Media Platforms</td>
<td><a href="https://youtu.be/i5K3-RwAW1E">https://youtu.be/i5K3-RwAW1E</a></td>
</tr>
<tr>
<td>7. Facebook Marketing Basics</td>
<td><a href="https://youtu.be/q0WhuUNW1Mw">https://youtu.be/q0WhuUNW1Mw</a></td>
</tr>
<tr>
<td>8. Creating and optimizing Facebook Pages for brand awareness I</td>
<td><a href="https://youtu.be/4LJ7SS4Q0Uc">https://youtu.be/4LJ7SS4Q0Uc</a></td>
</tr>
<tr>
<td>9. Creating and optimizing Facebook Pages for brand awareness II</td>
<td><a href="https://youtu.be/SS6vq1BrR2g">https://youtu.be/SS6vq1BrR2g</a></td>
</tr>
<tr>
<td>10. Understanding Facebook Business Manager Interface</td>
<td><a href="https://youtu.be/aDmAji3log">https://youtu.be/aDmAji3log</a></td>
</tr>
<tr>
<td>15. Remarketing in Facebook: Creating Custom Audience</td>
<td><a href="https://youtu.be/Q2xJ1I8D8_U">https://youtu.be/Q2xJ1I8D8_U</a></td>
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<tr>
<td>17. Use of Facebook Groups for Marketing-II</td>
<td><a href="https://youtu.be/lRIloJ4e452w">https://youtu.be/lRIloJ4e452w</a></td>
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<td>19. Understanding Essentials of Twitter Marketing</td>
<td><a href="https://youtu.be/g93QaBfP6RM">https://youtu.be/g93QaBfP6RM</a></td>
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<tr>
<td>20. Creating and Optimizing Brand Profile on Twitter - I</td>
<td><a href="https://youtu.be/g">https://youtu.be/g</a> os2XJ3nNPK</td>
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<tr>
<td>21. Creating and Optimizing Brand Profile on Twitter - II</td>
<td><a href="https://youtu.be/NXzzHzBoRQ">https://youtu.be/NXzzHzBoRQ</a></td>
</tr>
<tr>
<td>22. Understanding Twitter Ad Manager Structure</td>
<td><a href="https://youtu.be/KSTxA-9eYhQ">https://youtu.be/KSTxA-9eYhQ</a></td>
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<td>24. Designing Twitter Ad Campaigns: Video Views and Engagement</td>
<td><a href="https://youtu.be/mizZk5B8ie0">https://youtu.be/mizZk5B8ie0</a></td>
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<td>26. Working with Twitter Lists</td>
<td><a href="https://youtu.be/nhx2Sy6hyhA">https://youtu.be/nhx2Sy6hyhA</a></td>
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<td>28. Creating and optimizing LinkedIn Profile for personal branding - I</td>
<td><a href="https://youtu.be/8K0hVTTwOic">https://youtu.be/8K0hVTTwOic</a></td>
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<td>30. Designing LinkedIn Pages for Businesses</td>
<td><a href="https://youtu.be/UA-6WRhaZk0">https://youtu.be/UA-6WRhaZk0</a></td>
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<td>32. Designing LinkedIn Marketing Campaign: Single Image Ad - II</td>
<td><a href="https://youtu.be/HK2Cy59khQ">https://youtu.be/HK2Cy59khQ</a></td>
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<td>34. LinkedIn Remarketing: Creating Matched Audience</td>
<td><a href="https://youtu.be/fSaUgak6nqE">https://youtu.be/fSaUgak6nqE</a></td>
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<td>35. LinkedIn Groups for Business and Marketing-I</td>
<td><a href="https://youtu.be/Stvzyfr895c">https://youtu.be/Stvzyfr895c</a></td>
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<td>36. LinkedIn Groups for Business and Marketing-II</td>
<td><a href="https://youtu.be/1crUwi9KFQ">https://youtu.be/1crUwi9KFQ</a></td>
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<td>37. YouTube Marketing: Introduction</td>
<td><a href="https://youtu.be/7Tc2y95ZAOQ">https://youtu.be/7Tc2y95ZAOQ</a></td>
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<td>38. Creating and customizing YouTube Channel-I</td>
<td><a href="https://youtu.be/GPOsatMcd7Q">https://youtu.be/GPOsatMcd7Q</a></td>
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<td>40. Uploading and Optimization YouTube Content</td>
<td><a href="https://youtu.be/jrPn0Awkpw">https://youtu.be/jrPn0Awkpw</a></td>
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<td>41. Comment Management on YouTube Channel</td>
<td><a href="https://youtu.be/DXDmpNCV9qU">https://youtu.be/DXDmpNCV9qU</a></td>
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<td>42. Understanding YouTube Channel Analytic</td>
<td><a href="https://youtu.be/FDx3QmdPGE1">https://youtu.be/FDx3QmdPGE1</a></td>
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<td>43. Designing Advertising Campaigns for YouTube</td>
<td><a href="https://youtu.be/gAdFNSpO4d0">https://youtu.be/gAdFNSpO4d0</a></td>
</tr>
</tbody>
</table>
Appendix-G: Pre-Survey Questions

1. Response ID
2. How did you find out about this course?
3. How did you find out about this course? [Other]
4. Where do you live?
5. Please specify your country:
6. What is your primary spoken language?
7. What is your primary spoken language? [Other]
8. What is your gender?
9. What is your age group?
10. What is your highest educational qualification?
11. What is your professional/work experience (in years)?
12. If you are employed, identify your job environment.
13. If you are employed, identify your job environment. [Other]
14. What is your primary reason for taking this course?
15. What is your primary reason for taking this course? [Other]
16. How would you rate your current knowledge/skill level on the following topics covered on the MOOC? [Develop social media marketing strategy for achieving organisation goals. ]
17. How would you rate your current knowledge/skill level on the following topics covered on the MOOC? [Set up, design and monitor the Facebook Pages and Facebook advertising campaigns.]
18. How would you rate your current knowledge/skill level on the following topics covered on the MOOC? [Create, manage and monitor Twitter marketing campaigns.]
19. How would you rate your current knowledge/skill level on the following topics covered on the MOOC? [Design, monitor and analyse LinkedIn advertising campaigns.]
20. How would you rate your current knowledge/skill level on the following topics covered on the MOOC? [Design and manage YouTube video advertisements campaigns and YouTube channel.]
21. Which of the following best describes your intention to complete this MOOC?
Appendix-H: Post-Survey Questions

1. Response ID
2. The amount of time I spent on the MOOC: Introduction to Social Media Marketing, is satisfactory.
3. The course met the learning objectives.
4. The workload was appropriate and manageable.
5. The course website was user-friendly.
6. The MOOC: Introduction to Social Media Marketing experience will assist me in developing social media strategy of any organisation and use the digital marketing tools effectively.
7. On completion of the course, how would you rate your currently knowledge/skill level on the following topics covered on the MOOC? [Develop social media marketing strategy for achieving organisation goals.]
8. On completion of the course, how would you rate your currently knowledge/skill level on the following topics covered on the MOOC? [Set up, design and monitor the Facebook Pages and Facebook advertising campaigns.]
9. On completion of the course, how would you rate your currently knowledge/skill level on the following topics covered on the MOOC? [Create, manage and monitor Twitter marketing campaigns.]
10. On completion of the course, how would you rate your currently knowledge/skill level on the following topics covered on the MOOC? [Design, monitor and analyse LinkedIn advertising campaigns.]
11. On completion of the course, how would you rate your currently knowledge/skill level on the following topics covered on the MOOC? [Design and manage YouTube video advertisements campaigns and YouTube channel.]
12. I was satisfied with the amount of instructor and facilitator involvement.
13. The course activities were appropriate and reinforced the course material.
14. The course material was of good quality.
15. Activities/discussions/assignments in the course were relevant and helpful to acquire knowledge and skills.
16. Quizzes were relevant and helped to test your knowledge.
17. Pace of the course was comfortable for your learning.
18. Overall, I am satisfied with MOOC: Introduction to Social Media Marketing.
19. You will recommend the course to others.
20. How much of the MOOC: Introduction to Social Media Marketing did you complete?
21. Did you download the MOOC4Development App from https://www.mooc4dev.org/?
22. If yes, which version of the app did you download?
23. Which feature(s) of the app did you use the most? [Announcements]
24. Which feature(s) of the app did you use the most? [Resources]
25. Which feature(s) of the app did you use the most? [Forums]
26. Which feature(s) of the app did you use the most? [Course videos]
27. Which feature(s) of the app did you use the most? [Hangouts]
28. What suggestions do you have for the instructor and/or the course design team?
29. General feedback on MOOC: Introduction to Social Media Marketing: