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Future competences pathways for marketing and ICT education (FuseIT)

A6: Methodological guidelines for implementation of Marketing training

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Future competences pathways for marketing and ICT education (FuseIT)

Methodological guidelines for implementation of Marketing training

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EXECUTIVE SUMMARY

"The European Union needs to ensure that the knowledge, skills, competence and creativity of the European workforce - especially its ICT practitioners - meet the highest global professional standard and are constantly updated in a process of effective lifelong learning." - Michel Catinat, Head of Unit, ICT for Competitiveness and Industrial Innovation, DG Enterprise and Industry, European Commission, 2015.

ICT is among the leading sectors in Europe making an increasingly important contribution to economic growth and job creation in advanced economies.
Current situation justifies need for multi-disciplinary approach to ICT education, new curriculum design and creation of opportunities (and conditions) to get required skills and knowledge's ASAP (e.g. by using online courses, lifelong learning principles and etc.).

From looking for long term perspectives ICT departments will be forced to accept new approach to ICT education which could help to decrease gaps and mismatches between needs of the labor market and societal needs (or expectations) of students.

According to the European Schoolnet (EUN), skills in science, technology, engineering and mathematics (STEAM) are becoming an increasingly important part for basic literacy in today's knowledge economy.

Fuse IT (Future competences pathways for marketing and ICT education) project addresses the education and labor market requirements for professional skills and knowledge for students and graduates in university (including life-long learning activities).

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1. GENERAL INFORMATION

Fuse IT (Future competences pathways for marketing and ICT education) project addresses the education and labor market requirements for professional skills and knowledge for students and graduates in university (including life-long learning activities).

The project will analyze, design, develop and implement an up-to-date curriculum, e-learning materials, blended learning environment, ICT knowledge and skills self-evaluation and knowledge evaluation system simulations.

The main intellectual outputs are related to marketing and future competencies and they will include:

1. Guidelines and study analysis in HE;
2. Curriculum development and localization;
3. E-learning material in separate parts for different subjects;
4. Simulations for education;
5. Self-evaluation and knowledge evaluation system;
6. Methodological guidelines

2. ABOUT COURSE

PURPOSE OF THE COURSE (COMPETENCES)

Develop the ability to understand the principles of an effective modern digital marketing strategy, thus to ensure students` competitiveness on the labor market and the common prosperity of the related enterprises of the region provided by the qualitative staff – unit graduates.

LEARNING OUTCOME

By taking this bended training course participants will acquire knowledge about digital marketing and become Marketing technologies (MarTech) specialist.

After this course participant will:

- Understand how to biuld, maintain and manage customer experience teams; what is social media marketing and how to use it with high efficiency; how search engine marketing works and how to optimize search engines; customers' personalities and how to identify their needs and build strong communication with them; how to develop and use strategic creativity.
- Gain skills in digital analytics and digital strategy creation, email and mobile marketing, social media marketing, work with search engines, different programmes necessary for digitalization of marketing.
- Use all possible Excel functions for digital marketing, use CRM systems, web resources and applications
- Will be able to identify customers needs and tools that will satisfy the needs the most, use customer engagement by determining and building their loyalty, create retention and campaigns that would satisfy customers.

COURSE PARTICIPANTS

This module is aimed to entrepreneurs, self-employed, business owners, managers of different levels, marketing specialists, students of different levels of education and

other people interested in converting a new profession and changing careers, or just acquiring new knowledge and skills.

COURSE DURATION

Recommended duration of the course is up to 16 weeks.

The expected time needed may vary from training to training. The topics and exercises /scenarios presented here are organized into day-long sessions. There are flexible amounts of time allocated, so no exact timetable is presented for each day. A trainer should review the material ahead of time and plan the amount of time that fits the needs of the particular training.

STRUCTURE OF THE BLENDED LEARNING COURSE

Course participants will learn about principles of marketing in digital domain, technical aspects of search engines and social media and non-technical aspects of digital marketing such as media planning, email marketing, etc

This course follows a blended learning concept combining online and face-to-face learning methods.

COURSE CONTENT

(150 hours: Lectures, Practice classes, Online learning; 5 ECTS):

Basics of marketing

(Lectures+ Practice classes: 2hours; Online learning 10hours):

- Marketing definition, concepts
- Marketing environment
- Consumer markets and consumer behavior, market analysis
- Segmentation and positioning in the market
- Products, service, brand
- Pricing policy
- Promotion and distribution of goods

Introduction to market research

(Lectures+ Practice classes: 1hour; Online learning 2 hours):

- The place and role of marketing research in the system of enterprise management.
- Areas of marketing research.
- Marketing research system
- Research in consumer and business segments
- Services research
- Global and international marketing research
- Marketing Research Ethics

Customer loyalty, satisfaction and engagement

(Lectures+ Practice classes: 1hour; Online learning 2 hours):

- Customer satisfaction surveys - planing, management, analysis
- Defining customer profiles and segments
- Improvement and measurement of customer loyalty and satisfaction
- Customer Value Propositions
- Building the relationships with customer
- Digital applications to maximize relationships with customers

Strategic creativity

(Lectures+ Practice classes: 1hour; Online learning 2 hours)**:**

- Creativity in practise
- Business visualization
- Strategy, Action & Resistance
- Ecosystem, Team & Simplicity
- Action-Driven Business Plan
- Startup Mechanics
- Identifying and accessing new markets to facilitate growth

Customer Experience Management

(Lectures+ Practice classes: 2hours; Online learning 1 hour)**:**

- Introduction. 4 Experience C
- Touch points
- Building the customer journey
- Measurement:
- Net promoter score
- Key driver analysis
- Apostle model
- Employee satisfaction
- Improvement:
- Customer relevancy model
- Peek-end rule
- Variable reinforcement
- Flow
- Website, email, social media
- Internal sales:
- Internal sales and education

Digital marketing

(Lectures+ Practice classes: 6hours; Online learning 18 hours)**:**

- Introduction to digital marketing and its evolution.
- Brand assessment and setting goals for promotion. Digital marketing strategy.
- Website promotion channels (organic search, contextual advertising, email marketing, social networks, affiliate / affiliate marketing).
- The principles and practice of organizing and structuring convertible offers. Creating a website content plan.
- Principles for writing compelling conversion texts. Tools for analyzing and selecting targeted keywords when writing content in order to occupy leading positions in search engines.
- Application Keyword Planner Tool.
- Payment models and principles for building effective contextual advertising campaigns.
- The principles and theory of planning and organizing an effective advertising campaign affiliate marketing (affiliate marketing).
- Criteria for quality search engine optimization SEO sites. Search engine marketing SEM.
- Opportunities and practice of using commercial platforms for the rapid creation of sites (WIX, SHOPIFY and others).
- Connect, configure and work with statistics (Google Analytics, etc.)
- Website SEO audit tools. Connect and use the Google Search Console.

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Optimization of advertisment in Web

(Lectures+ Practice classes: 5hours; Online learning 16 hours):

- Definition of contextual advertising. Introducing Google Ads. The principles of Google Ads and display advertising.
- Create your first Google Ads advertising account. Google Ads Interactive. The structure of the advertising account of Google Ads
- Features and characteristics of creating effective text ads.
- Creation and configuration of the first advertising campaigns
- Planning and creating the structure of advertisement groups. Ad groups and setting up ad extensions.
- Keyword research basics. Use the Keyword Planner Tool to analyze and list key queries for future ad campaigns.
- Match types and purpose of key queries (broad, phrase, exact). Quality Score and Ad Rank as a quality indicator of bid value optimization.
- Negative keywords in Google Ads. Using ready-made lists of negative keywords and assigning them to certain levels of your Google Ads advertising account. Analysis of conversion statistics for key queries, analysis of effectiveness and replenishment of the list of negative keywords.
- Create and configure remarketing campaigns, Display Network, Gmail Ads.
- Using the site's navigation, structure to structure Google's advertising campaigns.
- Conversion Tracking Basics
- The value and principles of calculating the coefficients for evaluating the effectiveness of advertising campaigns: ROI, ROAS.
- The principle of calculating the maximum allowable cost-per-click, based on the coefficient (%) and conversion value.

CRM analytics

(Lectures+ Practice classes: 2hours; Online learning 4hours):

- CRM for project management
- CRM for task setting
- CRM as a means of communication
- CRM for organizing a contact center
- CRM for marketing (including mail, sms-mailings, social networks, instant messengers)
- Cross-cutting analytics and business intelligence
- Center for sales and online trading

Digital analytics

(Lectures+ Practice classes: 3hours; Online learning 9hours):

- Introduction to Analytics
- Key Reports
- Campaign and Conversion Tracking Basics
- Data collection and processing
- Data Collection Setup
- Advanced Analysis Methods and Tools
- Marketing Tools for Advanced Users

Social media

(Lectures+ Practice classes: 2hours; Online learning 4hours):

- Definition of Social media
- Strategy of Social media: vision, goals, channels,
- Getting started with social media: Facebook, Youtube, Twitter, Instagram. Overall Social media audit.
- Content marketing: types, planning, moderating, post writing, privacy and security, analytics
- Social media automation

Mobile marketing

(Lectures+ Practice classes: 2hours; Online learning 4hours):

- How apps help grow your business
- How to set a campaign goal for apps
- How to track app campaign conversions
- How to set up an app campaign
- Add ad groups and objects to app campaigns
- Marketer Role in App Campaigns
- How to set the right direction for automation
- How to work with objects in app campaigns
- How to analyze the results
- How to optimize the application in order to increase usability and its availability
- How to retain people and engage in using the application
- How to bring the application to new markets

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Email marketing

(Lectures+ Practice classes: 4hours; Online learning 0.5hour):

- The importance of email marketing
- Opt-in Email list and lead magnet
- Email broadcast, email autoresponder
- Email marketing platforms
- Writing a great email
- Growing email list

Video marketing

(Lectures+ Practice classes: 1hour; Online learning 2 hours):

- Video marketing formats
- Video marketing production tools
- Pre-production
- Making a video
- Editing a video
- Video hosting
- Video promotion (PR, Blogs, Social networks, Google search) and seeding
- Optimisation of YouTube videos

WEM -Web experience management

(Lectures+ Practice classes: 2hours; Online learning 0.5hour):

- Website content: how to create, modify, manage
- Layout of a webpage
- Content of a webpage
- Work with multimedia
- Content validation
- Use of workflows
- Content publishing
- Webpage preview
- Use of rule-based personalization to increase content relevance

Decision making and business intelligence

(Lectures+ Practice classes: 2hours; Online learning 4hours):

- Computerized support of decision making
- Decision-making styles, the four stages of Simon's decision-making process, and common strategies and approaches of decision makers.
- Decision Support Systems (DSS)
- Business intelligence (BI) architecture, relation to DSS
- BI platforms
- Business reports, components, structure, types
- OLAP (online analytical processing)
- Data visualisation and dashboard design
- Business performance management systems

Design thinking

(Lectures+ Practice classes: 2hours; Online learning 1hour):

- The importance of usability testing
- Usability test planning structure
- Tasks generation for business and participants
- Testers recruitment
- Usability test design
- The purpose of pitching
- Design rationale
- Test result analysis

Excel

(Lectures+ Practice classes: 2hours; Online learning 1hours):

- Excel basics
- Excel formulas
- Data analysis
- Charts
- Pivot

There is also a local module (the content is adapted according to the needs analysis)

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EVALUATION

The evaluation - from the students' perspective - takes place in three stages - during the teaching activity and at the end of the course:

- Self evaluation tests (assessment criteria-30%)
- Scenarios tasks (assessment criteria-30)
- Final test (assessment criteria-40%

It is advisable that the participants spend up to 4 hours a week in order to get familiar with reading materials and complete self-evaluation tests

3. METHODOLOGICAL GUIDELINES

Learning is a complex process which requires not only amassing knowledge, but also acquiring skills, motivation, attitudes.

Learning organization

Along with the development of technology, information has become much easier to access. Obviously, this has also had an effect on the instructional process. Integrating technology in education and in the process of professional training has become mandatory regardless of the educational level in question.

Nicholson describes e-learning as “a new form of learning” which supposes supplying personalized materials through the use of the internet (Nicholson, P ,2007). Specifically, in educational contexts, elearning implies the use of both online and offline activities by using specialized software (Nicholson,P ,2007, C. Ceobanu 2017)(by using elearning platforms). Literature data highlights the importance of integrating ICT tools in the activity of learning-teaching-evaluation (Kong, T.-W. Chan, S. C. ; Huang R. and Cheah, H. M. 2014).

Duta N. et al. claim that “technologies offer opportunities to motivate students to learn” (Duță, N and Martínez-Rivera, O.- 2015). In the literature a number of studies regarding the use of e-learning platforms (such as the Moodle platform) in the teaching process have been highlighted (Benta et al. 2014; Costa,C et al. 2012).

Moodle’s philosophy is based on “social constructionist pedagogy” defined by Constructivism, Constructionism and Social Constructivism. Regarding the constructivist point of view, in the learning process people actively construct new knowledge as they interact with their environments in a social way, all the sensors are stimulated by reading, seeing, hearing, feeling, and touching and build a learning experience among the group(Mealor,2014).

The management and development team has developed new features according to the needs and neat technologies. Some features such as: simple interfaces, drag-and-drop facilities, custom themes and many pedagogical tools for teaching and assessment were added.

The course is organized in blended learning format

- synchronous activities (teaching by the teacher some theoretical notions, fixing some practical notions, practicing some abilities)

- asynchronous activities (independent activity, solving tasks given by the teacher, solving tests, etc.)

Educational resources

For the purpose of increasing learning efficiency in a formal learning context, teachers must pay increased attention to diversify educational resources . In order to support the learning process, educational resources must be relevant, up to date, appealing to students and easy to access.

Each section presenting a topic of the course has two main components: the resources, and the activities. The resources consist of text files in various formats, presentention or videos presenting the subject of the section. The information presented as such includes definitions, theories, examples, explanations. The activities have the role of engaging the learner with the learning material and with other learners in order to collectively construct the knowledge and use it to solve practical problems.

An activity found in each topic of the course is the quiz, giving the learners the possibility to test if they understood the subject or more study and practice is needed.

The assessment of knowledge and skills acquired during the course takes the form of a multiple-choice test, the final evaluation consisting in solving a practical problem and the activities from each subject. The multiple-choice test is taken during the course duration, after several topics are covered. The final problem is randomly assigned from a database with multiple problems. The learner has the possibility to solve the problem and upload the files where the solution is presented.

Learning methods

In the first meeting - either face-to-face or online through a synchronous communication application (Microsoft Teams, Google Meat, Zoom, WebEx- aims, it is appropriate to present the purpose of the course, objectives and identification of students' wishes regarding the course.

The Icebreaking course at the beginning of the course establishes confidence and motivation, giving participants to get to know each other, introducing the trainer and familiarize with the topic.

This ice-breaking activity must be adapted to the learning situation (face to face vs online).

During blended learning course it is recommended to use such teaching and learning methods:

- Lectures,
- Practical work,
- Active learning methods
- Online learning (individual work).

Training note

Trainers are strongly encouraged to adapt this (and all exercises) to the local context if necessary

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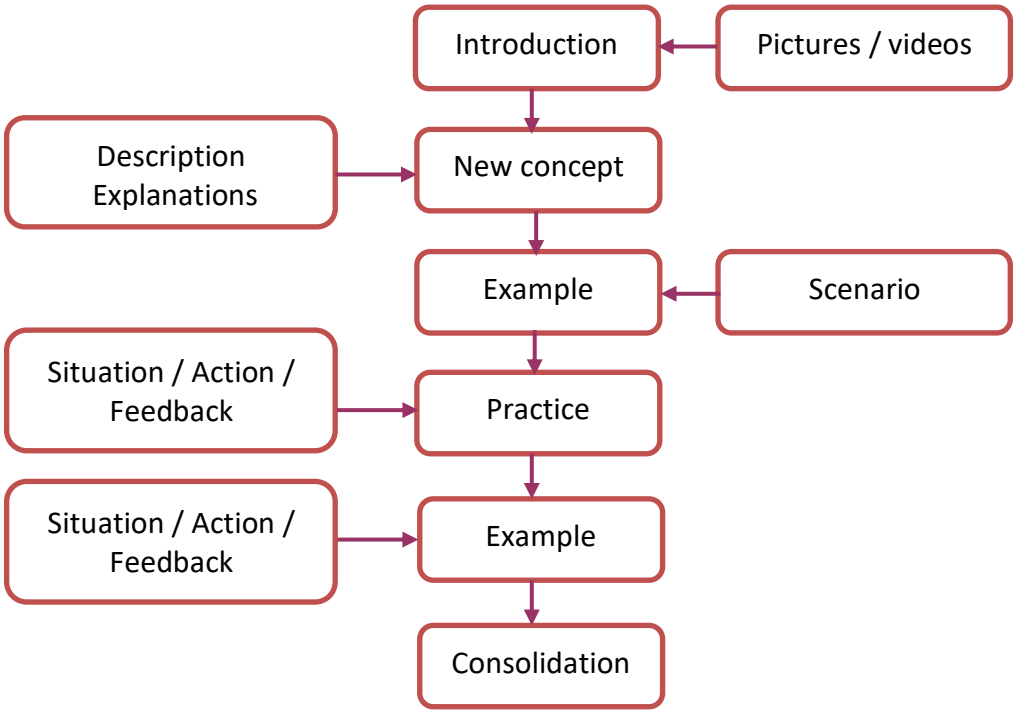
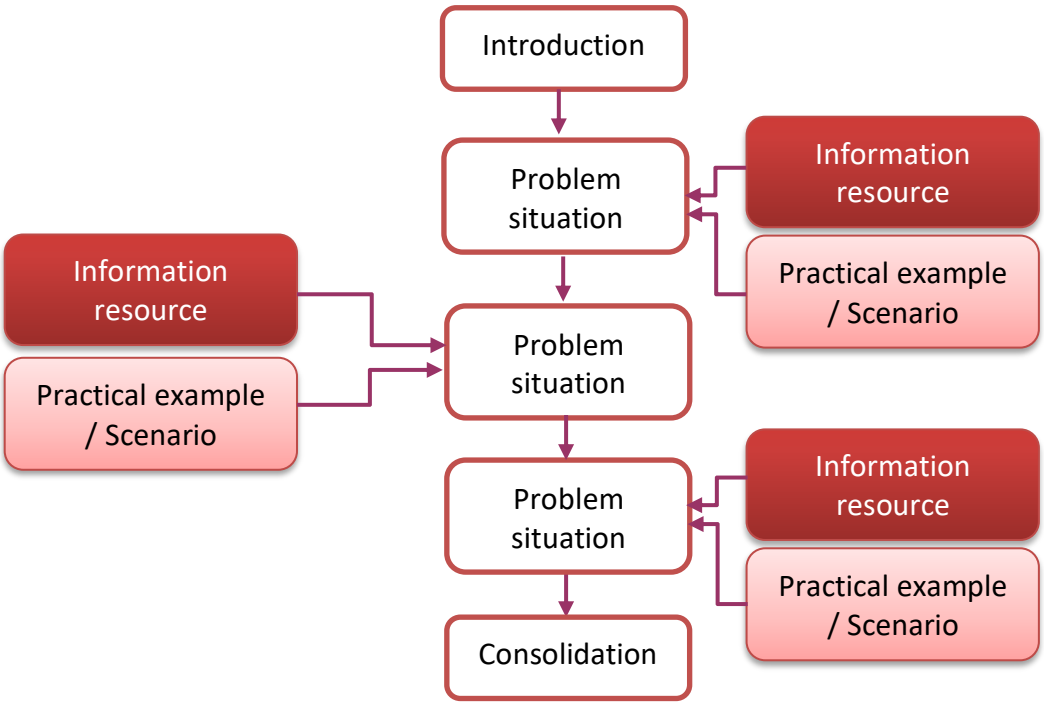
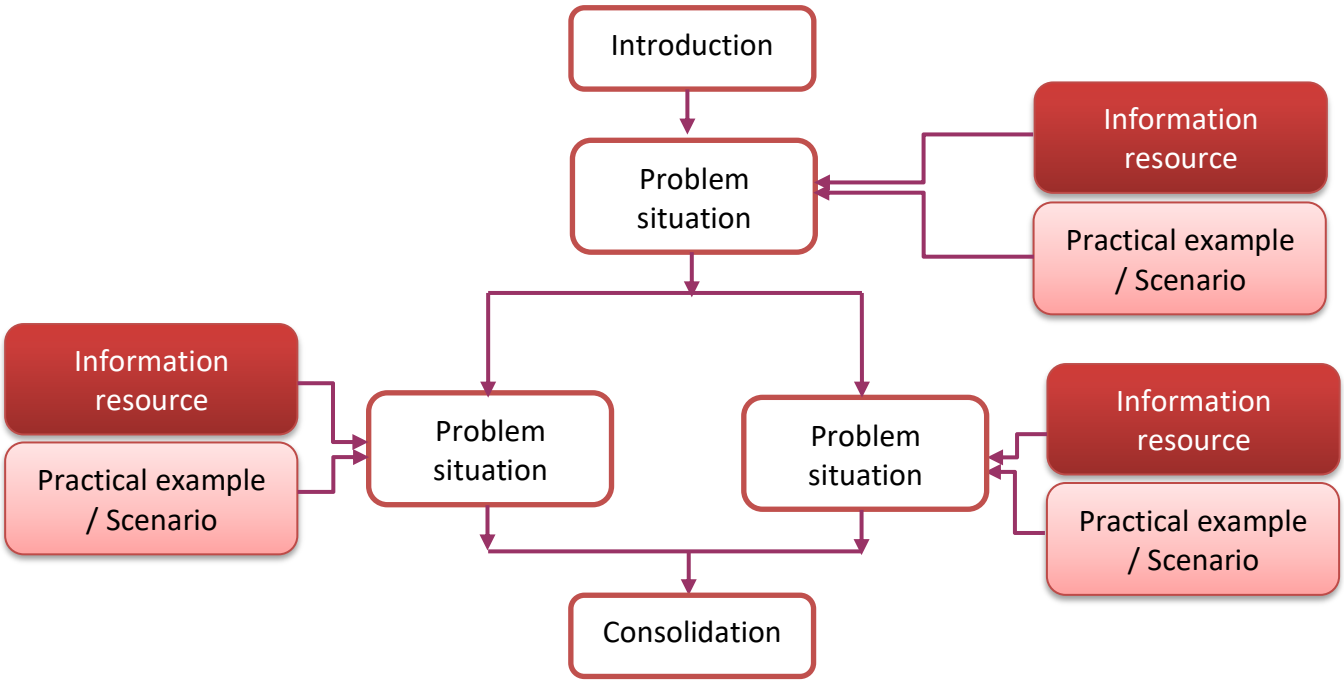
A crucial aspect of becoming a successful and autonomous learner, especially as we move forward in the educational system, is the ability to monitor our own actions, thoughts, and feelings to reach established goals (Panadero & Romero, 2014).

Among the different skills needed to become a self-regulated learner, various theorists have considered the strategies of self-evaluation and monitoring to be vital to success (Puustinen & Pulkkinen, 2001).







Assessment process

For this reason, the course was structured on modules, each module covering a range of scientific contents, and after each module the student can fix the information through practical scenarios (integration of theoretical notions in real life situations), to self-evaluate.

Elements of the assessment process:

- Identification and definition of skills to be evaluated
- Teaching activities
- Activities or tools to assess the skill
- Criteria for judging whether a person is competent or not
- Teaching resources
- Contextualising assment resources
- Participating actors
- Timing(initial, medium, final) assessment
- Indicators of measurement

Pre-activity evaluation - the planning stages of evaluation where aims and objectives are agreed upon and an evaluation plan developed (Self evaluation, Knowledge Evaluation after each unit and final quizzes).

Ongoing evaluation - is in the form of an evaluation at the end of the activity (after each unit), evaluation enabling adaptation of the activity according to participants 'needs and progress against the aims and objectives.

End of activity evaluation - this is used for to measure the participants 'perceptions about the activity once it has finished.

Follow-up evaluation - this takes place after activity and is used for to measure longer-term impact and learning on a personal and professional level, and how this learning has been used.

This evaluation is done both through a feedback questionnaire and by resuming the final questionnaire after the student practices in real life the content.

Evaluation criterias

- [SE] Self evaluation tests (Assessment criteria-30%- At least 50% of correct answers)
- [ST] Scenarios tasks(Assessment criteria-30%- At least 50% of correct answers)
- [FE] Final test(Assessment criteria-40%- Grid test - computer assisted evaluation; Each is graded from 0 to 10)

Final grade is calculated as follows=0,30*SE+0,30*ST+0,40*FE

- Exam grade have to be no less than 5.
- All assessment parts are graded in 1-10 mark scale.
    - 10-9: Perfect and very good knowledge. Evaluation level. 90-100 % correct answers.
    - 8-7: Good knowledge and abilities, there may be several mistakes. Synthesis level. 70-89 % correct answers.
    - 6-5: Average knowledge and abilities, there are errors. Analysis level. 50-69 % correct answers.
    - 4-3: Knowledge and abilities below average, there are significant errors. Knowledge application level. 20-49 % correct answers.
    - 2-1: Below minimum requirements. 0-19 % correct answers.

Real-world connections and human-centered approaches require compelling curriculum design and flexibility, combined with student reflection, self-regulation, and agency.

Assessing learning outcomes in impact becomes a challenging process for institutions and teaching staff alike. In the process, the breadth of student involvement, teacher skillfulness, interdisciplinary approaches, and flexibility are key drivers of effectiveness.

The assessment methodologies are synergies between teaching and learning contexts that shape students' behaviours and challenge them, and actions (judgments and decision-making).

Scenarios were sample based on their relevance, scientific foundation, and empirical use. Intentionally, the collection of scenarious sets out practices that equally empower students and teachers to co-participate in experiential learning contexts.

When applying direct assessment methodologies, teachers play mainly the role of facilitators by creating contexts where students can prove their skillfulness.

Curriculum and teaching practices can benefit from combining different methodologies to meet various needs, tailoring the skills assessment to various fields of studies, pedagogical skillfulness, and innovation policies.

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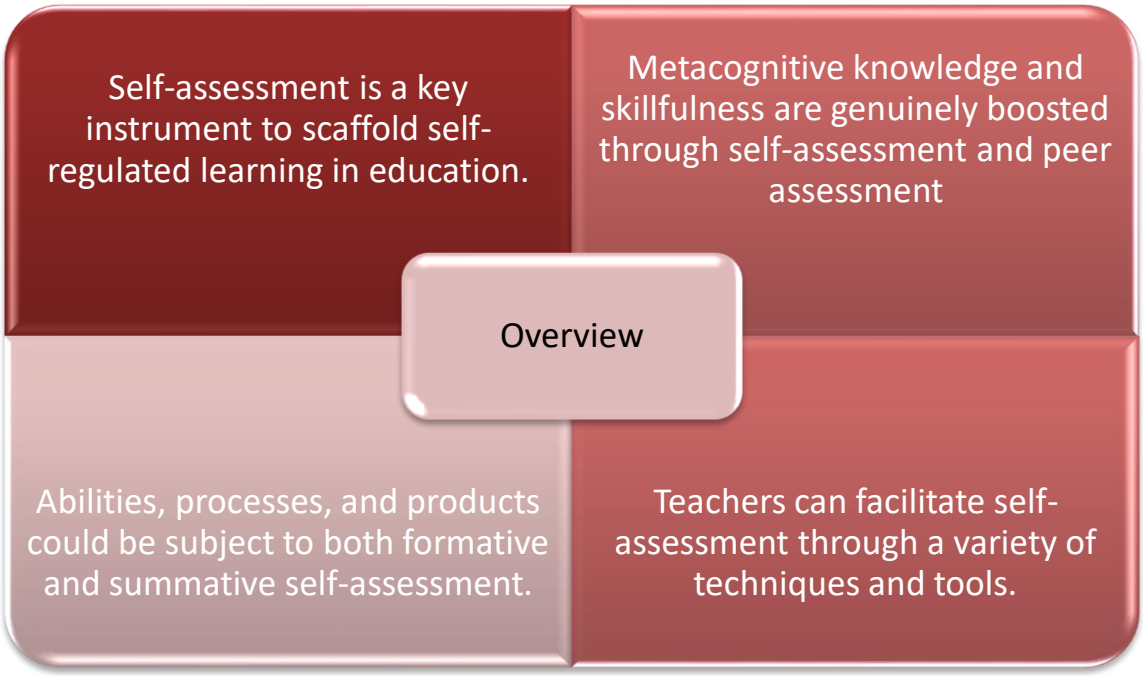
3.1 Self-Assessment / Self-Measurement Tools

Overview



Brief description

Monitoring and self-evaluation show the student's capacity to judge their own performance and results, usually through close observation over the course of their performance and self-evaluation once the result is reached (Hacker et al., 2009).

Why are monitoring and self evaluation pivotal in the learning society?

These skills are needed for students to be able to judge their own work. Without such reflection, it may be difficult for them to distinguish between what they have done correctly and what they need to improve on (Kostons et al., 2012; Martínez-Fernández & Vermunt, 2015; Nückles et al., 2009; Vermunt, 1998).

The use of these two strategies by students is known as self assessment, which involves internalizing standards so that they can regulate their own learning and are then able to

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evaluate their actions and have higher accuracy to detect their failures and how to correct them (Paris & Paris, 2001).

Monitoring + self-evaluation = self assessment

The term self-assessment has been used to describe a diverse range of activities, such as assigning a happy or sad face to a story just told, estimating the number of correct answers on a math test, graphing scores for dart throwing, indicating understanding (or the lack thereof) of a science concept, using a rubric to identify strengths and weaknesses in one's persuasive essay, writing reflective journal entries, and so on (Andrade, 2019).

Taken together, these activities include self-assessment of one's abilities, processes, and products for both summative and formative purposes

Examples of deployment

Remarketing is a feature that allows you to create personalised ads for users who have previously visited the site but have not made any purchases.

Question Type (multiple-choice questions with one correct answer (number of possible answers: 3-6); multiple-choice questions with several correct answers (number of possible answers: 4-6); yes/no questions):

yes/no question

No.	Possible answers	Correct/Incorrect	Recommendations for improvement; Links to training material and particular scenario. *(Incorrect answers)*
1A	Yes	Correct	Postcron. Advertising Getting Started Guide. Blog accessed July 2021 at: https://postcron.com/pt/blog/publicidade-na-internet/

Cost Per Click (CPC) consists of...

Question Type (multiple-choice questions with one correct answer (number of possible answers: 3-6); multiple-choice questions with several correct answers (number of possible answers: 4-6); yes/no questions):

multiple-choice questions with several correct answers

No.	Possible answers	Correct/Incorrect	Recommendations for improvement; Links to training material and particular scenario. *(Incorrect answers)*
3A	This is the model used in "Add To Traackr" extension, for example. It is a useful format to track the exact results of the ad. It is suitable for those who want to get more traffic to their website or blog.	Incorrect	Google Ads Help. Accessed August 2021 at: https://support.google.com/google-ads/answer/116495?hl=en
3B	The CPC (Cost per Click), it's the charging method in which the advertiser pays for the total number of clicks its ads have obtained.	Correct	
3C	This is the model used in Google AdWords keyword buying, for example. It is a useful format to know the exact results of the ad. It is suitable for those who want to get more traffic to their website or blog.	Correct	
3D	Costs per click, it's the charging method in which the costumer pays for the total number of clicks he places on the ad.	Incorrect	

3.2 Multiple Choice Scenarios . Situational Judgement Test

Overview

1. Multiple choice questions present a question and ask students to choose from a list of possible options/answers. Most multiple-choice questions feature one correct answer, and two to four "distractor" choices that are incorrect. Questions can take the form of incomplete sentences, statements, or complex scenarios. They are most appropriate for factual, conceptual, or procedural information.
2. Some simple rules of thumb that can make for more effective questions:
    - Distractors should be incorrect, but plausible/probable.
    - The student should not be able to eliminate a distractor simply because it is clearly wrong.
    - Avoid "always" distractors and choose "never" terms in like "usually", "likely" and "rarely" to keep students from easily eliminating distractors.
    - Options like "all of the above" and "none of the above" should be used sparingly.
3. Multiple-choice assessment methodology has a formative role, in addition to providing evaluative information about a student. Assessment can and should serve as a mechanism to aid learning (Black & Wiliam, 1998). In higher education, there is a particularly strong interest in the assessment of higher order skills, as universities and third-level institutions face growing demands to bridge the perceived gap between what students learn, and what is valued by employers.

Brief description

Why are monitoring and self-evaluation pivotal in the learning society?

Multiple choice scenario - It's an assessment methodology that can be very useful to evaluate different skills. According through scenarios proposed in this course, multiple-choice scenario can be able to assess the following soft skills:

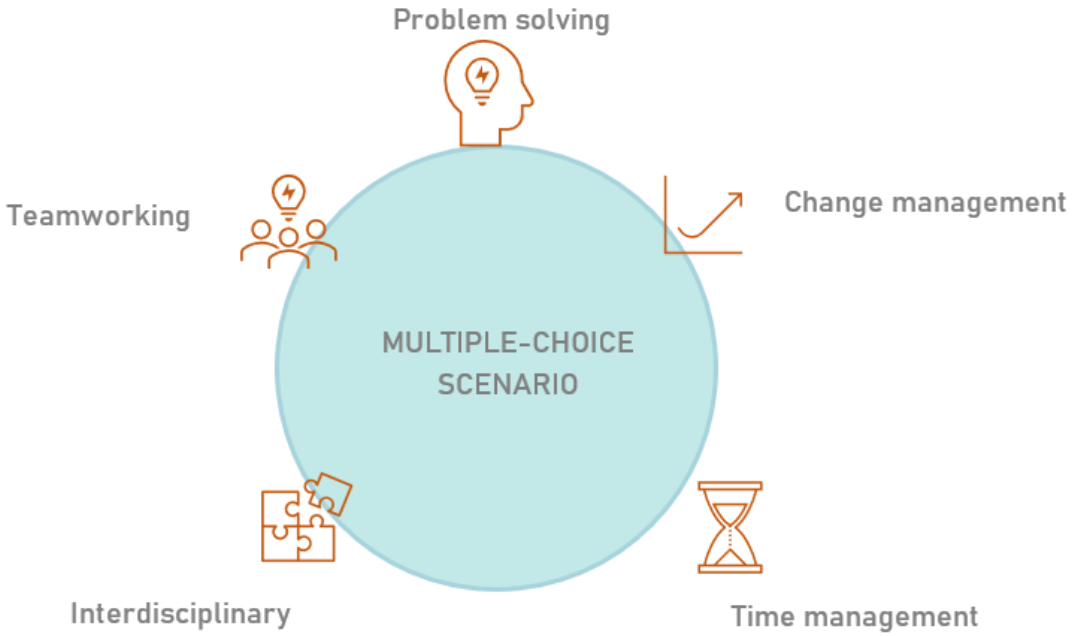
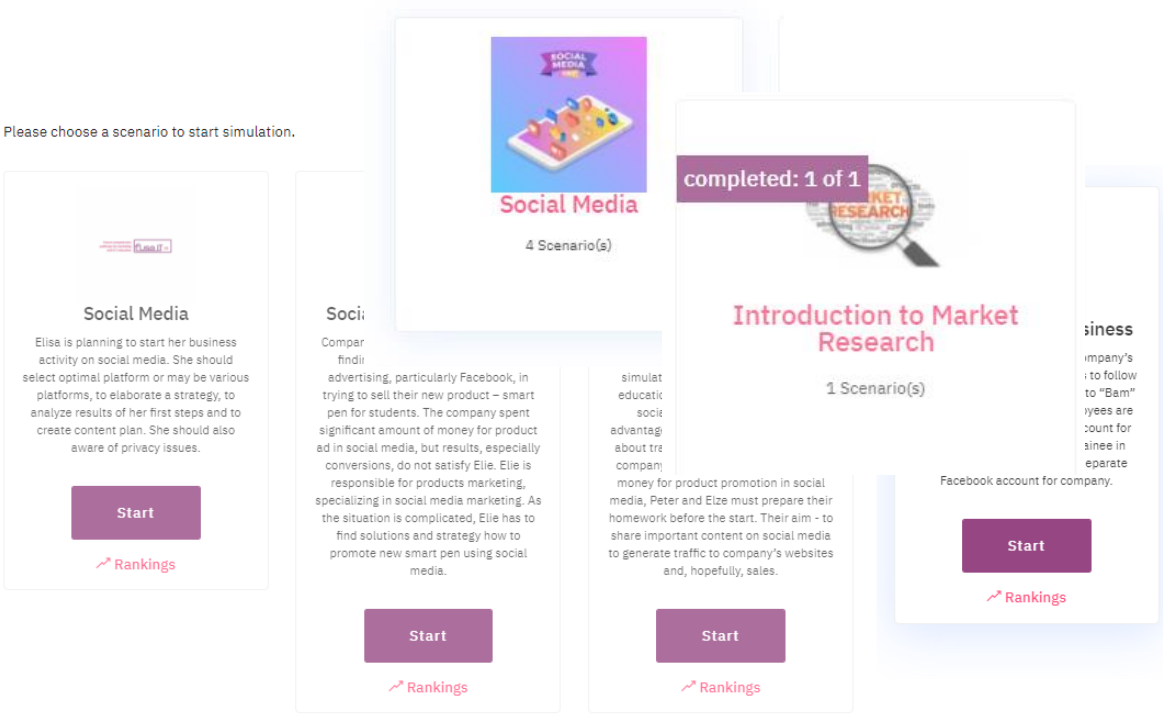


Figure: Soft skills assessed through multiple-choice scenarios

Examples of deployment



Module: Introduction to Market Research
Scenario: Brand new product

General Description

Simulation duration: 15 minutes.

- Each simulation has 3 levels.
- In each level we have 3 options: one is correct (2 points), one is semi-correct (1 point) and one is incorrect (0 points)
- After choosing the correct one, student goes futher (positive feedback should also appear)
  If he/she chooses the incorrect answer, an explanation that the chosen solution is incorrect shows up (feedback), why it is incorrect, and a request to "try again".
- If he/she chooses the the semi-correct answer, an explanation why it is semi-correct shows up (feedback), and student goes futher
- If the student answered incorrectly, he/she should be invited to read more about the subject

Contextualization of the scenario

Goals

to present idea principles and purposes of marketing research process; illustrate theoretical background on the concepts and methods of marketing research; illustrate theoretical and practical solutions to challenges in marketing research;

Pre-History

Post graduate of IT engineering as diploma work created unique 5G based interactive platform dedicated for new generation social network. Young inventor organizes a start-up and begins to develop revolutional social network which allows to mix real and virtual life almost without any limits. Entrepreneur needs to find investments and organizes high-end presentation of his evolutional idea for possible investors- business angels; banks; crowd-funding platforms, ICO operators.

Where the action takes place

All action is takes place in business office presentation room

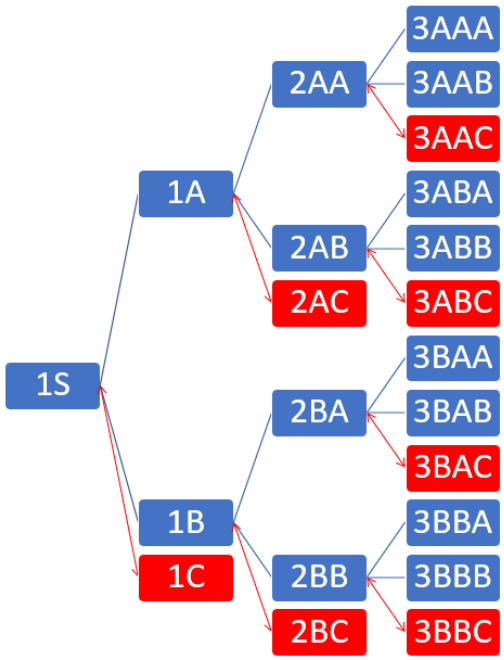
What actors are involved, who they are

Young entrepreneur-inventor, post-graduate of IT engineering from prestige European univer:
age businessman, very rich wears prestige clothes; Clerk for loans from big European bank- y

A brief description of the situation

Young entrepreneur organizes presentation of his created product for potential investors. Inv
about it so they all attended to presentation.

Start Simulation

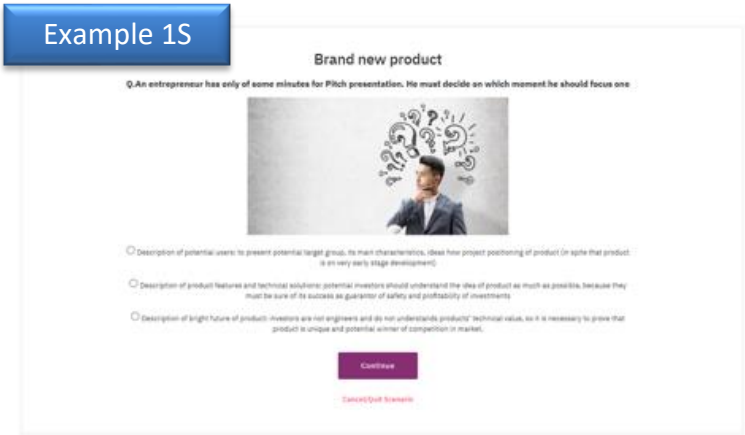


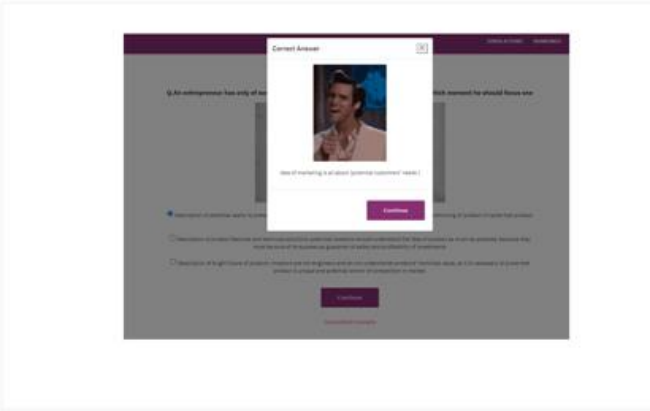
Each scenario has multiple answer variants, on several levels.

The correct answers lead to a set of questions, the partial answers lead to other sets of questions according to the attached diagram.

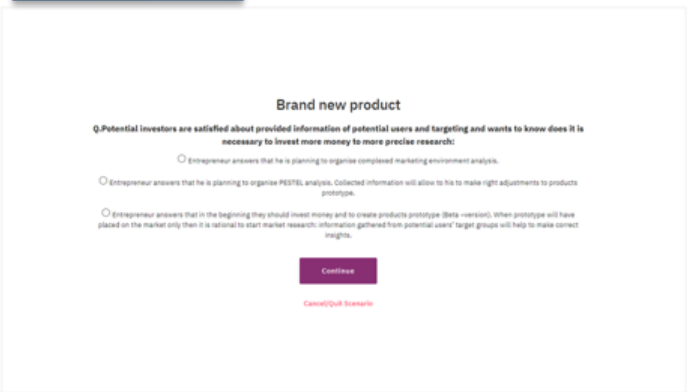
For each partially correct or wrong answer, feedback is provided, as well as material suggestions that must be repeated by the student.

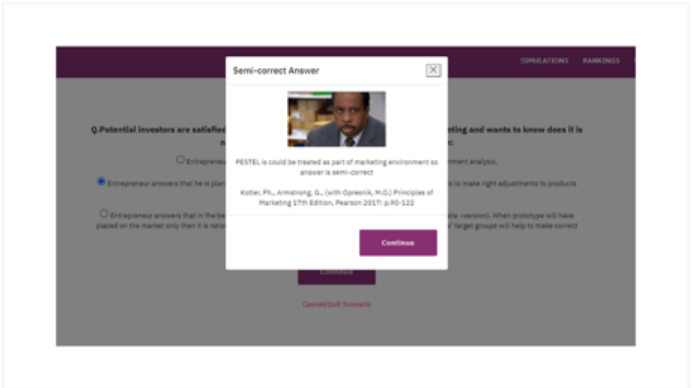
Example 1S



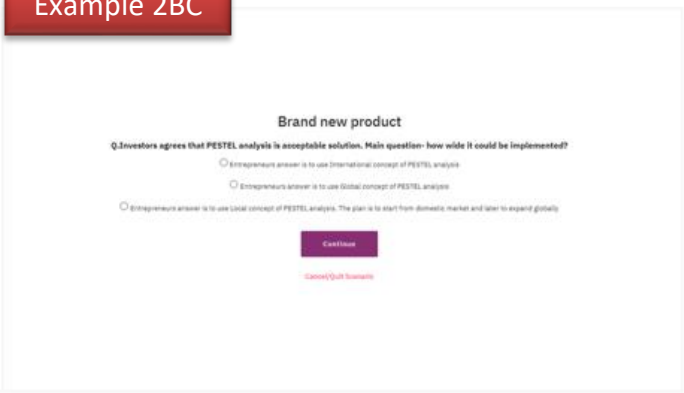


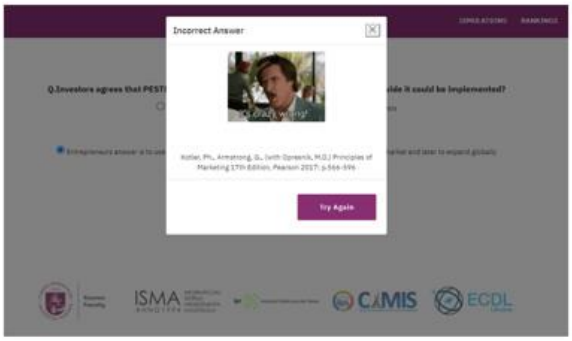
Example 1B





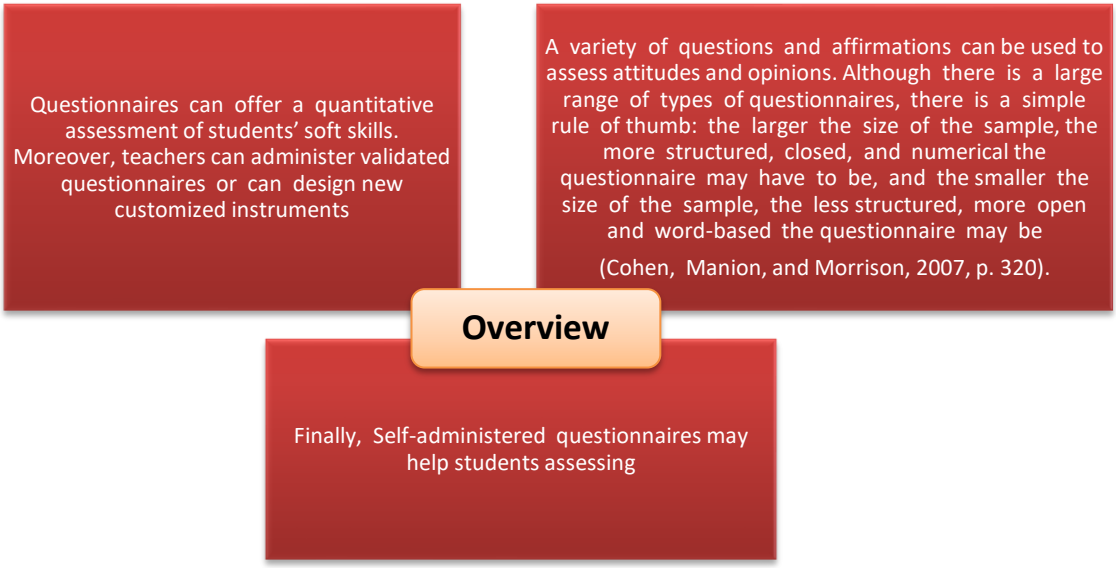
Example 2BC





3.3 Questionnaires Tools

Overview



Brief description

What does this assessment method consist of?

A questionnaire is an assessment methodology that could be defined as a specific set of written questions that aims to extract specific information from the chosen respondents. The questions and answers are designed in order to gather information about attitudes, preferences, and factual information of respondents.

"Good questionnaires are focused, relevant, generate only useful data, and are careful with respondents' time and energy" (Cohen et al, 2017, p. 498), but - to be effective - they need to be accurately designed and to avoid the so-called respondent fatigue. In this sense, it is important to check if it is possible to obtain the information in a way that is more rewarding and interesting for participants, avoiding asking for data that could be sourced elsewhere.

The majority of questionnaires, especially for treating big samples, rely on closed questions. Nonetheless, some authors (Lizzio and Wilson, 2008) recommend using both open and closed questions when eliciting students' perceptions of the quality

of feedback. Another tip, recommended by Maurer (2018) is to organize open-ended interview questions which can be followed up with further clarifying questions.

According to Cohen et al. (2017), working with questionnaires obviously has pros and cons .

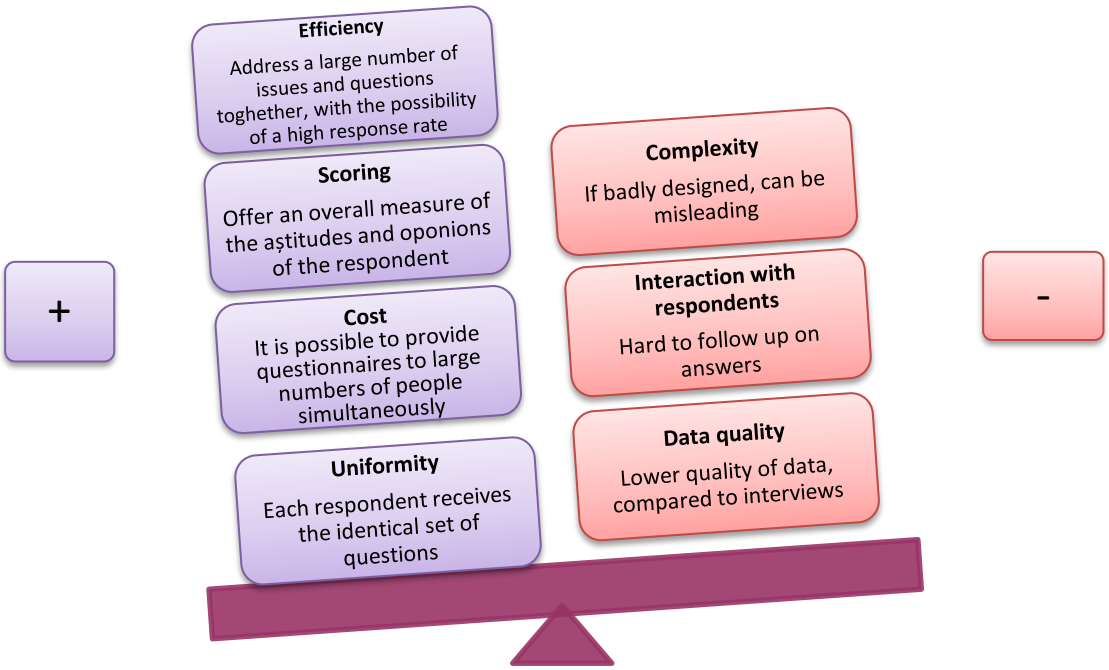


Figure: Advantages and drawbacks of questionnaires

Examples of deployment

Customer Journey is:

Select one:

- a. complete experience a customer has with an organization
- b. complete experience a customer has with company representatives
- c. complete experience an employee has with an organization
- d. complete experience a customer has with a product

Consumer Profile is:

Select one:

- a. description of a customer, or a set of customers, based on the characteristics that they have in common
- b. description of a product, or a set of products, based on the characteristics that they have in common
- c. description of an employee, or a set of employees, based on the characteristics that they have in common
- d. description of a company, or a set of a company group, based on the characteristics that they have in common

Promotion represents:

Select one:

- a. the different methods of presentation that marketer uses to inform the target audience about the product.
- b. the different methods of communication that marketer uses to inform the target audience about the product.
- c. the different advertising methods that marketers use to inform the target audience about the product, price, and placement.
- d. the different methods of communication that marketer uses to inform the target audience about the product's price.

The marketing mix is the combination of:

Select one:

- a. three elements called the 4P's Product, Price, and Promotion
- b. five elements called the 5P's Product, Planning, Price, Promotion, and Place
- c. four elements called the 4P's Product, Price, Promotion, and Place
- d. four elements called the 4P's Planning, Price, Promotion, and Place

Funded by the Erasmus+ Programme of the European Union

3.4 Feedback

Three feedback forms have been developed
- two for students (before and after the course)
- one for teachers / trainers

Pre-course Questionnaire

1. Gender	
Male	o
Female	o

2. Occupation	
Student	o
Lecturer	o
HEI employee	o
Business representative	o
Representative from adult education center	o
Marketing specialists	o

3. How would you evaluate your knowledge and abilities on these marketing subjects:					
	Perfect and very good knowledge	Good knowledge and abilities	Average knowledge and abilities	Knowledge and abilities below average	Below minimum requirements
Basics of marketing	o	o	o	o	o
Introduction to market research	o	o	o	o	o
Customer loyalty, satisfaction and engagement	o	o	o	o	o
Strategic creativity	o	o	o	o	o
Customer Experience Management	o	o	o	o	o
Digital marketing	o	o	o	o	o
Optimization of advertisment in Web	o	o	o	o	o
CRM analytics	o	o	o	o	o
Digital analytics	o	o	o	o	o
Social media	o	o	o	o	o
Mobile marketing	o	o	o	o	o

Email marketing	o	o	o	o	o
Video marketing	o	o	o	o	o
WEM (Web experience management)	o	o	o	o	o
Decision making and business intelligence	o	o	o	o	o
Design thinking	o	o	o	o	o
Excel	o	o	o	o	o

4. How confident are you in each of the following subjects?				
	Not at all confident	**A little confident**	**Somewhat confident**	**Very confident**
Basics of marketing	o	o	o	o
Introduction to market research	o	o	o	o
Customer loyalty, satisfaction and engagement	o	o	o	o
Strategic creativity	o	o	o	o
Customer Experience Management	o	o	o	o
Digital marketing	o	o	o	o
Optimization of advertisment in Web	o	o	o	o
CRM analytics	o	o	o	o
Digital analytics	o	o	o	o
Social media	o	o	o	o
Mobile marketing	o	o	o	o
Email marketing	o	o	o	o
Video marketing	o	o	o	o
WEM (Web experience management)	o	o	o	o
Decision making and business intelligence	o	o	o	o
Design thinking	o	o	o	o
Excel	o	o	o	o

5. Have you ever participated in marketing related trainings?	
Yes	o
No	o

6. Have you ever engaged in any informal activities that have helped develop your skills relating to marketing (e.g. Referencing online resources, Guidance from peers / students)?	
Yes	o
No	o

7. What do you expect to gain from completing the FuseIT course? (Please provide one or two sentences)

Pre-course Questionnaire

1. Gender	
Male	o
Female	o

2. Occupation	
Student	o
Lecturer	o
HEI employee	o
Business representative	o
Representative from adult education center	o
Marketing specialists	o

3. Do you intend to use any marketing subjects in the future?	
Yes	o
No	o

4. How would you evaluate now your knowledge and abilities on these marketing subjects:					
	Perfect and very good knowledge	Good knowledge and abilities	Average knowledge and abilities	Knowledge and abilities below average	Below minimum requirements
Basics of marketing	o	o	o	o	o
Introduction to market research	o	o	o	o	o
Customer loyalty, satisfaction and engagement	o	o	o	o	o
Strategic creativity	o	o	o	o	o
Customer Experience Management	o	o	o	o	o
Digital marketing	o	o	o	o	o
Optimization of advertisment in Web	o	o	o	o	o
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Social media	o	o	o	o	o
Mobile marketing	o	o	o	o	o

Email marketing	o	o	o	o	o
Video marketing	o	o	o	o	o
WEM (Web experience management)	o	o	o	o	o
Decision making and business intelligence	o	o	o	o	o
Design thinking	o	o	o	o	o
Excel	o	o	o	o	o

5. How confident are you now in each of the following subjects?				
	Not at all confident	A little confident	Somewhat confident	Very confident
Basics of marketing	o	o	o	o
Introduction to market research	o	o	o	o
Customer loyalty, satisfaction and engagement	o	o	o	o
Strategic creativity	o	o	o	o
Customer Experience Management	o	o	o	o
Digital marketing	o	o	o	o
Optimization of advertisment in Web	o	o	o	o
CRM analytics	o	o	o	o
Digital analytics	o	o	o	o
Social media	o	o	o	o
Mobile marketing	o	o	o	o
Email marketing	o	o	o	o
Video marketing	o	o	o	o
WEM (Web experience management)	o	o	o	o
Decision making and business intelligence	o	o	o	o
Design thinking	o	o	o	o
Excel	o	o	o	o

6. Please rate your experience of the following elements of the FuseIT course?				
	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
I had a clear understanding of the course objectives	o	o	o	o
I found the online approach to learning was suitable for the course	o	o	o	o
I found the course content covered the course objectives	o	o	o	o
I found the amount of time given to complete the course to be ample	o	o	o	o
I found the training and support throughout the course to be appropriate	o	o	o	o

I found the option to evaluate my knowledge a positive incentive to complete the course	o	o	o	o
The course provided me with knowledge and skills relevant to my teaching practice	o	o	o	o
I would recommend this course to other students	o	o	o	o

7. What are the main benefits you gained from completing the FuseIT course? (Please provide one or two sentences)

8. Was there anything missing from the course or anything that could have been improved? (Please provide one or two sentences)

9. Are there any other marketing topics that you are interested in? (Please list one or two, if you wish to develop further skills)

Trainers Questionnaire

1. Name

2. Country	
Lithuania	o
Latvia	o
Portugal	o
Romania	o

3. Please indicate how strongly you agree or disagree with the following statements					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The curriculum provided was an adequate outline of the programme, indicating how the course should be delivered.	o	o	o	o	o
The online learning materials were an adequate support for learners, providing them with adequate and appropriate supports and activities to complete the course.	o	o	o	o	o
The structure and content of the course motivated participants to complete it.	o	o	o	o	o
The time provided for participants to complete the course was sufficient.	o	o	o	o	o
In general, the topic areas covered by the course were appropriate for the target audience.	o	o	o	o	o

4. Indicate the degree to which the following marketing subjects were relevant for the course participants.				
	Very relevant	Relevant	Only a little relevant	Not at all relevant
Basics of marketing	o	o	o	o
Introduction to market research	o	o	o	o
Customer loyalty, satisfaction and engagement	o	o	o	o
Strategic creativity	o	o	o	o
Customer Experience Management	o	o	o	o
Digital marketing	o	o	o	o

Optimization of advertisment in Web	o	o	o	o
CRM analytics	o	o	o	o
Digital analytics	o	o	o	o
Social media	o	o	o	o
Mobile marketing	o	o	o	o
Email marketing	o	o	o	o
Video marketing	o	o	o	o
WEM (Web experience management)	o	o	o	o
Decision making and business intelligence	o	o	o	o
Design thinking	o	o	o	o
Excel	o	o	o	o

5. Please indicate how strongly you agree or disagree with the following statement.				
	Fully reached objective	Almost reached objective	Only partially meeted objective	Failed to reach objective
To what degree did FuseIT reach its objective of introducing marketing subjects to students?	o	o	o	o

6. Please provide extra information on how the course met or failed to meet its objective

3.5 Piloting

For a good organization of the teaching activity through the eLearning platform, a piloting of an activity was planned, each partner having the obligation to conduct the course with at least 30 students and to identify any uncertainties, mistakes and last but not least the optimization of the platform for a good further development of the training activity.

Account has been taken of:

1. Obtaining qualitative data - Obtaining the data necessary for the organization of the activity both from the trainees and from the trainers (the feedback questionnaires presented above in point 3.4)
   - Applying chestionare for students (1 questionnaire that will be applied before the teaching activity and one later)
   - Applying the teacher questionnaire (this survey- feedback will help evaluate the pilot trainings of the project.)
2. Distribution on each partner of certain modules for piloting
3. Determining the elements that each partner should consider for reporting for a more relevant presentation of the pretesting activity:
   - FuseIT pilot summary in “Partner” country
   - Participants’ information and selection process:
   - Participants’ profile
   - Students’ motivation to join pilot training
   - Training process organization
   - Participants’ opinion on the content
   - What impact (advantage) could be achieved implementing FuseIT course in Higher education institution in “Partner” country?

4. Effective development on the elearning platform of the course with at least 30 students of each partner
5. Optimizing the platform following the feedbacks obtained from the piloting, optimizing the teaching materials

The knowledge society is experiencing the evolution towards a learning society where co-participation in learning, collaborative knowledge management and information dissemination are essential drivers of success.

3.6 Recommendations teachers and other practitioners

Teachers are key players able to provide students with relevant learning experiences. The perspective on the knowledge and skills needed to be developed can undergo improvements to prepare the younger generations for the learning society and for the skills of the twenty-first century, which are essentially transversal and transformative.

This dynamic has resuscitated the interest in innovation in the design of training programs

Deep and cross-cutting learning must be achieved to enable young graduates to adapt optimally to the changing problems and circumstances that define contemporary societies. International analyses suggest an imperative to steer teaching and learning towards the future.

In the following, a set of recommendations

- Develop a flexible curriculum that gives students freedom of choice, giving them the opportunity to become partners in learning co-design;
- Promote peer-to-peer learning;
- Cultivate a culture of experimentation and innovation in education through projects that develop research, innovation and social responsibility skills;
- Create a culture of sharing and disseminating results in order to generate impact and access to organizational learning models

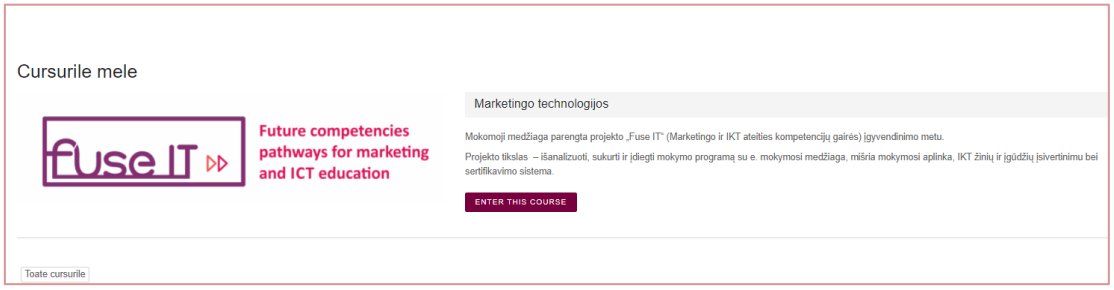
4. PROCEDURE FOR LEARNING

THE ENVIRONMENT

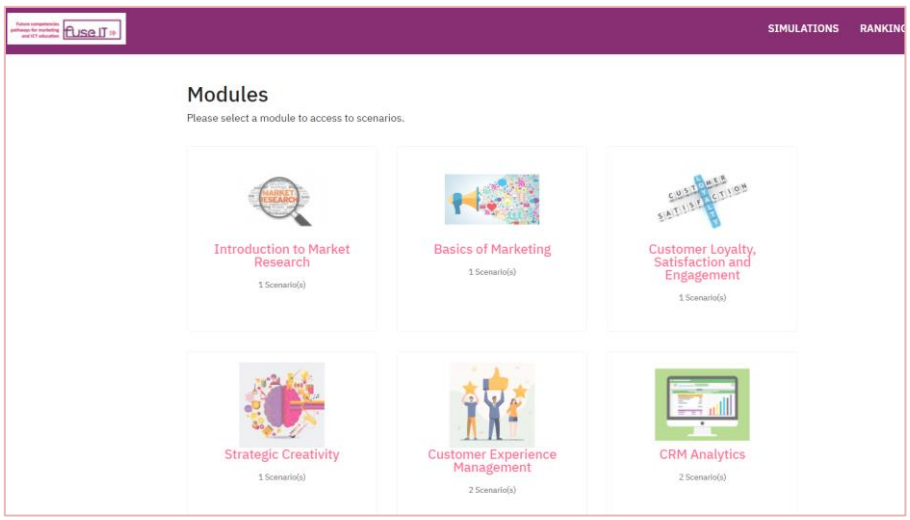
The online learning platform (also known as Moodle) is a virtual learning environment that provides you with a number of resources that have been created to engage learners and promote collaborative, student centered learning.

From the student point of view, the e-learning area looks like a website with a number of sections each of which has links to various resources and activities. The working environment and layout are very intuitive and easy to understand by making use of all the tools in the platform.

The page of access to the platform is accessible at this address: https://atviri.emokymai.vu.lt/



At the same time, the scenarios can be accessed directly: https://fuseit.eu/index.php



For information on related activities in the project you can access the website:

https://www.knf.vu.lt/en/fuseit#contact

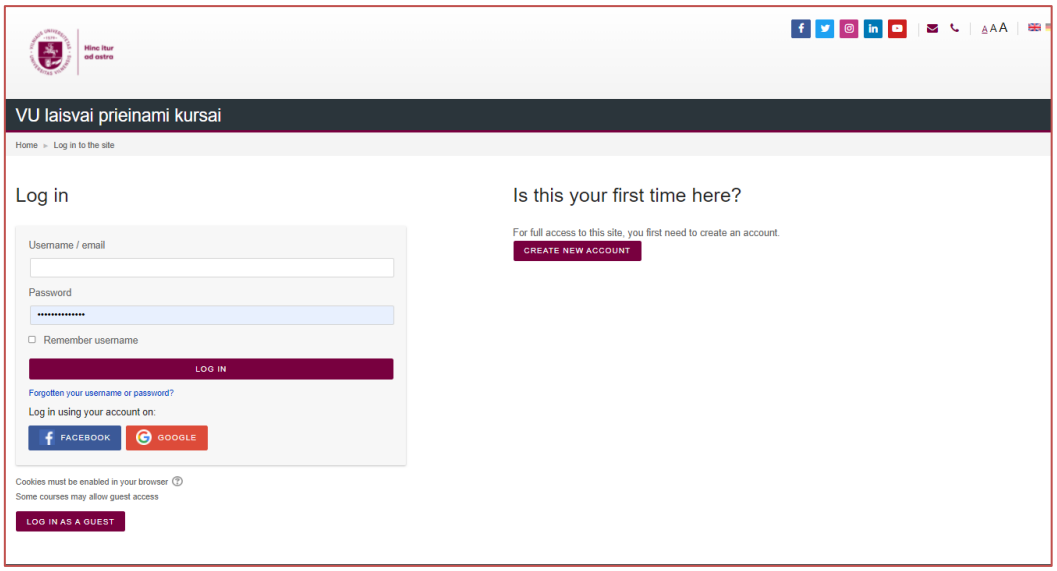
COURSE REGISTRATION / ENROLLMENT

Step 1: Is obtaining information - the access link

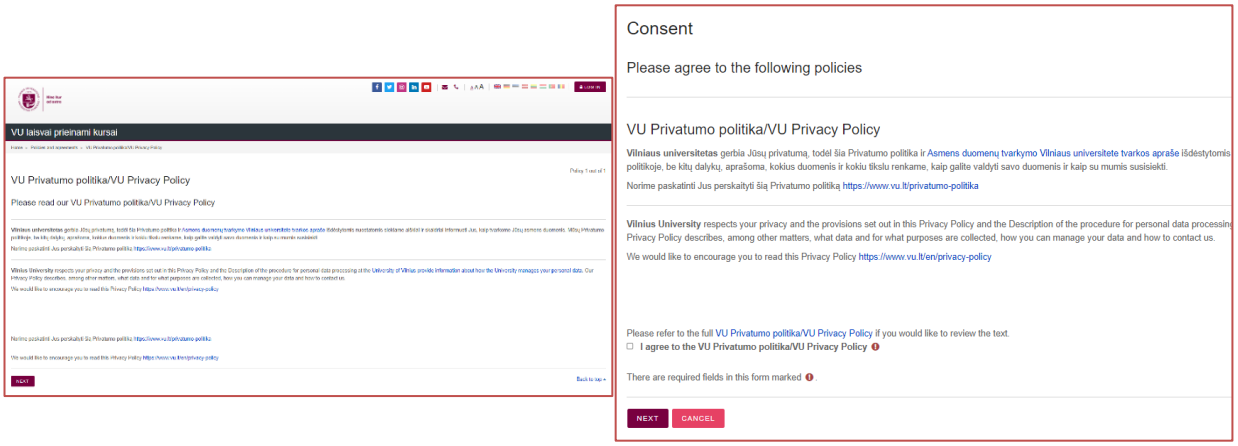
https://atviri.emokymai.vu.lt/

Step 2: Self-Register Using Links

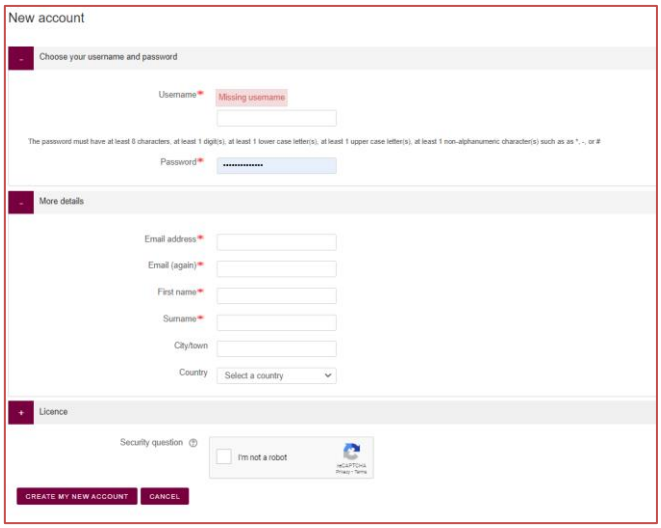
Then click on Create New Account



Step 3: Read and confirm acceptance of the internal rules of the website

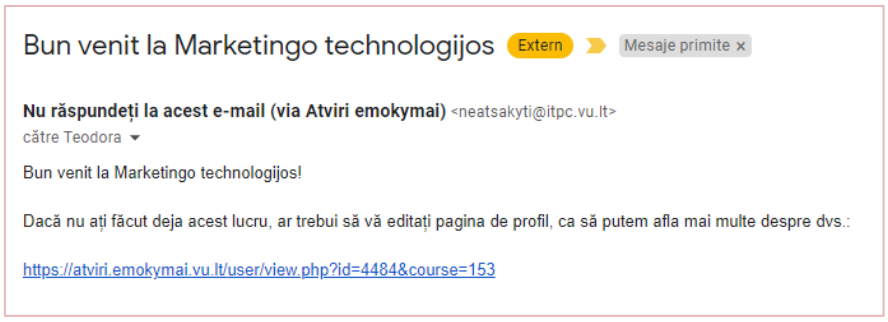


Step 4: Fill in the Registration Details



Step 5: Activate Your Account Via Email link

After activating the link you will receive a confirmation from the site administrator

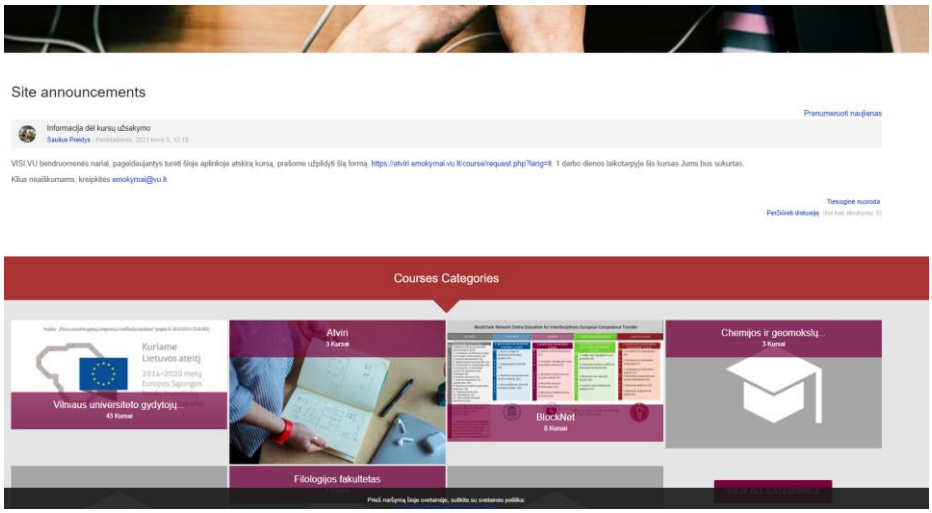


Depending on the declared country, the messages are adapted / translated for an efficient communication.

Step 5: Login In

Go back to FuseIT website and this time, Login using your User name and password. Note user name that passwords are case sensitive so type them correct. Reference your notepad where you have recorded your username and password during registration.

When logged on successfully, you will see your Moodle Student portal. Once completed the registration, the student will receive his or her credentials to logon to the selected course. As previously reported, once logged in, simply click "My courses" from the navigation panel located on the left side to access the course materials to which the student is enrolled.



The student can also access to the list of the enrolled courses by clicking on the menu label “Courses” from the “Dashboard” page.

Each user has their own profile on the online learning platform that can be customised. Once you have logged in, we recommend that you edit your profile as this will allow you to personalise your learning environment.

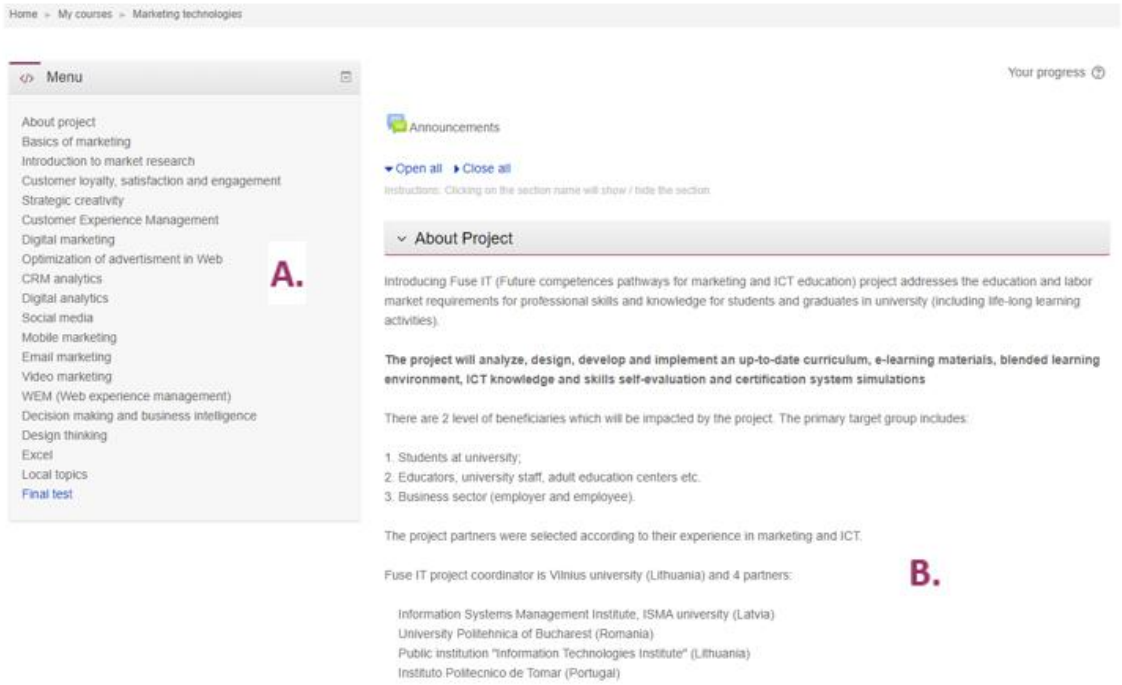
If you don't remember your password, Click "Forgotten username or password?" link and fill up the required fields, the system will automatically send access details to the email account you used when you were initially enrolled on the Moodle platform.

NAVIGATION

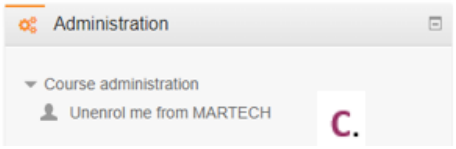
The following selection of the chosen course will display the page called home page of the course, and is the main point of access to the course materials.

The structure of the home page of the course is quite simple and consists of:

- **A.** the navigation panel on the left side of the page;



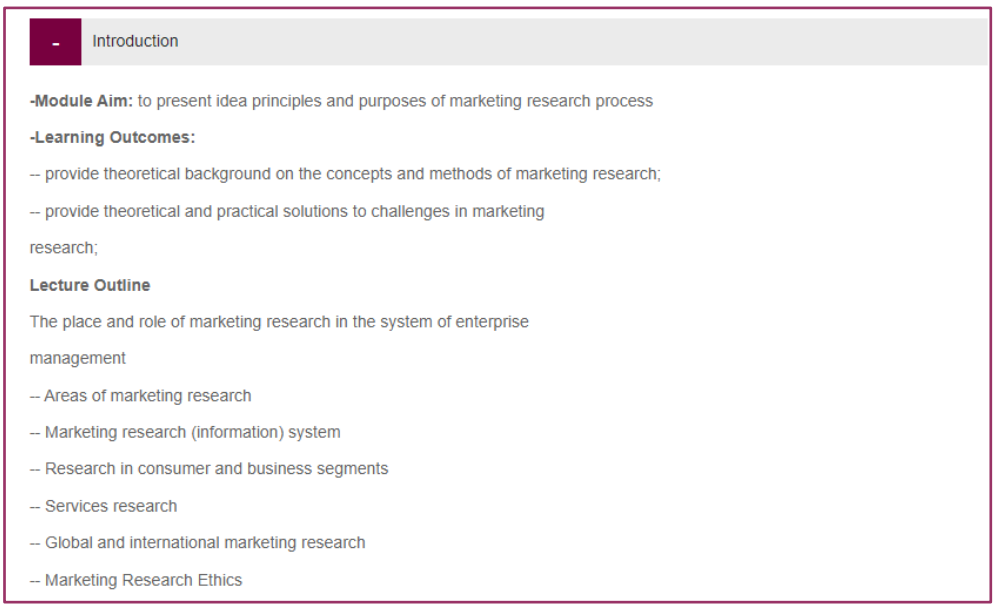
- **B.** a series of partitions generically defined sections, aligned to the left, which often represent the arguments of the course or the weeks of the course itself. Each section may be introduced by a description and generally contains links to the educational material;
- **C.** other blocks on the right.



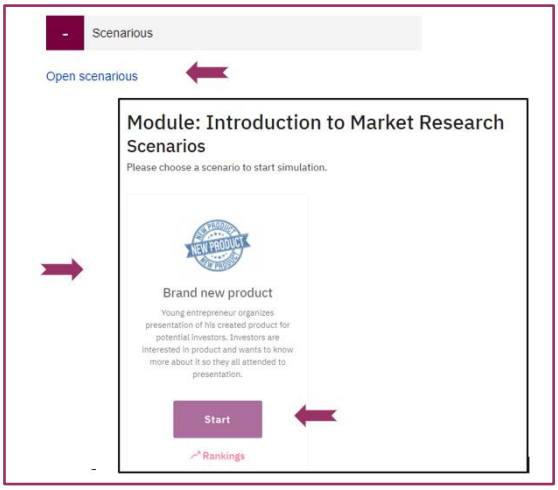
LEARNING MATERIAL

Each unit has four sections: Introduction, Before starting, Training material, Scenarious

- Introduction: the objectives and content of the unit are presented



- Before starting: the student can self-evaluate
- Training material: the student has access to the course support. At the same time, the teacher has access to the course support enriched with methodological suggestions.
- Scenarios: the scenarios section is accessed directly, where the theoretical information is fixed



Module: Introduction to Market Research
Scenario: Brand new product

General Description

Simulation duration: 15 minutes.

- Each simulation has 3 levels.
- In each level we have 3 options: one is correct (2 points), one is semi-correct (1 point) and one is incorrect (0 points)
- After choosing the correct one, student goes futher (positive feedback should also appear)
  If he/she chooses the incorrect answer, an explanation that the chosen solution is incorrect shows up (feedback), why it is incorrect, and a request to "try again".
- If he/she chooses the the semi-correct answer, an explanation why it is semi-correct shows up (feedback), and student goes futher
- If the student answered incorrectly, he/she should be invited to read more about the subject

Contextualization of the scenario

Goals

to present idea principles and purposes of marketing research process; illustrate theoretical backgrou
research; illustrate theoretical and practical solutions to challenges in marketing research;

Pre-History

Post graduate of IT engineering as diploma work created unique 5G based interactive platform dedica
inventor organizes a start-up and begins to develop revolutional social network which allows to mix re
Entrepreneur needs to find investments and organizes high-end presentation of his evolutional idea fo
funding platforms, ICO operators.

Where the action takes place

All action is takes place in business office presentation room

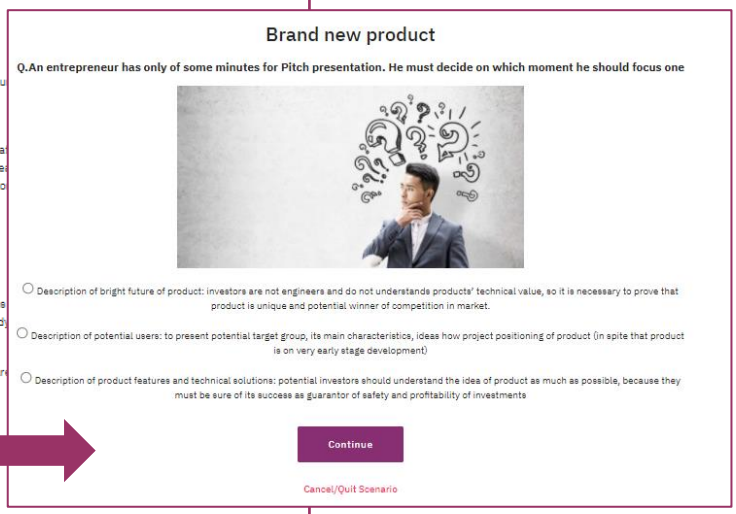
What actors are involved, who they are

Young entrepreneur-inventor, post-graduate of IT engineering from prestige European university, lives
age businessman, very rich wears prestige clothes; Clerk for loans from big European bank- young lad

A brief description of the situation

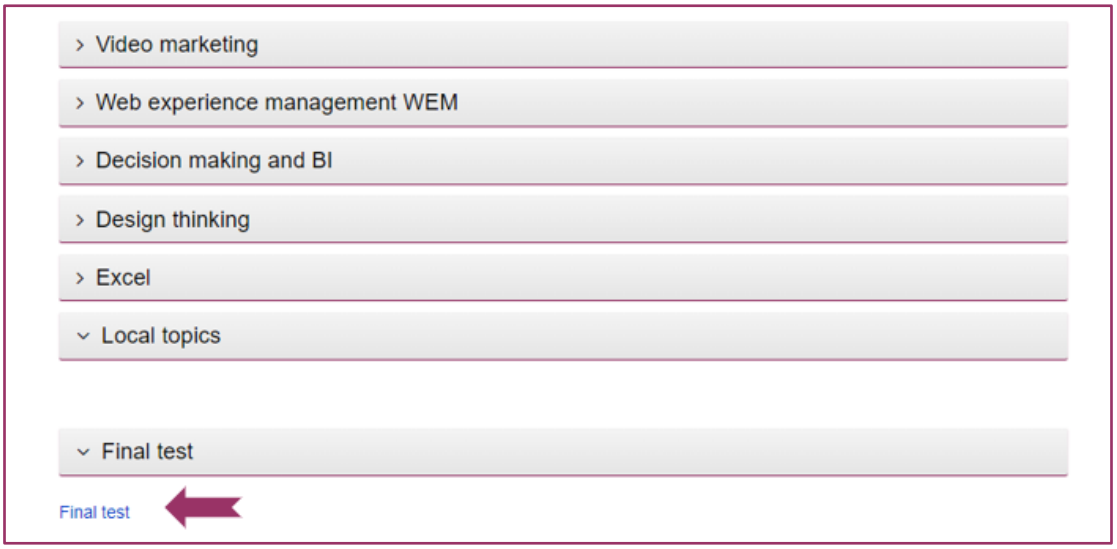
Young entrepreneur organizes presentation of his created product for potential investors. Investors ar
about it so they all attended to presentation.

Start Simulation

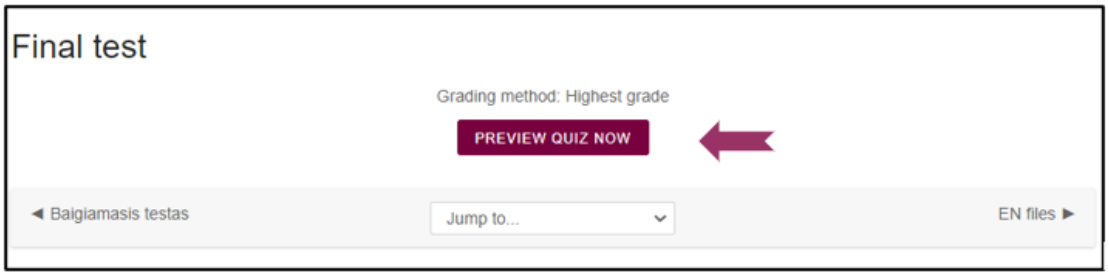


Final test

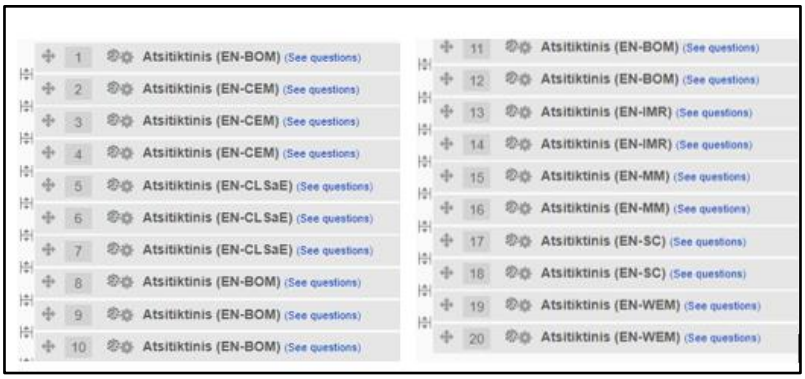
After reading, analyzing and applying the information in the practical activity (through the scenarios) students can start the final evaluation:



Accessing the test will open a window where students are informed about the grading method (the highest grade in the tests). Three attempts are allowed.

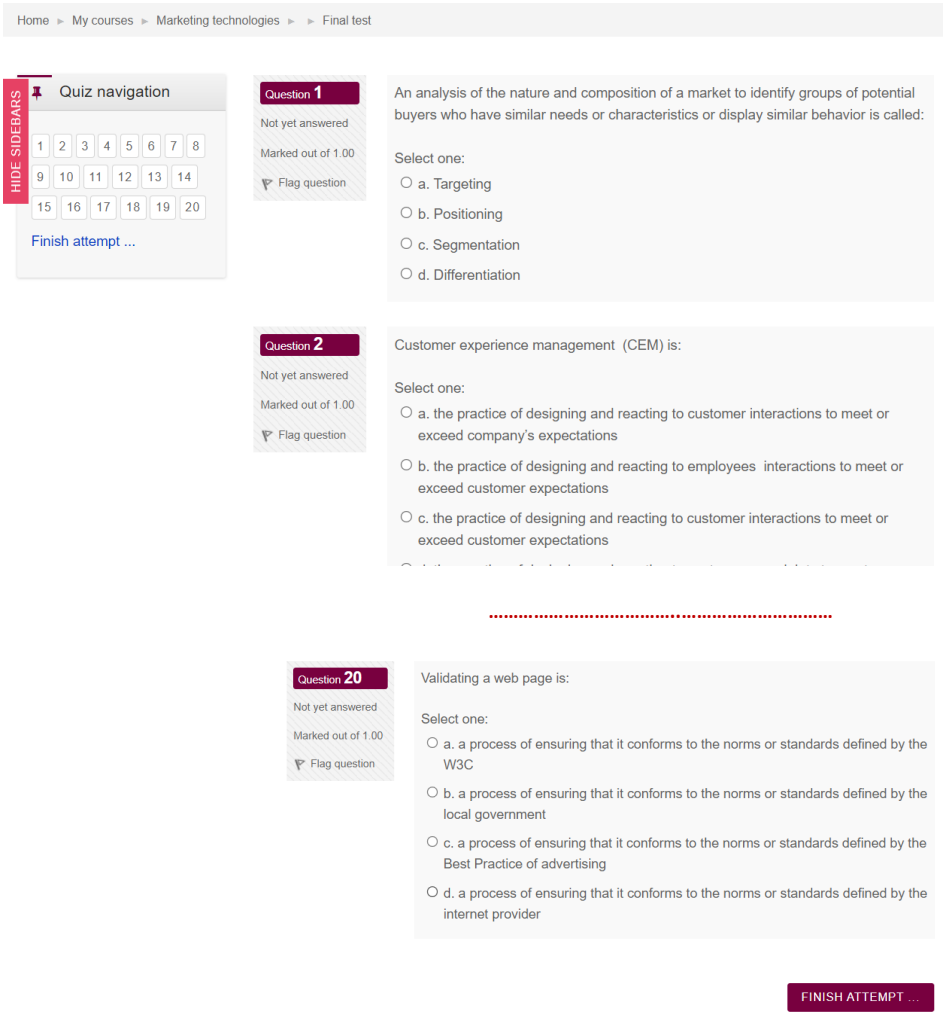


Pressing the ***Preview quiz now*** button, the test starts. This test contains 20 questions,



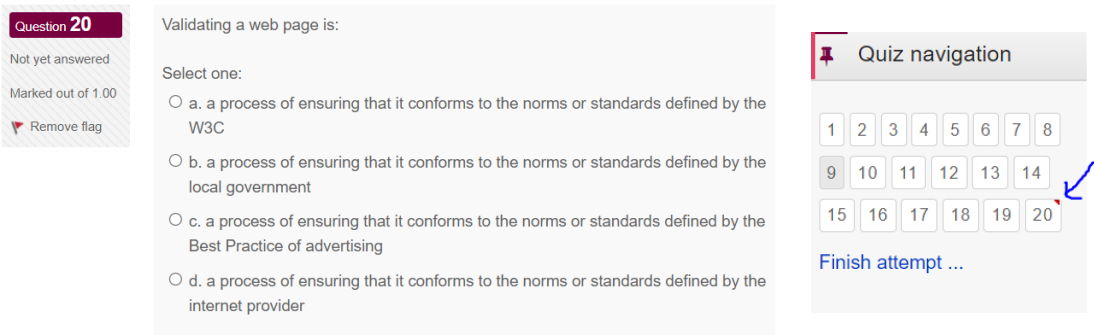
chosen at random from the database (questions chosen at random from each unit).

The interface is intuitive and contains the navigation panel, the 20 questions and the finish button.

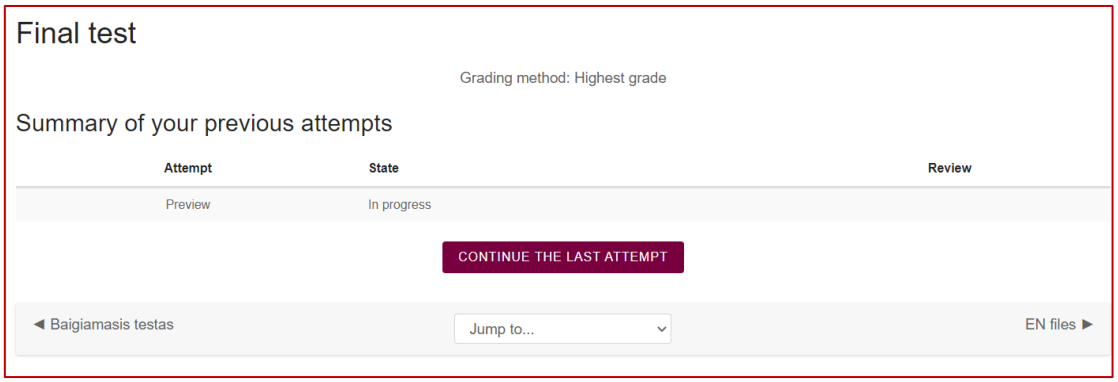


Flag Question

The student can mark the questions he has questions about, questions that appear "marked" in the navigation panel so that later he can easily return to them and answer them.

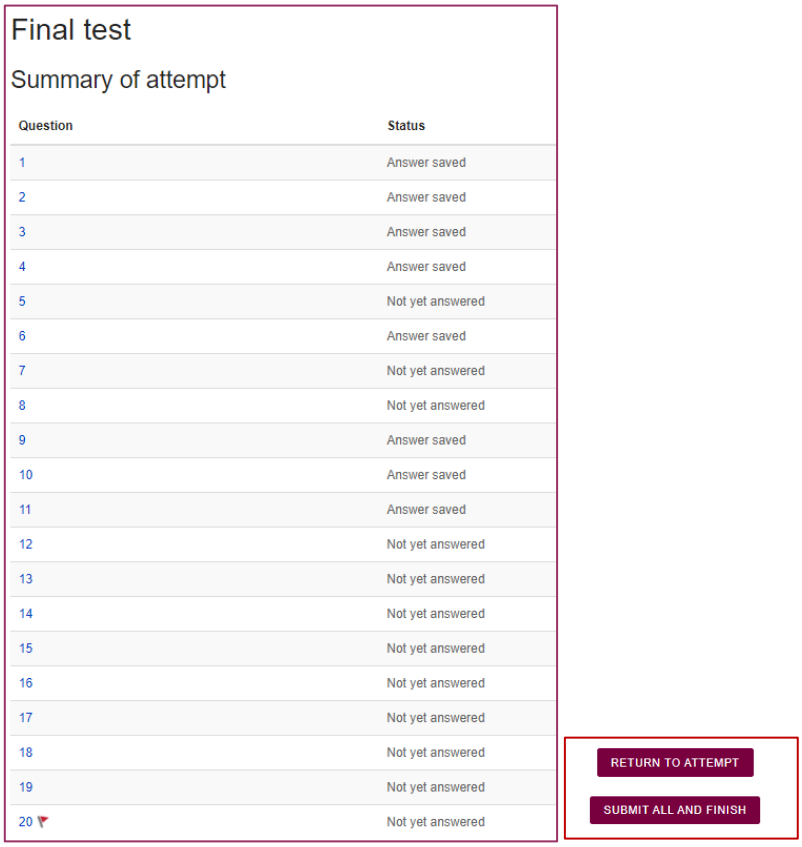


Accidental exit



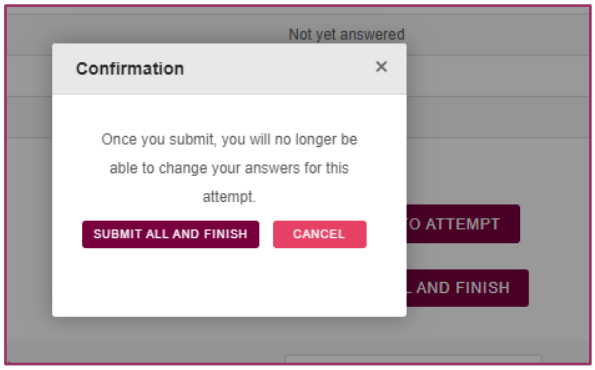
In case of accidentally leaving the test, accessing the final test again, the student can continue the test from the moment of exit by accessing the ***Continue the last attempt*** button.

Test completion / closing

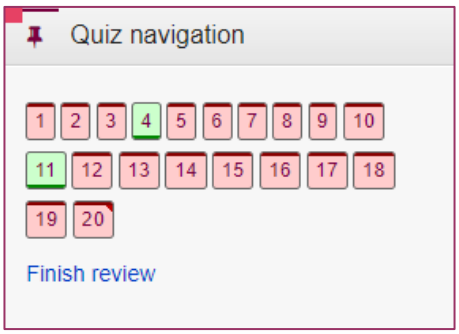


When the test completion button is pressed, the elearning platform offers the student a recap of the questions (which were answered, which were not answered, which have a flag) so that he can return to the test or complete it.

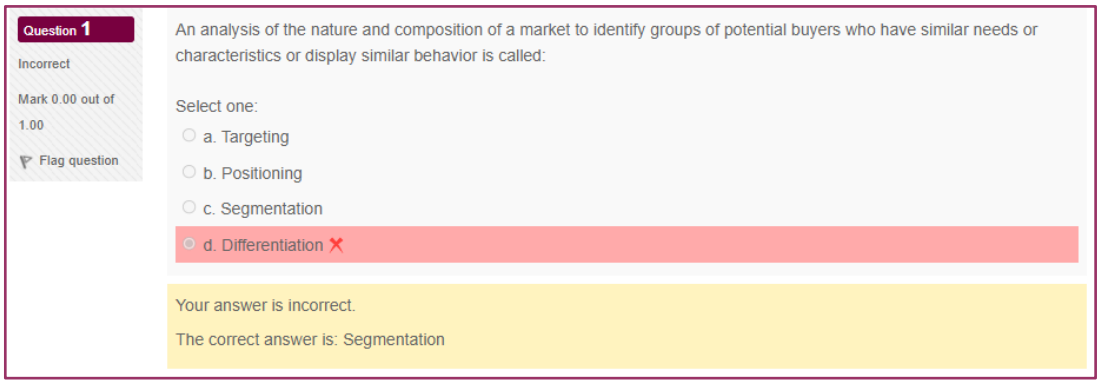
Before closing the test definitively (before the evaluation) another confirmation is required:

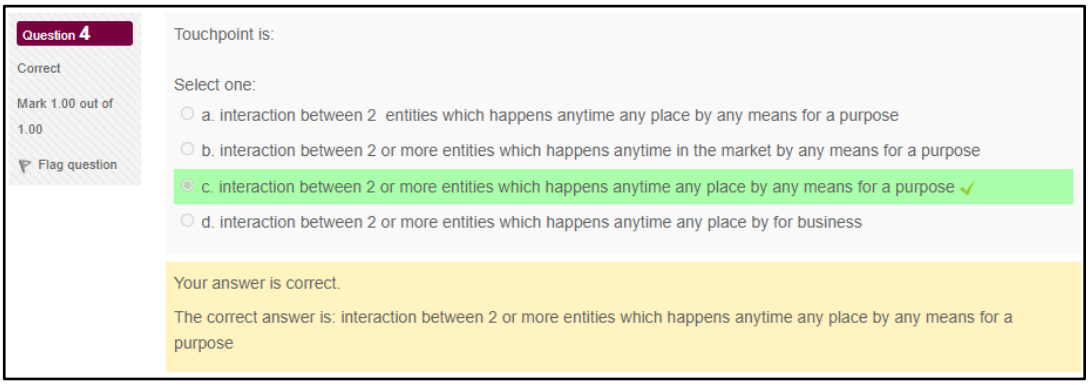


After completing the test, the student can see the correct (green color) and wrong answers(red color), the score obtained and the response **time.**



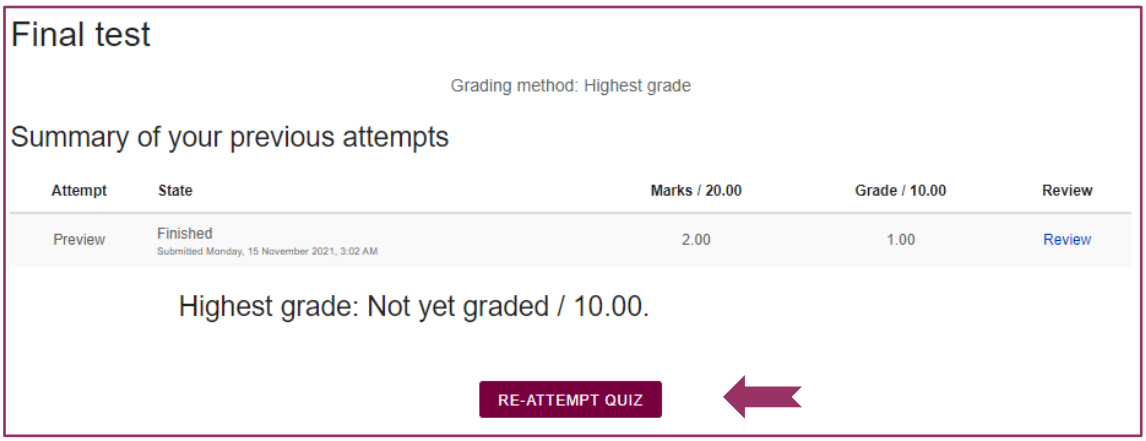
Started on	Sunday, 14 November 2021, 10:24 PM
State	Finished
Completed on	Monday, 15 November 2021, 3:02 AM
Time taken	4 hours 37 mins
Marks	2.00/20.00
Grade	**1.00** out of 10.00 (**10%**)



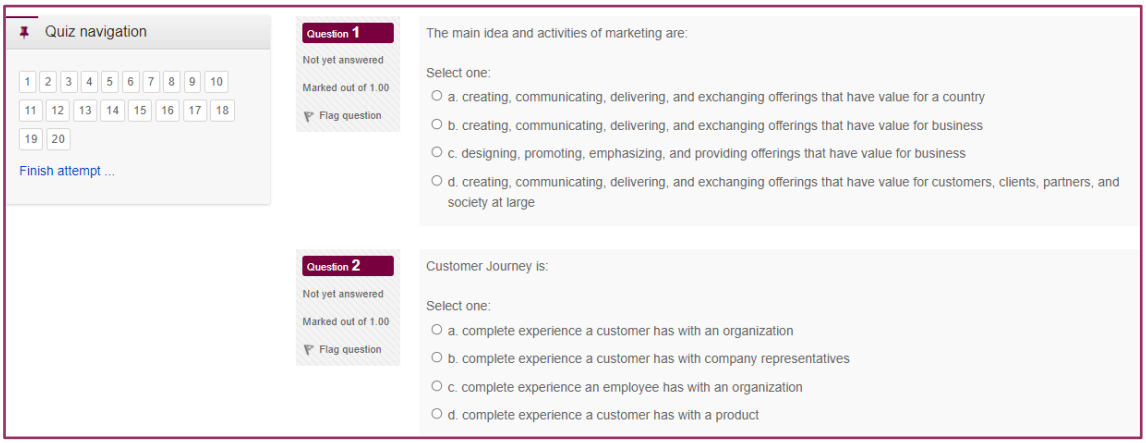


After **Finish Review:**

the final result appear.



The student can resume the test by pressing the ***Re-attempt quiz*** button, the platform generating another test with 20 randomly chosen questions.



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