Handbook for the CAMP 2.0 Project

A Lifelong Learning Project
DISCLAIMER

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1. INTRODUCTION TO THE CAMP 2.0 HANDBOOK

Welcome to the CAMP 2.0 Handbook.
The Handbook brings together the work of the CAMP 2.0 project in written form. The intention is that readers will be able to understand the rationale of the project and the process and collaborative work undertaken by the seven partner organisations over two years.

The focus of the project has been to investigate ways in which European adult education institutions can improve their use of web 2.0 social marketing tools in order to enhance their communication with learners. The Handbook contains an introduction to each of the partner organisations, an overview of the project and the findings of the research which was undertaken to form a sound platform for the module development.

Text versions of the eight Learning Modules, together with the Trainer’s Guide, are included in the handbook.

2. OVERVIEW OF THE PROJECT

The main aim of the Grundtvig Multilateral project CAMP2.0 (Challenging Attractiveness of lifelong learning: web 2.0 tools for strengthening Marketing and Public Relations competencies of adult education providers) is to strengthen the competencies of managerial staff in adult education who are responsible for PR and marketing, and empower them with the knowledge and skills to improve the low participation rates of adults in lifelong learning by using WEB 2.0 tools.

The main objectives of the project are:

• To investigate the current situation of marketing and public relations in adult education;
• To develop and pilot an innovative training course;
• To ensure the exploitation and multiplication of the developed course;
• To introduce bottom-up initiatives for addressing the low participation of adults in lifelong learning opportunities.

The main outcomes of project will be the training course, a trainers’ guide and hand book. The ‘Trainers’ Guide and Training Course will be developed in electronic format in 6 languages: English, German, Italian, Lithuanian, Spanish and Turkish. All of the outcomes will be available free on-line on the project website: www.camp20.eu

The envisaged impact of the project is the spread of innovation and training among adult education institutions, at first within partner countries but in time among those from other European Union countries. New ideas about how to attract new adult learners into Lifelong learning and increase their loyalty and motivation by using Web 2.0 tools and applications will thus be shared.
3. THE EUROPEAN PARTNERS

UAB “Globalios idėjos”, Lithuania

Global Ideas (UAB “Globalios idėjos”) is a Lithuanian training provider, established in 2008. The company is based in the capital city, Vilnius, and operates in several tightly interrelated fields:

Firstly, training; GLOBAL IDEAS is the co-manager of a training centre and organizes non-formal vocational and adult training, seminars and in-service training throughout all Lithuania and via its e-learning platform. The company provides courses and seminars in a range of subjects, runs educational activities in the six largest cities of Lithuania: Vilnius, Kaunas, Klaipėda, Šiauliai, Panevėžys and Marijampolė. Aiming to meet growing requirements of the learners and to increase the flexibility of training courses, currently GLOBAL IDEAS cooperates country-wide with nearly 300 freelance teachers and experts.

Secondly, GLOBAL IDEAS has extensive experience as a hosting organization for ERASMUS+ mobility projects. The company hosts VET and HEI students as well as young people willing to gain work experience. GLOBAL IDEAS has strong contacts with VET schools, adult education institutions as well as industrial and service companies, therefore the company is able to organize quality placements as well as good logistical and educational solutions in Vilnius.

Thirdly, GLOBAL IDEAS works on the development and implementation of Lifelong Learning Programmes and other projects related to education, employability, ICT, entrepreneurship, and social inclusion. The company can offer extensive expertise in the fields of Adult Education, VET and Youth.

At the company’s nucleus is a young, enthusiastic team and external experts are recruited upon demand for specific tasks; this allows GLOBAL IDEAS to work in very efficient and flexible manner.

Website: www.globalideas.lt
YENIMAHALLE İLÇE MILLI EĞİTİM MÜDÜRLÜĞÜ, TURKEY

Yenimahalle Directorate of National Education, based in Ankara, is a governmental authority in charge of the planning and coordination of all kinds of educational and training activities. This covers education from pre-school through to the end of secondary school, vocational high schools, adult education, technical schools, parental education and training in the district of Yenimahalle in Ankara.

The organisation has 133 educational and training institutions, 7540 teachers and Trainers and 104,500 students/learners. It also has a Vocational Guiding Department, Guiding Research and Development (DNR) for teachers, students and parents, Non-Formal Public Education Centre, Vocational training Centre, Apprenticeship and Vocational Technical Education which supports adult training with non-formal courses to create better social cohesion and opportunities for employment for beneficiaries.

Yenimahalle Directorate of National Education, as a government body, has a large administrative capacity to be responsible for the financial management of the project.

The role of Yenimahalle has been primarily that of financial management. In addition, the organisation has conducted research for the initial report, created a directory of commonly used social media tools, participated in meetings and the pilot training and been involved in dissemination within Turkey.

Website: www.projinal.com
FUNDECYT-PCTEX is a non-profit foundation based in Extremadura (Spain), created to contribute to the social and economic exploitation of science and technology in the region, supporting and promoting scientific and technological development and a better use of research and innovation outcomes.

As the Scientific and Technological Park of Extremadura, it offers the spaces and necessary services to facilitate the exchange of knowledge, science and technology, hosting more than 50 innovative companies in its facilities.

Moreover, playing the role of a Development and Innovation Agency, it provides technical assistance to the Regional Government for the design and implementation of different policies and works in close relation with enterprises, the University of Extremadura, R&D centres and other regional stakeholders to foster innovation. In particular, FUNDECYT-PCTEX has a large expertise fostering lifelong learning initiatives, addressing mobility and facilitating the development of professional competencies, abilities and skills.

As a part of its regular activity and through specific actions or projects, it also organises training programmes about entrepreneurship and business development to promote the regional innovation potential and SMEs’ competitiveness.

Website: www.fundecyt-pctex.es
MFG Medien- und Filmgesellschaft Baden-Württemberg mbH,
Germany

MFG is a public innovation agency for Media and Creative Industries in the State of Baden-Württemberg. It hosts a variety of networks, and provides targeted services in the field of innovation management, technology transfer and regional development/marketing. MFG has been successfully promoting digital literacy and eSkills within the region and as part of European initiatives. Within this context it conceptualizes and delivers targeted training courses to promote the uptake of digital media in cultural organisations as well as in the adult education field to stimulate innovative concepts and knowledge transfer initiatives.

Furthermore, MFG offers consulting to municipalities, ministries, training institutions and associations in the use of social media for marketing and communication purposes.

Since the beginning of 2013 MFG is also responsible, on behalf of the Baden-Württemberg Ministry of Culture, Youth and Sport, for conducting coaching for further education institutions in Baden-Württemberg on the use of social media in the context of training and organizational development.

The role of MFG in this project has included the management of the German partners, participating in the initial research, managing the development process and writing of the CAMP 2.0 Training Course, and dissemination of the project.

Website: www.innovation.mfg.de
Projinal Education Consultancy is an organization and education company founded in Ankara in 2010. Projinal provides training in Information Technology, Entrepreneurship, Elderly/Child Care, Personal Development and similar areas.

The organization is also active in Adult Education - it aims to integrate seniors in social life by encouraging them to take their place in labour market by taking advantage of their life-long experience. They are enabled to develop a goal focus and express it clearly to themselves. Moreover, the organization encourages adults to develop positive mental attitudes and become able to handle stress easily. Ultimately they are enabled to manage whatever conflicts they are confronted with, and are reminded that everyone serves a purpose in life.

By participating in this project Projinal aims to develop new methodologies and increase their knowledge in Web 2.0 tools, in order to use them to attract new learners and to offer them modern training opportunities. By attracting new learners, Projinal will also try to increase the level of participation in LLP in Turkey.

In this project Projinal was responsible for hosting the 5 day Pilot Training Session in Ankara, Turkey. Each partner was required to bring 3 learners, with responsibility for the marketing/PR in adult education providers’ institutions and Projinal organised learning settings, including rooms, equipment etc. as well as accommodation and catering for the participants.

In addition to these main responsibilities, Projinal participated in partnership meetings and Cross-Learning Sessions, carried out a qualitative survey on adult education marketing and PR in its own country, together with finding learners to participate in the Pilot Training Session and the Final Conference, contributing to the Handbook, Trainer’s Guide and the development of the training course, and also to internal evaluation and project dissemination.
E.N.T.E.R., AUSTRIA

E.N.T.E.R. was founded to serve two main purposes:

Firstly to offer EU project coordinators the opportunity to disseminate information about their projects and their results to a broad community of interested organisations and bodies. Secondly to provide consultations in Marketing and PR fields for adult education institutions.

Additionally to the services of the network, E.N.T.E.R. also acts proactively as project promoter, project partner and expert to foster dissemination and exploitation standards within the EU.

At the moment the network has more than 560 member organisations from 35 different countries. Furthermore, the E.N.T.E.R. board is supported by a European advisory board representing different organisations and different nationalities.

Website: www.enter-network.eu
Accentuate (North East) Limited is a small private organisation based in Newcastle upon Tyne whose mission is to facilitate and enable local education and training organisations to enhance their activities by the development of partnerships, relationships and activities with similar organisations in Europe and beyond. It has developed strong relationships with local education providers at all levels, from secondary schools to universities, and provides advice, guidance and practical assistance to providers who wish to engage in project work.

Accentuate is staffed only by education and marketing professionals with many years’ experience in their particular fields of activity, who have held the highest levels of responsibility. The three members of the team committed to this project are expert in adult education, and are complementary in that the team includes managers and adult educationalists. In addition, two members of the team are experts in marketing and PR, with direct experience of marketing adult education and the use of Web 2.0 as a marketing tool.

The role of Accentuate in this project has included the management of the UK partners, participating in the initial research, developing and piloting a module about the strategic management of social media, dissemination of the project and co-ordinating the production of the Handbook.

Website: www.accentuate.uk.com
Integrated Services Engineering (ISER) is an Engineering Vocational Training Organization, based in the Abruzzo region in Italy. The organisation is quality certificated ISO 9008 for training activities, advanced services and project development in the areas of: ICT, web security standards, quality-safety-environment management, marketing and PR, industrial automation, youth and womens’ entrepreneurship, training for the disadvantaged, adult training for employment and empowerment and guidance for employment.

ISER has been involved in European Union Education projects for more than ten years and has extensive experience of projects with FSE and national public funds. Staffing includes a general manager, one technical director, one training director, one coordinator and UE projects coordinator, one human resources research and guidance expert, and other six persons for ICT, Logistics, Secretarial, Quality and Training; there are also external consultants, teachers, researchers, tutors, and other experts involved with ISER who can assure efficiency and competence in our services.

Examples of our training portfolio and vocational projects include: High level training such as the requalification of private enterprise personnel, the qualification of work beginners, apprentice training, the updating of courses for secondary school teachers, special training and guidance for disadvantaged students and people for social inclusion and employment, masters courses for quality management with the University G.d’Annunzio Chieti, Pescara, and training for marketing and PR for Enterprise personnel. Relevant expertise in adult training:

INFORMATION TECHNOLOGY APPLIED TO ADULT TRAINING

ITAAT-2010-1-ES1-GRU06-20745-7–Equal-Active Woman 2007 – Research and training for adult woman employment and empowerment.

The role of ISER in this project has included the management of the Italian partnership, project dissemination, organisation of the survey on PR & marketing strategies already in use by Adult Training Providers and writing of the report, and the development of Training Module 5 on the legal aspects of social media content.

Website: www.isersrl.eu
4. THE PROCESS

The methodology for achieving the objectives of the project was as follows:

Firstly, the project partners produced a standard questionnaire format to gather evidence of current practice and levels of knowledge in each of the partner countries. Each partner then carried out structured qualitative interviews of at least 5 organizations per partner (a total of 40 respondents). This allowed the bringing together and comparison of situations from the 7 countries in the application of marketing and PR measures in adult education.

This work resulted in a survey report, prepared by the Italian partner, collating and presenting the results contributed by all partners.

In order to develop the subsequent training course, partners split into groups, which worked on separate modules according to their field of expertise. Each partner contributed to the development of more than one module. The development of materials took place on the project communication platform, Wiggio, which allowed partners to communicate, write content together, share information, and observe the other workgroups’ progress outside of the meeting times.

Subsequently there was a cross-learning session, in which the partners presented their work results. They discussed necessary improvements of the developed modules as well as defining the methodology for delivering these training materials during the Pilot Training Session.

The quality of the materials was tested within a Pilot Training Session, which brought together relevant learners from each partner country. The pilot session was externally evaluated to ensure high quality.

Whilst developing the course, the partners paid attention to the following aspects: what are the global best practices in applying WEB 2.0 tools for adult education marketing and PR and how to assess the progress of adult education providers in their WEB 2.0 marketing and PR implementation.

A Trainer’s Guide has been produced to bring together the results of the partners’ collaboration on the training course development, the Cross-Learning Session and the Pilot Training Session. It contains methodological guidelines for trainers who may use the course developed within the project, including recommendations for addressing the differences of learners (i.e. managerial staff of adult education providers), as well as sources of good practice examples and other useful materials available online.

This Handbook has been developed as the final stage of project implementation, in order to include the improvements made to Training Course as a consequence of, and informed by, the Pilot Training Session. The training modules and other supporting materials developed during the project were reshaped to be more readily user-friendly, and given a unified structure and made ready-to-use for the delivery of the course in adult education, vocational or higher education settings.

Finally the training course materials are available on the project website in order to help adult education providers’ staff to learn
informally and to apply the knowledge obtained immediately within their own organizational settings. Meanwhile the pilot group (the group of learners who participated in the Pilot Training Session) will receive an 8 month period of guidance and support for updating their institutional marketing and PR practices with web 2.0 tools. The project partners will monitor and assess the progress of these pilot learners. The positive changes in pilot learners’ institutions will be disseminated and demonstrated as good practice examples for their peers from other institutions throughout Europe, thus motivating them to take the initiative to contact and attract potential learners, and in this way to improve not only their own results, but also contribute to motivating and bringing potential learners to the whole adult education sector.

The Training Modules will be launched at an international conference to be held in Lithuania in September.

A project website has been established and will be maintained after the project’s conclusion, incorporating a learning platform: www.learning.camp20.eu

After the project termination it is planned that project partners will offer the Training Modules as an optional part of their training portfolio.

5. THE CONCLUSIONS OF THE QUALITATIVE SURVEY REPORT

The Qualitative Survey results are analysed and written up in full in a report which can be found at: www.camp.eu

The conclusions of the report are shown here so that the rationale which informed the development of the training modules is clear.

This report has shown that in respect of the adult education providers interviewed, great importance is given to the use of media tools. With regard to the quantitative aspects of their use: hours dedicated, budget allocation, choice and variety of digital media, this is now embedded in the culture of the institutions.

However, the presence of strategic guidelines for the implementation of marketing is missing in many institutions so that its growing importance is not being formally recognised and social media is often used on an ad hoc, rather than strategically planned, basis.

It is necessary and essential to give careful consideration about the qualitative and professional aspects of Marketing and PR. The internal implementation of strategies for social media does not appear to be common although there are often specific personnel to manage social media tools, even if this only part of their role.

Many institutions use a wide range of social media, but this does not imply that all accounts are active and interactive, in fact sometimes these accounts are "extensions of the website", for example "people may find information on Facebook, but then write an email or call, if any questions arise".

The interviews demonstrated that across the European countries represented digital marketing activities tend towards collecting feedback on products and services, communicating with customers, providing relevant content for customers and engaging with them via the internet. However, it is clear that this does not always mean that they reached their marketing objectives with reference to a defined target group, or that the most appropriate digital tool was used.

The institutions also struggled with quantifying the success of their digital media activity. Most
were able to track activity on their websites, but there were problems evaluating the usefulness of other media and correlating digital media activity with target groups.

It was clear that the providers were aware that the use of different social media tools is continuously evolving since "they are gradually focusing on those tools that have proven more useful to achieve their communication goals". It seems that the common approach is to learn by experience, through "trial and error".

The great majority of respondents expressed their interest in further training and in developing their use of web-based marketing and PR tools. Many have indicated a list of related training topics.

Additionally, the process of conducting face to face interviews has enabled project members to identify unspoken or latent educational needs, which can also be addressed.

The aim of the project is to support the contributing organisations so that the good practice mentioned can be improved, integrated and shared, while the examples of poor practice can be used to identify educational needs and appropriate courses of action.

Image 2 | Representatives of the partner organisations at the third meeting in Badajoz, Spain, October 2014
6. THE TRAINER’S GUIDE

The Trainer’s Guide has been developed to enable the CAMP 2.0 modules to be delivered in a group or classroom setting.

It includes practical ideas and activities to enable groups to work through the modules.

A full copy of the Trainer’s Guide can be found on the website: www.learning.camp20.eu
MODULE 1: INTRODUCTION

“What hides behind the term web 2.0 and why should I get engaged?”

Target Audience
Both managerial and operational staff members of adult education providers with knowledge of marketing and PR.

Objectives
In completing Module 1 the learner will:
• understand what role digital technology plays in our society
• know about the definition and importance of the terms in use (“social media” and “web 2.0”)
• realise the significance of social media for adult education marketing

Duration
2 hours

Equipment and materials needed:
Projector & screen | computer | internet connection | marker pens | whiteboard & magnets (or similar) | moderation cards

Methodological guideline
This module forms the introduction to the CAMP 2.0 training course. It points out the development of the use of digital technologies in our society, and describes briefly the application of the concept of web 2.0 in marketing for adult education providers. The introduction lightly leads the participant into the topic with the aim of stimulating their curiosity for the training as a whole. At the same time, however, it presupposes knowledge in marketing and PR for adult education in general.

The Power Point presentation has a slide with a game you can use for introducing members of the group to each other. Without completely losing track of the schedule it is important to take this ice-breaking start seriously, and to use enough time for it. The training depends on the participation of the learners and their willingness to share their professional experiences. In addition, a lot of information gained here may be valuable for the modules to come. (One of the questions should be a bit less serious and fit to the context of the group of learners).

Before diving into the topic, it is advised to briefly discuss some simple “ground rules” for the group, in order to ensure an atmosphere of mutual respect and understanding, (for example: turning all devices on mute; letting the trainer know, when short breaks are needed; will the material be provided afterwards?, etc.). The theoretical part of the introduction contains some tables and statistics. The up-to-date nature of these numbers should be checked before going into the training and maybe complemented with national numbers relevant for the individual group of learners.

It is important to be patient and give learners some time to think about the questions, before intervening and giving an example for one category. Learners need to understand that there is no right or wrong answer – there are many ways to categorise tools for example, it is just important to start thinking about them and their different purposes.

If the group is too big, or too shy to answer, or overruled by one omni-present opinion maker, hand out moderation cards and give everyone 5 minutes to think of two answers per question on their own. You can then collect and pin and cluster on the board.
Module 2: Developing a Social Media Strategy

“How do I plan and develop a social media marketing strategy?”

Target Audience
Managers of adult education providers who are new to the use of social media as a marketing tool.

Learning objectives
In completing Module 2 the learner will:
• bring together the learning from the other modules
• understand the importance of having a social media strategy as an integral part of the overall PR and marketing strategy
• establish the current level of social media usage within the organization
• define the PR and marketing objectives of their organization, most specifically those which are specific to social media activity
• create a draft a social media strategy for their organisation

Duration
8.5 hours. Additional time may be needed for practical planning activities

Equipment and materials needed
Module materials │ projector & screen │ computer │ internet connection │ whiteboard │ markers pens │ post it notes

Methodological guideline
This module requires a practical approach as it is about planning a social media strategy. To complete the module, learners will need to have access to their organisation’s existing marketing and PR strategy. You may also wish to spend some time talking to members of staff about their involvement in using social media.

A little marketing theory is given as an introduction to each section, with some additional reading to enhance understanding where necessary. However, the main activities in this module are the completion of an audit to establish existing levels of social media usage and competence, along with a planning document which can form the basis for a social media strategy.

In preparation for delivering the module, read it through carefully and decide which of the sections and activities are going to be most appropriate for your learners, then plan accordingly.

The profile of the group you are working with will determine the way you use the resources; with a group of experienced marketing personnel it will not be necessary to work through the theoretical content of the module, particularly the first section, Who is our target audience and where are they on social media?. However, it may be that such a group would welcome more input on the staff development issues involved in expanding the use of social media, and therefore more time could be spent on section two, Working with staff to make it happen.

As a self-study module it is estimated that an individual learner would take 8.5 hours to complete the work. To deliver it as a group training it can be condensed into one day with the social media audit carried out in advance. The module will need a brief introduction – this can be very short if the Introductory Module has already been delivered. In this case, simply discussing the module objectives may be sufficient. These should be shared with the learners. It can be useful to ask learners what they would like to cover in the session, and to record any specific questions they may have.

Then move on to What makes a great social media marketing strategy? using the Power Point presentation to help learners reach an understanding of what needs to be covered in their Social Media Strategy (SMS). As mentioned before, the next section, Who is our target audience and where are they on...
social media? can be omitted if the learners are experienced marketing professionals.

It is recommended that Review of the current marketing plan within the organisation is carried out prior to the training day. Learners can then bring the results of their audit to the training and can discuss the present level of activity and expertise within their organisation.

The discussion should then lead into Working with staff to make it happen in a very natural way, and a list of training needs can be drawn up.

The next section, Planning the integration of social media will also be informed by the results of the audit and whether the learners have engaged with Module 3 and the List of Social Media Platforms. Any planned use of new platforms should be noted for inclusion in the SMS.

The discussion around the audit and changes that are planned to integrate the use of social media more fully should be planned for the morning session.

Getting the message right may be omitted for marketing professionals so that after a break for lunch time may be spent on planning the SMS.

The final section, Creating a draft social media marketing and PR strategy can be introduced in the afternoon session with a reminder about SMART goals and a reminder about the earlier presentation about what makes an effective strategy. Show them the exemplar plan and ask for comments and questions. Ask them to refer to their notes form the morning session, and then to complete a blank plan. It may be beneficial for learners to do this working with someone else in the group.

At the end of the session, ask for feedback and for each learner to identify two new uses of social media from their plan. Check back that all questions raised at the start of the session have been answered.
Module 3: Creating Social Media Content

How do I develop social media content for my organisation?

Target Audience Operational staff of adult education providers (marketing staff members, social media managers, etc.) responsible for content creation. If needed, the module can also be adapted for managers of adult education providers in the way explained in the methodological guideline.

Learning objectives
In completing Module 3 the learner will:
- understand the importance of developing social media content consistently with the marketing and PR strategy of the company and taking Search Engine Marketing (SEM) aspects into consideration
- know some general tips and specific tools to generate written and multimedia content, mainly videos and infographics, for social media
- create some basic social media content

Duration
4 hours. Additional time may be needed for practical activities

Equipment and materials needed
Projector & screen | computer | speakers | internet connection | whiteboard | markers | pens | set of computers for learners
It would also be advisable to have a social media account (i.e. Google+, Facebook, etc.) to get registered and use the design tools.

Methodological guideline
Module 3 forms the most practical part of CAMP 2.0 training course. It has been designed to be taught in an interactive way, combining theory and practice, always taking into account learners’ contributions and also their backgrounds and knowledge in the field of social media management and content creation.

Depending on learners’ profiles, decide which of the sections and activities are going to be most appropriate to focus on.

The Introduction is relevant for both operational and managerial staff members, as it aims to raise awareness of the importance to align social media content with the organisation’s existing Marketing and PR strategy (Module 2) and the need to take Search Engine Marketing aspects into consideration (Module 7) when developing content.

The rest of the module is specifically designed for operational staff responsible for creating social media content and it requires a more practical approach.

In delivering section 3, General tips for successful Social Media Content use the Power Point presentation and provide learners with some best practice examples or success stories to help them reach an understanding of which aspects to consider when creating social media content, as well as make them be aware of how powerful it can be for marketing and PR purposes.

In delivering sections 4, Written Content and 5, Multimedia Content begin with a brief introduction to the topic with the Power Point presentation, addressing the main aspects to consider and showing specific tools for creating videos and infographics (section 5). Explain how each tool works and use examples to show its potential. If possible, prepare examples related to adult education sector.

Then move on to a workshop to put into practice what has been learnt through the interactive practical activities. In each workshop learners should choose one or two tools and start creating some designs according to their background. The idea is that they do not just try the tools out, but create videos and
infographics that can be used in their own organisation. It may be beneficial for learners to do this working with someone else in the group and it is recommended that, at the end of the workshop, they show their creations to the rest of the group. In the case that participants are only managerial staff members, focus on sections 4 and 5, the relevant information to raise awareness of the usefulness of these design tools for their organisation and how much they can cost, that is to say, information to help those decision making staff members to select appropriate tools for creating successful social media content.

6. Technical steps for creating content in the selected Social Media platforms may be omitted for professional social media managers and for other learner’s profiles if they have IT technicians in their organizations to deal with those issues. Otherwise, learners should be introduced to basic steps on how to create and upload content on the social media platforms selected for the CAMP 2.0 training course.

At the end of the session, do a closing summary of the topics dealt with and ask for feedback and for each learner to identify how they plan to use the design tools to create social media content.
Module 4: Good Social Media Behaviour

What is meant by good social media behavior?

Target Audience
Operational staff (marketing and PR staff members, social media managers, etc.).

Learning objectives
In completing Module 4 the learner will:
- learn how to adjust communication language according to defined target group/according to the company profile
- learn how to react to unexpected feedback
- learn how to manage social media tools
- learn how to make the first contact with their potential customers

Duration
3 hours

Equipment and materials needed
Module materials | projector & screen | computer | internet connection | whiteboard | markers pens | set of computers for learners

It would also be advisable to have a social media account on the platforms which are included in the module.

Methodological guideline
Module 4 is divided into three sections, including the introduction to the topic, an explanation of and strategy for the effective use of social media tools and platforms, reactions to be shown on social media platforms and good examples of the social media campaigns of some institutions.

The first section is introducing the subject and reviewing social media tools. This part contains several tips for creating a social media campaign and sustaining active social media activity on main the social media platforms.

The second section contains the guidance about ‘How to react in Social Media’. In this section, the trainer will give practical information and aim to encourage awareness about giving true and effective reactions. Learners will discover how to handle any good or bad reactions they may encounter during their social media campaigns. Trainers will do this by showing learners efficient and current examples from social media and discuss their implementation during their social media campaign.

The third section is about ‘Optimizing Social Media Tools’. This phase aims to describe how to behave well in social media to create effective campaigns. The trainer will give hints and tips by showing concrete examples from some of the most popular social media platforms like; LinkedIn, Facebook, Twitter, Google+, Youtube and Tumblr. It is highly recommended to use a projection device in this phase.
“Which standard tips are compulsory under the web law to keep social media content legal?”

Target Audience
Managers of adult education provision

Learning objectives
In completing Module 5 the learner will:
- have a wider knowledge of legal requirements for the use of web 2.0 tools
- have a rational criteria to be aware of the legal contents, through an efficient control methodology based on an appropriate check list which will evaluate the presence of the necessary legal points, in order to assure and keep the content legal

Duration
3.5 hours

Equipment and materials needed
Module materials | projector & screen | computer | speakers | internet connection | whiteboard | markers pens | paper sheets | pens | set of computers for learners | testing mask for checking legal tips presence and compliance with the tool

Methodological guideline
The added value of this module for CAMP 2.0 training course learners will be the preservation of the ability to keep the level of compliance with legal standards of the web 2.0 social media contents used for PR & marketing, for their fair and successful use with respect to people, in terms of intellectual properties, copyrights, protections, legal tips when using photographic materials, web crimes and abuses or other legal aspects.

The first section is designed to lead to a correct interpretation and understanding of the application of legal standards and tips when developing a social media content, by means of reading, analysis, explanation and examples conducted by an expert.

It consists of a simple introduction on the specific topic, using the Power Point presentation “Summary on legal tips when using Social Media”, in order to recall in learners’ minds the common practical tips to keep contents legal.

After this introduction, questions on the subject should be asked to learners to verify the level of knowledge, understanding and application of these legal aspects when using social media.

At this point a number of video examples have to be shown for the application of each legal tip referred to in the social media tool used by learners, and each learner must notice any legal subject for which he needs more details. At the end of these videos, an interactive discussion or questions with learners has to be carried out in order to teach or clarify what is legal in terms of intellectual property rights, copyrights, protections, legal tips when using photographic materials, web crimes and abuses or other legal aspects.

The second section is a two hour long workshop that leads to a model development capacity of social media legal contents tested with a specific check list, where everyone can see and check their own tools verifying the presence of the required legal tips.

With the assistance of the teacher, each learner has to create a Marketing-PR page with content to attract adult education attention on the web, by using a common social media tool; when the web page is completed, a check list of required legal tips should be analysed to verify that the content is legal.

Finally, the trainer should check the learner’s work with them to ensure that all legal points have been understood.
Module 6: Quality Assurance

How do I monitor and evaluate the success of my marketing efforts?

Target Audience
Managerial staff of adult education providers, both decision making staff members and staff responsible for the implementation of specific actions.

Learning objectives
The module covers the main aspects and steps in quality assurance, monitoring and evaluation.

In completing Module 6 the learner will:
- understand the importance and necessity of quality assurance (monitoring and evaluation)
- learn about metrics
- learn, which tools are available for quality assurance and when and how to use them

Duration
8 hours. Due to complicated technical information it is recommended not to shorten the time for the session

Equipment and materials needed
Projector & screen | computer | internet connection | whiteboard or flipchart | markers pens
It would also be advisable to have printed handouts and social media account (i.e. Facebook, Twitter, etc.).

Methodological guideline
The first section of this module introduces the concepts of quality management, assurance, control, monitoring and evaluation. It is very important to stress the necessity and value of quality assurance and to present the importance of the measurable goals of organization concerning marketing public relations and social media, and also to introduce the concept of benchmarking. This step leads to a correct understanding of the theory and opportunities to use this knowledge in practice. This part of the module is designed for managerial staff of adult education providers (decision making staff members, i.e. directors, managers).

The second section is a description of what can be measured and monitored. The goal is to teach how to evaluate whether an organisation's marketing goals have been reached. This part of the module is designed for managerial staff of adult education providers: from decision making staff members to staff members responsible for implementing specific actions.

The third section explains how to pick metrics and measure marketing efforts and success. Bearing in mind that there are a lot of tools with constant updating and new ones becoming available, the suggestion would be to focus on the main ones (i.e. Google Analytics, Facebook analytics, Hootsuite, Klout, Tweetreach, Social mention, Icerocket).

There should be at least a few practical tasks, i.e. to analyse few different social media posts and to compare the results. It is recommended to give an up to date list of metrics and tools, with instructions when and how to use them. This part of the module is designed for managerial staff of adult education providers but focused on the staff members responsible for implementing specific actions.

The main purpose of the final section is to show the importance of quality assurance, monitoring and evaluation being constant processes and the importance of constant monitoring, so that mistakes can be corrected and improvements made. This part of the module is designed for managerial staff of adult education providers, however it should be introduced not only to decision making staff members, but also to staff responsible for the implementation of specific actions.
Module 7: Search Engine Marketing

How can Search Engine Optimization improve the positioning of my organisation on the internet?

Target Audience
The managerial staff of adult education providers, focusing on staff members responsible for implementing technical work tasks.

Learning objectives
In completing Module 7 the learner will:

- understand the approach of Search Engine Marketing (SEM)
- understand the concept and potential of Search Engine Optimization and Search Engine Advertising
- know the relation between Search Engine Optimization and social media
- be aware of future developments in the area of social media optimization

Duration
8 hours.

Equipment and materials needed
Module materials | projector & screen | computer | internet connection | whiteboard | markers pens

It would also be advisable to have printed handouts and access to website for analysis.

Methodological guideline
The entire module should be seen as a starting point for adult education institutions to think about SEM opportunities. It can only serve as inspiration and a prompt for

first ideas to be developed through planning and implementation within the individual organisation.

The working process is very much dependent upon existing knowledge in the area, therefore it is up to the trainer to decide how much time will be given to the session and how deep the working process will go.

The module offers mainly reading tasks that are supplemented by short videos, checklists and graphic examples (screenshots, info graphics), and it can be best implemented in the form of e-learning or blended learning in some parts.

The first section introduces the concept of SEM and its embedding in online marketing in general, as well as in relation with social media. The main focus should be on the reasons and benefits of using search engine marketing.

The second section introduces Search Engine Optimization dividing the topics into “on page factors” (focusing on keywords) and “off page factors” (focusing on backlinks).

The third section introduces Search Engine Advertising focusing on adwords campaigns and writing targeted advertisements.

The last section introduces outlook social media optimization and gives final remarks and issues to keep in mind.
7. The Training Modules

The Handbook contains the text of the eight Training Modules. Full versions of them, including the supporting materials, can be found on the CAMP 2.0 website:

The eight modules are:
Module 1: Introduction
Module 2: Developing a Social Media Strategy
Module 3: Creating Social Media Content
Module 5: Keeping the Content Legal
Module 4: Good Social Media Behaviour
Module 6: Quality Assurance
Module 7: Search Engine Marketing
Module 8: Social Media Tools

The Modules as they are included in the Handbook are not printed in their entirety. Full versions of each Module, along with all the supporting learning materials and Power Point presentations, will be found on the CAMP 2.0 e-learning platform: http://learning.camp20.eu

The links between the Modules are highlighted in red and the supporting materials are shown in green.
MODULE 1: INTRODUCTION

EXECUTIVE SUMMARY

The increasing presence of digital technology in all areas of our daily life, as well as the revolutionary change of online user behaviour to much more engagement and contribution in the web 2.0 era, makes social media one of the most important channels of the modern marketing landscape. The number of so called off-liners is drastically diminishing and users of all ages look for information online. Further, web 2.0 sites allow each user to become part of the online process through collaboration. People exchange experiences with products and share their wishes and complaints in extensive communities. These developments offer great opportunities to market any product or service. Adult education institutions in particular profit from an intense engagement with their target group on a personal level in order to create educational offers in correlation with the expectations, desires, and abilities of the participant.

From a practical point of view, for the development of a successful social media strategy it is important to realize that social media is bigger than facebook, youtube and twitter, and what range of usage all of these tools have to offer:

- networking, and communicating with customers or employees
- hosting, publishing, and creating online content
- researching and analysing the market.
1. Overview Introductory Module

1.1. Learning goals

This module forms the introduction to the Camp 2.0 Training “Web 2.0 Marketing and PR in adult education”. It points out the development of the use of digital technologies in our society including the concept of web 2.0. Furthermore, it describes briefly the application of this new form of communication in marketing for adult education providers.

By the end of this session the learner will:

- understand what role digital technology plays in our society
- know about the definition and importance of the terms in use (“social media” and “web 2.0”)
- realize the significance of social media for adult education marketing

1.2. Module content and structure

The introductory module starts with a brief statement about education and marketing in general, pointing out the need of professional modern marketing in adult education. The core of this module gives an overview of the use of internet and digital media today and how the behaviour of the internet user has changed drastically. By understanding what role digital technology plays in our society and realizing the significance of social media for adult education marketing, the introductory module serves as an inspirational push for the following modules of the Camp 2.0 Training “Web 2.0 Marketing and PR in adult education”.

The module contains a powerpoint presentation, which can be read by the learner at home or be presented during a face-to-face training by an expert.

2. The Introductory Module — the idea of Web 2.0

2.1. Education meets marketing

Let’s start off with a brief background paragraph about education and marketing slowly leading into the topic of PR & marketing with social media. (Since this training addresses people working in marketing in adult education institutions giving them practical advice at hand to improve their marketing-mix, further explanation about the historical development of marketing in adult education has not been included here.)

The fact that education institutions profit from marketing approaches is broadly accepted by education practitioners today. But this was not always the case.

In many European countries, where education was or still is mainly financed through state subsidy marketing was looked at from a distance, as being ethically dubious, in contrast to education, the “precious commodity”, whose value speaks for itself.

Looking at society, is important to realize that only a solid financial base makes it possible to maintain educational offers for disadvantaged people or unpopular topics independent from profitability.

TWO important truths:

1. From an economic point of view, education needs to be considered as a service or product, like any other, designed to satisfy customer needs. More than any other part of the education system, adult education is part of market development. Adults are looking for education services in general voluntarily or due to personal requirements, since it is independent from compulsory school attendance.

2. At the same time education differs greatly from other products or services, due to the complex relation between teacher and learner, and the fact that the participant (customer) is substantially involved in the service provision, hence the course of the education process is very difficult to standardize.
“Why do I need an online presence to market my product?”

2.2 Society and Digital Technology

Current statistics from Eurostat, a Directorate-General of the European Commission with the main responsibility to provide statistical information to the institutions of the European Union (EU), show the importance of the internet in today’s European society:

Individuals who have never used the internet, EU-28, 2006-2013 (% of individuals)

Image 3 | source Eurostat (last access: July 2014)

Individuals who used the internet on average at least once a week, by age group and level of formal education, EU-28, 2013 (% of individuals):

Image 4 | source Eurostat (last access: July 2014)

The numbers clearly show that “off-liners” are gradually disappearing. Also former indicators for internet abstinence such as old age start losing their significance, since 80% of up to 54 year olds and close to 50% of 55-74 year olds use the internet at least once a week.

Furthermore the module briefly takes up the trend of smartphones, which are now at the centre of digital life, and allow revolutionary internet mobility.

The Ericsson Mobility Report 2014 shows that mobile subscriptions have already outnumbered television viewers. This media reality has a strong impact on marketing today and in the future:

“Mobile is more personal; its primary purpose has always been to connect us with other people, rather than to deliver passive entertainment. People have more control over their phones. They alone decide which activities they participate in, what content they consume, and where and when they do so.”\(^1\)

In Germany, for example, Bitkom, the Digital Association of Germany (www.bitkom.org), has put the smartphone boom in numbers: 97% of all mobile phone users in Germany use smartphones. Top of the list of features being used on a daily basis is not phone or sms, but the internet.

Looking at these current developments the question why including the internet into the marketing mix should be answered: Internet presence is no longer a nice asset to a marketing portfolio but crucial for the survival of any business today.

Furthermore the trend of online mobility and featured use of social media points out the importance of personal engagement in marketing, which steers the introductory module to the next topic: web 2.0

\(^1\) Kemp, Simon: Socialbrands - The Future Of Marketing 2014. We Are Social, 2014
I have a website! Why do I need to engage in Social Media? (What is Social Media, anyway?)

2.3. WEB 2.0 – DIGITAL CLIMATE CHANGE?!
Web revolution, digital climate change – many associations with the term web 2.0 exist. But what really are the specificities and feature of the terms in use?

Web 1.0 - “the mostly read-only Web”: sites are content driven and the user is not involved or may interact only with the interface.
Web 2.0 - “the wildly read-write Web”: Sites allow the user to become part of the process through collaboration.

Common attributions that describe the characteristic of the two terms:

<table>
<thead>
<tr>
<th>Web 1.0</th>
<th>Web 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>„I am online“</td>
<td>„we are the web“</td>
</tr>
<tr>
<td>consumer</td>
<td>„prosumer“ (consumer+producer)</td>
</tr>
<tr>
<td>read-only content &amp;</td>
<td>user-generated content &amp;</td>
</tr>
<tr>
<td>personal websites</td>
<td>blogging</td>
</tr>
<tr>
<td>networking content</td>
<td>networking people</td>
</tr>
<tr>
<td>closed (one-way)</td>
<td>collaborative (two-way)</td>
</tr>
</tbody>
</table>

Web 2.0 stands for a very important change of culture of the user; the culture of sharing! A nice impression on how strongly the culture of sharing and generation of content as taken over in today’s online user community, gives “the internet-in-real-time”: http://pennystocks.la/internet-in-real-time/

2.4. WHAT ARE SOCIAL MEDIA?
Often the two terms „web 2.0”, and „social media”, are being used synonymously. Therefore it is important to stress that web 2.0 really is a concept of the web and the behavior of its users, and social media can be understood as being part of that concept. By definition, social media are websites and applications that enable users to create and share content or to participate in social networking.²

The conversation prism of Brian Solis and JESS3 visualizes the social media landscape, including the most important social networks and organized by how they are used in everyday life.

(see conversation prism p.27)

At this point it is important to realize that social media is more than just facebook, youtube and twitter, and to recognise what possibilities all of these tools may offer to a marketing strategy (and beyond). (The video infographic of Funky Marketing summarizes in an engaging way how social media as affected many areas of our lives in 2012 and 2013: www.youtube.com/watch?v=5yxuljHXooI)

INTERACTIVE TASK:
In order to gain a better orientation in this big pile of tools, and to ease the decision of what kind and how many tools to use, try to consciously analyse the tools you already know...

- What are your top 5 Social Media tools? Do you use them privately or for professional purposes?
- What purpose do they have for PR & Marketing?

Try to find categories for these different purposes (of course being aware that one tool may serve more than one purpose)

² www.oxforddictionaries.com/definition/social-media, (Last access: 10.07.2014)
“So far so good, but just to be clear...
What does all of this mean for me as adult education provider, in particular?”

Finally, let’s draw back the line to the overall topic and starting point, why Web 2.0 based PR and marketing is important for adult education providers to communicate their products and services.

Some last statistical numbers of Internet user between 25 and 54 years old in Europe
• 80% find information about services or goods online
• 42% look specifically for information about education, training or courses online

More than most products, educational offers need to be created in strong correlation with the expectations, desires, and abilities of the participant. And social media is all about engaging with people.

“The secret to better marketing today is not about finding more efficient ways to interrupt people. Rather, it’s about finding new ways to engage people as effectively as possible. The secret to this engagement lies in understanding what people want, and in adding value at every possible opportunity; offering people things that make their lives better, and adding to their experiences.”

4 Kemp, Simon: Socialbrands - The Future Of Marketing 2014. We Are Social, 2014
3. Further Reading

- Social Media Statistics 2014 – an interactive infographic:
  http://blog.digitalinsights.in/social-media-users-2014-stats-numbers/05205287.html
- Online toolkit for the use of Social Media in Higher Education:
  http://socialmediaforeducation.org/en_gb/

4. References


Online:

  http://de.slideshare.net/hoovazqtank/socia
MODULE 2: DEVELOPING A SOCIAL MEDIA STRATEGY

LEARNING GOALS

In completing Module Two, Developing a Social Media Strategy for PR and Marketing, the learner will:

• Bring together the learning from the other modules
• Understand the importance of having a social media strategy as an integral part of the overall PR and marketing strategy.
• Define their target groups for PR and marketing, in particular those who will be reached through digital media
• Establish the current level of social media usage within the organization
• Define the PR and marketing objectives of their organization, most specifically those which are specific to social media activity
• Create a draft social media strategy for their organization

CONTENT

Creating a successful social media marketing and PR strategy for your organization:

• An introduction to strategic marketing
• Review of the current marketing plan (SWOT analysis)
• Knowing the target audience
• Planning the integration of social media
• Getting the message right
• Working with staff to make it happen (Case study)
• Creating a draft marketing and PR strategy
1. An Introduction to Marketing and the Use of Social Media

The Importance of Marketing and Use of Social Media for an Organisation

Learning objectives:
The learner will appreciate the high regard with which marketing and PR is held by global companies and its importance in driving growth and prosperity.

The learner will understand the impact that the use of social media can have in marketing and PR activities.

Introduction
In this section we will look at the importance of marketing adult education in an increasingly competitive world, and the way that social media can be used for marketing and PR.

Brassington and Pettit (2006) define marketing as an “exchange process”, and make the point that marketing has developed rapidly over the last century. It’s main tasks are now considered to be “identifying and satisfying customers’ needs and wants” through an offer which has a competitive edge or “differential advantage”. In this context, it can be seen how adeptly social media is able to enable this process to take place.

Adult education can particularly benefit from using social media because social media channels such as Facebook and Twitter help build relationships with learners, as well as providing platforms for disseminating information.

Learners are actively involved in social media at every stage of their student life – from initial research into courses through to keeping in touch with friends from their course when they’ve left. Therefore, if your organisation can use social media really effectively it can help recruit, retain and re-engage learners.

In The Economist’s assessment of the use of social media in higher education, the point is made:

“Schools have also been using social media platforms such as Facebook, Twitter and LinkedIn to help them tailor messages to prospective candidates. Increasingly, students themselves are enlisted as virtual ambassadors to sell peers on their institution, responding to granular questions and sharing information based on their own experience.”

“We now have the technology that allows broader conversations than we have ever been able to have, and that requires paying a lot more attention to the conversation,” says Michael Stoner, president of mStoner, a US higher-education marketing and branding consultancy.”

The CAMP 2.0 Introductory Module showed you that increasing numbers of people are using social media so it’s important that your organisation is keeping pace with this explosion of interest, and is providing the right mix of marketing elements.

Activity
Learners will watch a video presentation made by the CEO of Coutts bank, an international banking organisation, in order to establish the importance of marketing and PR. This is available on the website: http://learning.camp20.eu

They will then review the statistical information referred to in the Introductory Module and reflect on the implications it has.

5 Brassington and Pettit (2006) Principles of Marketing

6 https://socialbusiness.hootsuite.com/webinar-making-the-grade-tapping-into-the-student-life-cycle.html?Last_Associated_Campaign__c=701a0000000jQSz

7 http://www.economistinsights.com/leadership-talent-innovation/analysis/higher-education-21st-century/casestudies
for the development of a social media strategy for their organisation.

“Are you maximising the use of social media in order to reach your target audience?”

2. WHAT MAKES A GREAT SOCIAL MEDIA MARKETING STRATEGY?

Introduction
A great social media strategy needs a lot of thought and preparation. The research carried out on behalf of the CAMP 2.1 project showed that while many organisations were using social media, it was often not done in a planned and coherent way as part of an overall marketing strategy.

There is a wealth of information available on the internet, offering advice and pointers to the creation of a successful social marketing media strategy. Several of them are listed in the references for this section.

However, the main points can be summarised as follows:

1. Establish what social media activity is already taking place
2. Decide on the organisation’s goals or performance indicators for the use of social media
3. Ensure these are in line with, and integrated within, the overall marketing and PR strategy and the goals that is designed to achieve
4. Improve on the use of existing social media platforms and introduce new ones as appropriate for the audience
5. Develop a plan to implement social media activity in a co-ordinated way which integrates into the marketing and PR strategy
6. Monitor the success and achievement of goals carefully
7. Review the plan regularly, and change it if necessary

Activity
Learners will read the introductory notes. and look at a range of other information, drawn primarily from the recommended sites given in the references at the end of this section

They will look at the PP presentation about developing a social media marketing strategy.

What are your organisation’s Key Performance Indicators (KPI) for successful marketing and PR. How can social media help achieve them?

Resources

3. WHO IS OUR TARGET AUDIENCE AND WHERE ARE THEY ON SOCIAL MEDIA?

Learning objective
The learner will:
- Think about ways in which the “consumers” of adult education can be segmented for marketing and PR purposes.
- Find out which social media platforms are used by the consumers. CAMP 2.0 Reference Document : Social Media Platforms could be used for this purpose.

Introduction
In any kind of marketing activity it is important to understand the market or audience that you are trying to engage with; this is as true of adult education as it is of any other business with products to sell.

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8 CAMP 2.0 Report
9 Richard, Wilson & Gilligan, 2009, Strategic Marketing Management (Elsevier)
It makes sense, therefore, to identify groups of learners with similar characteristics so that they can be targeted in the most appropriate way. This can be done using a variety of criteria:

- **Geographic** – where are your learners coming from? Is there a particular geographical area you wish to target?
- **Demographic** – this uses measurable criteria to tell you more about learners, for example their gender, age, race, income, occupation, socioeconomic status
- **Geodemographic** – this is a combination of the geographic and the demographic, “an analysis of people by where they live” (Sleight, 1977) as this enables you to build a fuller picture of your customer/learner

You need to build up a full picture of the different segments of your market and then choose social media channels which will be most effective in reaching them.

**Activity**

Learners will read web based text detailing the theory behind market segmentation.

They will then apply this theory to their organisation, and using the mapping document, they will identify the various segments that their learners potentially fall into.

This document will be brought to the group session for discussion and to help inform the planning for marketing and PR.

**Resources**


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4. **Creating a successful marketing and PR strategy for your organisation**

**Review of the current marketing plan within the organisation**

The learner will:

- Audit the current marketing activity and use of social media within his/her organisation in order to develop the strategy.

**Introduction**

Before embarking on writing a social media strategy, or developing an existing marketing and PR plan, it is important to have an accurate picture of what is presently happening within the organization.

Using an audit tool, such as a Strengths/Weaknesses/Threats and Opportunities matrix (SWOT) is a useful place to start.

**Activity**

Learners will conduct an analysis of the current level and scope of the marketing within their organisations using a SWOT analysis and the information already submitted for the survey.

At the same time, they will audit the current use of social media tools.

**Resources**

- **Audit Tool**
  - Completed analysis from initial survey

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5. **Working with staff to make it happen**

The learner will:

- Reflect on the importance of involving senior managers in the strategic planning and execution of PR and marketing activities.
- Reflect on ways of involving staff at all levels in the strategic marketing plan.
• Identify any staff development needs with regard to using social media

Introduction
In order to ensure that the use of social media is both professional and consistent in the messages it presents about the organization, it is important that all those involved are clear about the targets to be achieved.

They also need to have a level of competence in the use of the chosen media platforms, and be able to present consistent and suitable content which is in line with the organisation's brand and image.

The use of social media needs to be supported and encouraged at the highest level, and agreed as part of the wider PR and Marketing plan.

Activity
Learners will read a Case study of an organisation where the strategic marketing and PR is fully embedded and the SMT have responsibility for ensuring that it is implemented and successful.

They will then identify the key personnel in their organisation who should be involved in strategic marketing, from senior managers down, and identify whether or not they are already engaged.

They will also identify any training needs that arise. This information will be brought to a group session for discussion and to contribute to the action plan.

Resources
Case Studies on Learning Platform

6. PLANNING THE INTEGRATION OF SOCIAL MEDIA

The learner will:
• Plan the most effective use of social media alongside media channels already utilized.
• Utilise information gathered from CAMP 2.0 Reference Document : Social Media Platforms and CAMP 2.0 Module 3 : Creating Social Media Content

Introduction
Social Media needs to form part of the wider PR and Marketing plan for the organisation. It will compliment and support those activities and help build a sense of community.

Activity
Learners will have explored the current range of social media available to them through the Introductory Module, the Reference Document : Social Media Platforms and CAMP 2.0 Module 3 : Creating Social Media Content

They have established which SM tools are already in use in their organisation, and assessed whether there are any other potentially useful social media for their organisation.

They will look at how social media is or could be integrated with other forms of PR and marketing and seek to maximise its effectiveness for their organisation.

They will consider how to measure the effectiveness of social media in promotion if this is not already done within their organisation.

Resources
Introductory Module, the Reference Document : Social Media Platforms and CAMP 2.0 Module 3 : Creating Social Media Content

7. GETTING THE MESSAGE RIGHT

The learner will:
• Consider the PR and marketing messages his/her organization wishes to promote via social media
• Consider the legal framework for generating content, as outlined in Module 5
Think about the use of SEO, as outlined in Module 7

**Introduction**
The use of social media needs to be carefully managed in order to get the right messages about the organisation’s brand. These need to be in line with the overall messages designed to build brand awareness: Elliot & Percy (2007) make the point “we are talking broadly about any marketing communication that is meant to reinforce brand awareness and build positive brand attitude, regardless of the way that message may be delivered...” and this includes any social media content.

**Activity**
Learners will read a case study which highlights the importance of promoting a clear and consistent message about an organisation, eg the University of Queensland Business school:


They will identify the key words and phrases that are associated with their organisation along with any other distinctive features of their “brand”.

**What are the key words and phrases to be used for SEO?**

They will consider whether their use of promotional materials, including social media supports the image of the organisation, and whether it is consistent, appropriate and legal.

**Resources**
Case study
Key words and features for branding the organisation

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**8. Creating a draft social media marketing and PR strategy**

The learner will:
- Draft a marketing and PR strategy for their institution, based on the exemplar provided.
- Identify clear goals or targets within the strategy.
- Identify ways of measuring the effectiveness of the strategy in achieving the goals or targets set, as outlined in Module 6.

**Introduction**
Hopefully you now feel confident and well equipped to draft a social media strategy for your organization.

You may be starting from scratch, or you may be amending an existing policy or strategy document. Remember to keep it:

Specific
Measurable
Attainable
Relevant
Time based

**Activity**
Learners will examine an exemplar marketing and PR plan, showing end goals, intended audiences, time frames, social media to be used, staffing, and monitoring and review milestones.
They will then draft one for their own organisation based on the exemplar.

**Resources**
Exemplar planning document
Blank planning document

**Next Steps**

Now you have created a strategy, it needs to be implemented and monitored.
You can use the pro-forma Camp 2.0 Next Steps to plan what to do next.

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MODULE 3: CREATING SOCIAL MEDIA CONTENT

EXECUTIVE SUMMARY

Web 2.0 has brought with it powerful instruments for businesses to communicate and interact with their customers and prospects and get them engaged. However, despite having many tools and resources available, creating successful content for Social Media marketing purposes can be a tricky task.

One of the most important aspects to consider is how to create motivating content that people want to share. Knowing what the ideal content to publish is, and how to present the information can have a huge impact on the visibility and reach of the content among your target audience so, first of all, this Module shows some key principles to consider when creating Social Media content.

Additionally, it is important to know how to use and make the most of the different types of content a business can share on Social Media platforms, so this Module also contains some basic notions, tips and references to further reading to help adult education providers to learn how to produce creative written and multimedia content for Social Media. It also introduces some basic technical steps to create content on some specific Social Media platforms, which have been selected for this course because of their suitability for non-professional users and their popularity and ability to reach the usual target audience of adult education providers.

LEARNING GOALS

The overall objective of Module 3 is that participants of the course learn to create and release Social Media content that engages and motivates their audience and helps them to make an effective brand communication.

In particular, in completing this Module the learner will:

• Understand the importance of developing Social Media content consistently with the Marketing and PR strategy of the company and taking Search Engine Marketing aspects into consideration.

• Know general tips and specific tools to generate written and multimedia content, mainly videos and infographics, for Social Media.

• Create some basic Social Media content.
MODULE CONTENT AND STRUCTURE

This Module contains basic notions, tips and references to further readings about how to produce creative written and multimedia content for Social Media, specially focusing on particular Social Media platforms which have been selected taking into account their suitability for non-professional users, as well as their popularity and ability to reach the usual target audience of adult education providers.

Apart from the introduction, the module consists of four main sections: the first one to present some general principles to consider to generate successful Social Media content; two other sections focusing on how to create written and multimedia content for Social Media and a final section to introduce basic technical steps to create content on the selected Social Media platforms.

INTRODUCTION

The communication methods and tools that web 2.0 has brought with it provide a uniquely rich way to release relevant information in multiple media, all individually open to re-use and re-distribution, that make available a dynamic venue for discourse and multimedia contributions on a topic, as well as a powerful instrument to interact with an audience and get it engaged. However, despite being a cost-effective way to reach current and potential customers, Social Media can be highly time consuming and creating Social Media content that is worthy from a marketing point of view and that helps you to connect with your target audience demands that you have a previously have a well thought plan.

Thus, in order to make a smart and efficient use of the resources and to achieve your goals, it is very important to align Social Media content development with your Marketing and PR strategy and to have pretty well identified how to address your target audience, in particular:

- audience profiles
- key marketing messages you want to communicate to that audience
- social networks to focus on, depending on the platforms your customers prefer
- how to keep track of the results achieved

Once each of these issues have been perfectly identified and there is a Social Media strategy to implement through specific planned actions (see Module 2: Developing a Social Media Strategy), it is time to tackle some practical information about how to create and release Social Media content and a few important hints to bear in mind to do it successfully.

Likewise, and as it will be presented in Module 7: Search Engine Marketing, there are other aspects to take into consideration when creating content in a platform, which will definitely influence the way marketing is used.
One of the most important aspects to consider when creating Social Media content is how to spread it across the Web, not only through internal marketing campaigns, but also organically on social media networks. According to Jonah Peretti, founder and CEO of BuzzFeed, creating content people love to share is the key to success.

**Make it easy to share.** Every piece of content should have social sharing buttons that are easy to find (most commonly at the top of the page or underneath the content).

Other general tips to consider:

**Pay attention to frequency, timing and multiple sites** to achieve higher levels of social engagement.

**Optimize content for Search and Social Media.** Search Engine Optimization (SEO) is the art of making it easy for your customers and prospects to find your content (see Module 7: Search Engine Marketing).

**Coordinate your Social Channels.**

**Outsource content development as needed.** Businesses should decide what they want to achieve and keep some Social Media in-house and send some Social Media to an expert consultant who can apply his/her knowledge across many different platforms”.

**Use free design resources.** You do not need to originally design and create all the multimedia content you use. There are many design resources available on the Internet. We recommend you to check this article “9 Superb Places To Find Fresh Free Design Resources”.

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11 Tim Devaney and Tom Stein write, “Studies show it takes a midsize company about 32 hours a month to capably handle a single social media platform.”

12 “How to Craft a Successful Social Media Content Marketing Plan”, by SalesForce, Marketing Cloud
HOW TO WRITE THE PERFECT BLOG POST?

Think of questions to make to readers, a picture or an experience to share to make it more attractive.

Define the main ideas to share and how they relate to each other.

Summarise the post with what you want your customers to do: to like your page, to share it, or to go to your website, etc.

Add links: that interesting article, your website, etc.

Share on SOCIAL MEDIA

Find a topic and the aim of the post.

CALL TO ACTION

YOU GET IT
With regards to the topic, think of creating useful and compelling content by developing a piece of information that educates interests or entertains your audience.

You can also invite well-known people in your industry to guest post.

Some other important aspects to consider when writing a post are:

**Use understandable language and a conversational tone to engage readers**, proving to them that there are living breathing people behind your brand. Content should never be dry and lifeless.

**Write titles, descriptions and headers carefully** to attract interest, foster social media sharing, and match SEO objectives (see Module 7 Search Engine Marketing)

**Create easy-to-digest content** using short, simple sentences and bullet points when listing items.

**Highlight the main ideas** bolding or italicizing key points.

**Supplement the text** using different forms of content: pictures, infographics, embedded videos, sound clips, documents, presentations, etc. This will make the post both more engaging for the reader and more shareable.

**Include links** throughout the post to direct readers to previously written blog posts and other materials.

**Always write a conclusion** to wrap up the information presented in the post.

**Include clear calls to action** as final instructions so that, after reading the post your audience has a clear idea of what to do next. I.e. “Subscribe Now”, “Sign up and reserve your post today”, “Sign up and get our free e-book today”, etc.

**Add some social media buttons** to the post prompting readers to share it.

---

**Some specific tips for Facebook**

In creating content in Facebook you can:

- provide helpful information about topics that are on the mind of your ideal customer
- post details about your business events in the Facebook events tab
- display exclusive discounts to your Facebook Fans
- post intriguing details about your products or services, but don’t get too “salesy” or your Fans will feel “marketed to” and leave

Some other aspects to consider when writing a post in Facebook are:

- Use a conversational tone to engage your audience, with short, simple sentences.
- Highlight the main ideas.
- Enrich the text adding links to photos, posts or videos.
- Include clear calls to action.
- Add other social media buttons.

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**Some specific tips for Twitter**

Twitter is all about sharing provoking, insightful or newsworthy titbits that include links to longer-form content, like blog posts.

Many social platforms integrate with Twitter, so these tweets can help build an audience on other platforms.

Some aspects to consider when creating content in Twitter are:

- Use engaging language, short, simple sentences and supplement the text adding links to photos, infographics, videos or posts.
- And don’t forget to make the most of twitter by including attractive calls to action.

**Practical exercise**

Use the basic steps presented to write a blog post about an interesting topic for your target audience.
2. Multimedia Content

Multimedia content is quickly taking over the arena of Social Media marketing, since using audio content and visual vocabulary (i.e., photos, emojis, videos, etc.) allows people to interact with each other and share a universal language that works across all media and cultures.

In this section some general tips to take into account as far as multimedia content is concerned will be presented and some interesting and helpful tools for creating videos, designing infographics and podcasting will be introduced.

Videos

The social video starter guide, shows how to make the most of the popularity of social video sites (such as YouTube, Vimeo, Google Hangouts, Instagram, and Vine) and explores how social video sites have become a major component in reaching target audiences and why so many businesses are succeeding because of it.

In creating a video, these basic steps should be taken to help the creative process:
1. Think of a topic and what you want to achieve with your video.
2. Define the main ideas to share and how they relate to each other.
3. Choose the most suitable video format to share those ideas and a proper tool to create it.
4. Get some inspiration and gather all the materials you need.
5. Start creating the video and enjoy the process.

Regarding the first step, think of content addressed to your audience’s needs. Your goal should be to create videos that are helpful, valuable and compelling to your prospects and clients. If you can blog about it, you can create a video about it. Your video content may consist of how-to’s, answers to frequently asked questions, expert interviews, screen video captures, slide shows and more.

These are some ideas about what to use video content for:

To introduce your team. It is an original way to connect with your audience.

To show the “behind the scenes” of your business. People love to see the human side of work.

To share video testimonials. Having others see how much people love your products can have a powerful effect.

To pose a question to be answered in a later video. This gets a lot of people involved and also gives you the chance to provide content later.

Each video site has its own pros and cons, for example YouTube allows you to reach a larger audience, Vimeo offers the highest quality for streaming videos, whereas Vine is the best option to share short messages. Depending on your Social Media strategy you will have to choose the right social video site to spread your content on.
To explain or show how to do something. You can create a slideshow video using PowerPoint and narrating each slide as a guide through them or you can do a *screencast* by recording your screen while demonstrating something.

To answer common questions. It will also help to connect with your audience and show you care about your customers’ concerns.

And do not forget that you can also:

- **Subtitle an existing video.** Just remember to make sure there are no copyright issues before doing this!

- **Hire a professional voiceover.** If you have just the visuals and don’t want to record your own voice, you can get someone from Fiverr to do the voiceover for less than 5€.

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**Image 8 | Infographic “Basic steps to create a video”**
These are some specific tools for creating and editing video content for Social Media.

<table>
<thead>
<tr>
<th>TOOLS</th>
<th>SHORT DESCRIPTION + LOGIN</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
<th>PRICING14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Magisto</strong></td>
<td>Web-based tool that allows users to make videos with photos and video clips. Login through email, Facebook or Google account.</td>
<td>It allows to share or email unlimited videos for free. It is quite intuitive.</td>
<td>To download creations, a premium account is needed.</td>
<td>Free / limited number of creations. Premium: $5 /month Magisto Premium: $18 / year</td>
</tr>
<tr>
<td><strong>Sparkol</strong></td>
<td>Sparkol (VideoScribe) is a software for creating whiteboard animations automatically. Easy login by entering email address or using facebook account.</td>
<td>Very easy to use, with a great number of element libraries and plenty of training videos showing you how to get started.</td>
<td>Need to pay every month to continue using the program. Need to download a program.</td>
<td>Free / limited number of creations. 17€ /month /unlimited videos.</td>
</tr>
<tr>
<td><strong>Animoto</strong></td>
<td>Popular video editing site, specially for businesses, to create videos from photos, video clips and text. It has both free and paid options. Easy login by entering email address or using Facebook account.</td>
<td>Simple to use. It produces fast and fun video that have a pretty good quality.</td>
<td>Free version shows Animoto watermark in the middle. It not as flexible as a user might like it to be.</td>
<td>Free / 30-sec videos. Unlimited videos: 25 € / year. Removing branding: 225 € / year.</td>
</tr>
<tr>
<td><strong>GoAnimate</strong></td>
<td>Web-based application that allows non-artist users to easily create animated videos. It also has free and paid options. Easy login by entering email address.</td>
<td>It is intuitive and easy to use. Online tutorial is quite helpful. With animated videos you are not constrained by video footage and not portraying real individuals allows striking a wider range of emotional tones, which can help cover difficult subjects frankly and effectively.</td>
<td>There is a bit of a delay when previewing videos, and reloading a previously saved video into the editor. Free trial has a watermark.</td>
<td>14-day free trial GoPublish $39/month GoPremium $79/month GoTeam $250/month</td>
</tr>
<tr>
<td><strong>Screencastomatic</strong></td>
<td>Site that allows users to create recordings of their screen activity and audio using a Java-based applet. Easy login by entering email address.</td>
<td>It allows screen capture recording on Windows or Mac computers, providing moviemakers with a generous amount of recording time.</td>
<td>A Java applet is needed in order to run properly. Users cannot edit the screencast on the website or record more than 15 minutes without purchasing the Pro edition for $15 per year.</td>
<td>Free: 15 min. max. record time. Pro: $15/year unlimited use</td>
</tr>
</tbody>
</table>

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14 Please, check each site for possible update of pricings
Some specific tips for YouTube

Make findable videos

Your videos should be findable both within and outside of YouTube. Videos often appear on the first page of search engines, and are a proven method of leap-frogging your competition to the top of the search results page (see Module 7 Search Engine Marketing).

To make your video more findable, you’ll want to focus on:

- **Title:** Make sure your targeted keywords are in the first few words of your title. Another trick is to add a colon after your initial keywords and rephrase your title for maximum effect
- **Description:** Two things to keep in mind here: 1) start your description with a full URL, and 2) don’t be stingy with your description. Be as descriptive as possible
- **Tags:** Be sure to include any and all related keywords in the tags field

Upload videos with particular settings

Each video can be uploaded with particular individual settings regarding:

- privacy levels (i.e., who can view it)
- licensing rules for how others can use your material
- permission to let people rate the video (using YouTube’s star system) and/or leave comments for others to see

Customize your YouTube channel

You can share your videos and interact with your audience through your own YouTube video channel, where all your uploaded videos are grouped together.

Create a custom background and choose your colors to match your branding. As with every social media platform, the more branded and “lived-in” your profile appears the more credibility you appear to have.

Create Playlists and feature your best content in the right column. Playlists are a way of organizing videos on YouTube. Although you can create playlists of any video— whether you made it or not—for your channel, consider creating a playlist of your most popular videos, or ones that best represent your products and offerings. For example, if you offer English courses, you might create a playlist that consists of “English songs,” “English grammar explanations,” “English camps you organize” and so on.

You can also set the privacy level of your video channel determining whether the public can watch your videos or only authorized clients.

Use annotations

You can add annotations to your YouTube videos that include clickable calls to action. This is also helpful if you have created a video with out-of-date information.

Rather than deleting the video, you can create a new video. Then go back to the original video and embed a link that takes people to the updated, corrected version.

Post a bulletin and alert your subscribers

At the top of your channel is the Post Bulletin tab. You can create a bulletin and a link to a video that will appear on your subscribers’ home pages. This is a great way to draw extra attention—and traffic—to your video.

Take advantage of other social media platforms

The following are some ways to extend the scope of your video and make it more shareable:

- blog it; every time you post a new video, you should create a blog post around it. Use a keyword-rich title, and fill your post with appropriate, complementary content
- post it on Facebook; whether on your profile page or on your business page, you can reach a much wider audience
- tweet it; good content goes farther on Twitter

Practical exercise

Use the basic steps presented and the selected tools above to start creating a short video on:

- one of your courses
- your entity itself
one offer you want your customers be aware of

Take into account that depending on the kind of video you want to produce, you can use one tool of another.

After creating it, put into practice what has been learnt in this section and start sharing it according to your social media strategy (see Module 2) and the platforms you work with. You can also upload it to your YouTube channel or even start creating a YouTube account if you still do not have one.

3. Infographics

Infographics can be a powerful communication tool. They are graphic visual representations of facts, data or knowledge intended to present complex information quickly and clearly, breaking it down into smaller concepts which are coherent and tell a “big picture” story. Besides, infographics are generally re-pinned many times and tend to go viral.

Here you can find an interactive guide to infographics provided by www.beetleweb.com.

Image 9 | http://www.beetleweb.com/how-to-use-infographics

Basic steps and some tips to create an infographic

In creating an infographic, these basic steps can help you with the creative process:

1. Think of a topic and what you want to achieve with your design.
2. Define the main ideas to share and how they relate to each other.
3. Choose a tool to create the infographic.
4. Get some inspiration and gather all the materials you need.
5. Choose a theme.
6. Add icons and text/charts.
7. Edit text and add background.
8. Save and publish.

Image 10 | Infographic “Basic steps to create an infographic”
You can find on the Internet several easy tools to design infographics. The following three free tools are specially recommended for non-professional users. All of them require getting an account to start using them, although you can also sign in with your Google Plus or Facebook account, etc.

<table>
<thead>
<tr>
<th>TOOLS</th>
<th>SHORT DESCRIPTION</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
<th>PRICING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piktochart</td>
<td>It’s a quick and easy way for non-designers to create and share infographics.</td>
<td>Very easy for non-designers to get something basic created or to create professional-grade infographics using templates. Fast. Free version has more than 4,000 icons.</td>
<td>It’s harder to go off-piste and customise. Sharing isn’t built in and there’s no community to help share.</td>
<td>Free for basic templates. Pro-Account: $29.99/month Education Account - $39.99/year</td>
</tr>
<tr>
<td>Easel.ly</td>
<td>Easiest of all platforms, less finicky than others Works in many browsers including Explorer, Chrome and Firefox</td>
<td>Unable to control size of infographic; short canvas not able to make longer or wider infographics. If topic does not fit into a specific theme, your infographic will be much more difficult to create Does not recognize special characters</td>
<td></td>
<td>Free trial for a week Pro account: $29.99/month</td>
</tr>
<tr>
<td>Infogr.am</td>
<td>Easy to use Infographic could be widened Some animation features Works in many browsers including Explorer, Chrome and Firefox</td>
<td>Few images/icons which makes it less visual</td>
<td></td>
<td>30-day free trial. Professional use: $15/month 100 images. Business use: $42/month 1,000 images. Enterprise account: $166/month 10,000 images</td>
</tr>
</tbody>
</table>

Please, check each site for possible update of pricings.
**Practical Exercise**

Use the basic steps presented and the selected tools above to start creating an infographic on:

- one of your courses
- your entity itself
- one offer you want your customers be aware of

Take into account that depending on the kind of infographic you want to produce, you can use one tool of another.

After creating it, put into practice what has been learnt in this section and start sharing it according to your social media strategy (see Module 2) and the platforms you work with.

**4. Podcasts**

In addition to using more visual content, another trend for Social Media is podcasting, which is an excellent way to gain more exposure and connect with your target audience, drive more traffic to your website and stand out of your competitors.

Podcasts consists of a series of audio recordings or a regular audio show to which your audience can subscribe. Besides, episodes can be downloaded via iTunes or other software.

There are many “how-to podcast” tutorials on the Internet, but we specially recommend checking the one from Cliff Ravenscraft over at LearnHowtoPodcast.com.

You can also have a quick overview of Podcasting watching this video:

![Image 1](https://www.youtube.com/watch?v=--sDByAswol.webm)

**Basic Steps and Some Tips to Podcast**

Before recording a podcast, take some time to:

1. Think of a topic and what you want to achieve.
2. Plan out the episode before you start recording, defining the main ideas to share and how they relate to each other. You do not need to write down every word, you will sound more natural speaking off the cuff.
3. Get some inspiration and gather all the materials you need (references to other podcasts, articles, etc.).

In the same way than when creating written content, videos and infographics, regarding the first step you should think of helpful, valuable and compelling content for your clients and prospects.

You can use podcasts to introduce your team or give details about your business, to share testimonials, to answer to frequently asked questions, or to explain something.

Moreover, these are some other tips to bear in mind:

- **Keep it short.** A regular 20-minute podcast is better than a 90-minute episode every 6 months.

- **Make use of content you already have.** Instead of recording a new podcast, you can export and edit the audio from your video recordings.

- **Record an interview or a conversation** with your co-workers or others in the industry. Dialogues and friendly debates are always more lively than monologues.

A good example for adult education providers: Clemson University keeps students informed with audio recordings of lectures and happenings from their different departments.
5. Technical steps to create content in selected Social Media platforms

This section may be omitted for professional social media managers and for other learner’s profiles if they have IT technicians in their organizations to deal with these issues. Otherwise, learners without experience should be introduced to basic technical steps on how to create and upload content on the social media platforms selected for the CAMP 2.0 training course.

- **Facebook**
  - [Facebook user’s guide](#)
- **Twitter**
  - [Twitter for business basics](#)
- **Youtube**
  - The two following links provide helpful information about how to use YouTube:
    - [Official YouTube Help Center](#)
    - [How to use YouTube to upload, edit, share your videos](#)

**Glossary**

**Facebook terms**

*Comment:* A person’s written response to a post.

*Friend:* A person you have invited to be a “Friend” or a person whose Friend invitation you have accepted. A Friend will be able to see your Page or Profile.

*Like:* Clicking “Like” under a Facebook post indicates that you enjoyed it. Your “Like” is noted beneath the item and posted to your Wall.

*Page:* An organization’s professional presence on Facebook.

*Post:* To write or publish content on an organization’s or individual’s Facebook page. A Post can include images, text, and hypertext links.

*Profile:* An individual’s personal Facebook page, which may contain status updates, photos, videos, a list of friends, and recent activities.

**Twitter terms**

*Direct message or DM:* A private message sent via Twitter between people who follow each other.

*Follow:* To receive an individual’s Twitter updates.

*Hashtag or #:* A way to categorize tweets on a particular topic.

*Mention:* A Twitter update that contains @username anywhere in the body of the Tweet.

*Retweet or RT:* Sharing another user’s tweets with followers.

*Tweet*: An individual Twitter post.

**YouTube terms**

*Hook:* Content that is meant to keep viewers interested in what happens next. Ideally, a video’s hook happens within the first 15 seconds.

*Like(s):* A user action that shows appreciation for a video. This action can be broadcast to subscribers in the feed.

*Playlist:* A playlist is a collection of videos that can be viewed, shared and embedded like an individual video. You can create playlists using any videos on YouTube. Videos can be in multiple playlists. Uploaded videos and favorited videos are default playlists on your channel.

*Suggested Videos:* Video thumbnails that appear in the right-hand column of watch pages and the homepage, or the tiled thumbnails that appear when a video has finished playing.

*YouTube Analytics:* A tool that provides information across various metrics for videos, channels and audience. Available in your user account.

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<sup>66 This guide has been developed by American Majority, a training company based in Wisconsin.</sup>
Further Readings

Article
“7 tools for when you don’t want to learn Photoshop”
“9 Superb Places To Find Fresh Free Design Resources”
“Facebook pages for Business”
“There’s more to video than YouTube
“The social video starter guide”
“The ultimate guide to create your own Infographic”
“What is Facebook and How Do I Use It?”
“What to tweet for Small Business owners”

Study
“Social Media Market, 2012-2016”

Tutorial
“How to craft a Successful Social Media Content Marketing Plan”
“How to create an Infographic in 5 minutes”
“How to publish content in Facebook”
“How to use videos to Facebook”
“How to use Infographics”
“Learn how to podcast”

References

Article:
http://www.christiankonline.com/
http://podcastanswerman.com/
http://www.radicati.com/
http://sbinformation.about.com/
http://www.socialmediaexaminer.com/
http://www.socialmediatoday.com/

Marketing reference:
www.beetleweb.com
http://www.lintbucket.com/
http://marketingland.com

Platform
www.facebook.com
www.twitter.com
www.youtube.com
http://www.salesforcemarketingcloud.com
ROUTE 2.0 Learning Platform
https://www.youtube.com/yt/playbook/glossary.html

Tool:
http://magisto.com/
http://sparkol.com/
http://animoto.com/
http://goanimate.com/
http://screencastomatic.com/
http://piktochart.com/
http://www.easel.ly/
http://infogr.am/
https://www.fiverr.com/
http://www.smashingapps.com/
Module 5: Keeping the Content Legal

Executive Summary

According to the actual UE standards provided by the European Commission concerning legal requirements for the proper use and distribution of Social media tools, the present module covers three main aspects of this theme:

legislative aspects: covering the current legislative framework referred to when using so-called “Web 2.0" or “social media” technologies for both marketing and communication or PR, or learning purpose, in terms of governance and management;
operating aspects: legal tips to be used according to the selected web 2.0 /social media technology provided by a comparison between developed contents and an on line specific link for inspection purpose;
evaluation aspects: testing the compliance of contents and enhancing the work by means of a case study.

The module aims to improve the level of knowledge and competences of participants referring to compliancy with legal standards of the web 2.0 social media contents; to transfer a common methodology for including legal tips and to provide them with an electronic data base support for testing their job. This module is addressed to staff and management of adult education providers in charge of PR & Marketing.

Specific Objectives of this module are: a wider knowledge of legal requirements for the use of these web 2.0 tools; a rational criteria of being aware of legal aspects; an efficient control methodology, based on an appropriate and interactive mask

For providing and checking the presence of the necessary legal tips in order to assure the usability of the social media contents. The expected results are the learning about the development and the use of social Web2.0/social media technologies for marketing purposes, including legal tips.

Overview of Module on keeping the contents legal

The training module is carried out through three units:

1: Participants common basic knowledge of the legal aspects of social media contents. This item leads to a correct interpretation and understanding the applicability of legal standards and tips when developing a social media content by means of reading, analysis, explanation and examples conducted by an expert.

2: Participants professional competence. This unit leads to a model development capacity of social media legal contents tested with a specific link to an on line mask, where everyone can see and check their own tools, thus verifying the presence of the required legal tips.

3: Participants knowledge enhancing. This unit leads to the evaluation of the achieved knowledge applicability with the evaluation of the workshop.
Learning Goals

- Knowledge of LEGAL ASPECTS requirements when using different social media tools for PR & Marketing
- DEVELOPMENT OF COMPETENCES able to create useful Social Media content compliant with the legal aspects (e.g. creation of videos, podcasts, interaction with customers, creative writing, handling of “shit-storms”, how to manage forums, etc.
- Understanding the LEGAL OBLIGATIONS APPLICABILITY (e.g. IPR) and checking the legal authorization of Social Media contents for availability among institutions.

Module Content and Structure

This module starts with an introduction to the social media legal aspects and legal diffusion policy in order to understand the rules and standards on which the use of web 2.0 tools should be based for data protection and privacy and to avoid illegal distribution.

The module will be conducted showing a list of appropriate legal standards and giving a specific explanation to facilitate comprehension. (power point, duration 1 hour). Time for questions and discussions is also included. Readings will be suggested for in depth analysis and study by learners.

The second part of the module is a working phase for the participants with the assistance of an expert, during which the learners will prepare a web tool social media model and check by using an online mask whether the legal tips have been included or not. This practical work can also be continued at home as a self-practice. (PC work, duration 2 hours)

The module ends with a follow up of the workshop and results to analyse and discuss the application of legal tips on contents (0.5 hour).
SUMMARY OF LEGAL TIPS WHEN USING SOCIAL MEDIA

INTRODUCTION

The use and publication of posts on social media is regulated mainly by common sense. Violations of national laws have the same value and effects on the web. The application of these laws is regulated by legal aspects for activities using social media.

1. INTELLECTUAL PROPERTY RIGHTS USING SOCIAL MEDIA

When using Social Media tools for educational/training course marketing purposes, particular attention should be made for the intellectual property referred to the origin of the published material used.

The Moral Rights (authorship and integrity of the work) and Property Rights (diffusion and unauthorized copies) must be ensured and safeguarded.

Copyright literally means "right to copy", since the right to copy the work it is just for those who wrote it.

Copyright is an automatic right that arises with the author from the mere act of creation; the deposit of copyright is not required, but only to prove the rights of the creation, provided that it is original. The mention of copyright is usually formalised by the symbol © followed by the year of publication and the author's last name or the company that filed the copyright. So the only way to be sure you do not infringe the copyright of others or on the Net is to copy, use, share, post only content that you have created, or for which the express consent from the rightful owner has been given.

It is not legal just to find a picture or video on the Internet and use them as you like, but you first need to check who they belong to and which conditions of use are subject.

In this regard, such works on the Net are often subject to Creative Commons licenses; these licenses contain six different features of copyright according to the pattern "some rights reserved", so that it is immediately understandable what rights are granted to the public and which remain reserved to the holder of creative work.

Violation of copyright involves criminal penalties, even serious ones, especially if the person who unlawfully uses the work of others does so with profit. Every intellectual work on the Internet belongs to its author and cannot be copied or benefit in any way without the express consent of the author.

The indication of copyright that is present in many sites (with the name of the author or owner of the economic rights, as well as the date) strengthens and clarifies the protection of the work, but even where it is missing be aware that you are not allowed to copy or reproduce the works that are on web.
The European Data Protection Supervisor (EDPS) is an authority of independent surveillance whose primary goal is to ensure that the institutions and bodies respect the right of privacy and data protection when handling personal data and when implementing new policies. The duties and powers of the EDPS and the Supervisor, as well as the institutional independence of the supervisory authority, are set out in the "Rules for the protection of data" (Regulation (EC) n. 45/2001, OJ L 8, 12.1.2001).

The role of "supervision", the fundamental task of the EDPS is to control the processing of personal data among the institutions and bodies of the EU. The primary activity of the EDPS is supervision in addition to this general control task, the EDPS also carries out on-site inspections to ensure compliance with the rules in practice. The supervisory role of the EDPS also provides the examination of complaints by employees of the EU or by any person who believe that your personal data have not been treated with due respect by an institution or an EU body.

Examples of complaints include:
- Violations of privacy
- Non-authorized access to information
- The right to correction
- Erasure of data
- Excessive collection or illegal use of the data by who have full control

For marketing or training courses purposes, copies or intellectual property quotes are allowed as far as they are not representing an economic competition of the author's work.

These rules are implemented for:
- Digital documents download (pictures, photos, documents)
- Email
- Web pages
Protections:

- use of software web tools which do not allow copy–paste utility, such as, for example, Adobe Acrobat;
- digital protection of files (DRM with chip or by digital signature)

3. PHOTOGRAPHIC MATERIAL

The same rules remain valid for photographic material. A violation of law in this case is identified as a fraud.

The rise of this phenomenon is mainly due to publication of photos of other people without authorization for the disseminated photographic material.

**Internet photo protection**

In practice, photography is a mere reproduction of objects without any creative input of the photographer to whom the law recognizes the exclusive rights of reproduction, distribution and traffic.

So concerning the pictures on the Internet, where information on the date of reproduction is present, they can be used with permission from the holder of the relevant rights; otherwise, if such signs are not present, such permission would not be necessary.

This rule, however, should be tempered by the consideration that it is quite possible that an image is in the network with the prescribed directions (and thus protected by copyright) is copied illegally on another site that fails to affix these notices: in this case, by visiting the website that has copied the image, you might assume that it was not subjected to any restriction, but it isn’t so.

Therefore is obviously necessary to make sure that the image has not been previously copied or otherwise obtained illegally; if a picture online does not contain the prescribed information you can use it or publish it as long as you are sure to acquire it from the original owner, always except in the case of bad faith, which will be configured. For example, in the event that the image, singularly missing indications, however, is inserted in a site on the explicit prediction that all material content is subject to copyright.

The photos depicting persons: with regard to the portraits, anyone who wants to display, reproduce or market a photograph with the image of a person must obtain his/her consent, but this is not necessary if this is someone of particular notoriety, if it is photographed by virtue of ‘public office that covers, or for reasons of justice or police or for educational or cultural purposes, or even if reproduction is tied to events or facts in the public interest or otherwise held in public.

When photos are downloaded or by digital photography, the authorization for their dissemination is compulsory.

When photos show persons, any reference to them is forbidden (unless there is a specific allowance) → tag prohibited.

For photo protection the use of a watermark is advisable:

![Image 13 | example Watermark](sample)
4. **DIFFUSED CYBER CRIMES**

**Identity theft**
A current custom is to create false user profiles, since there is a widespread availability of personal data of others on web, with the purpose of stealing information or money of third parties and acting as persons or institutions who have suffered in turn a computer theft.

Web abuses are identified as a *defamation crime*. It is a widespread practice and often taken as evidence during lawsuit.

A result of social media diffusion is given by the use of these tools in workplace.
For the using context: not allowed (except for specific tasks)
The working context should also be considered.
Diffusion of thoughts referred to the own work is not correct either for self interest (with the risk of being sued for defamation) and for the risk of infringing the corporate privacy when confidential information or documents are published. Lawsuits concerning these aspects are increasing.

(see the example on page 57)

5. **USE OF COOKIES**

Cookies must obtain the consent from the user, in a banner displaying information to the user so the user has the ability to choose which cookies to authorize.
In particular, it must show:

1. that the site uses cookies profiling to send targeted advertising messages;
2. that the site also allows you to send cookie "third-party", i.e. cookie installed from a different site using the site you are visiting;
3. a link to more extensive information, with the information about the use of cookies sent from a website where you can refuse to give consent to their installation or by connecting directly to the various sites in the case of cookie "third-party";
4. a statement that when continuing the navigation (eg., accessing another area of the site or by selecting an image or a link) consent is given for the use of cookies.

---

**IMAGE 14 | AN EXAMPLE OF COOKIES**
Sets out

1. **The fact**
   I, the undersigned, navigating in internet, through Google search engine found my own name associated to contents published on websites, in particular regarding filed events in which the writer was absolved, adequate to harm the professional career and working activity.
   
   For example; Google search engine links the search result “FRAUD SYSTEM” to my person, qualifying myself as ________________________________ [anx. 1]
   
   The website www.ficiesse.it actually “ON LINE”, doesn’t contain any reference to the favourable conclusion of the case, as well as not containing any links to external sites [anx. 2]

   Further news disclosed on the websites “www.lettera43.it” “www.lastampa.it” and www.archiviistorico.corriere.it are index-linked to wording-associations that have nothing to do with the article’s content [anx. 3]

   Obviously such grave conduct is seriously harming
   - the exponent’s image and professional credibility, as well as the heavy discredit in front of institutions and potentials internet users;
   - the undersigned’s image, his dignity and respectability, in particular considering the fact, that he has nothing to do with the event.

2. **DE JURE**
   2.1 Criminal offence regarding defamation acc. to art. 595 c.p.
   2.2 Criminal offence regarding “illicit use of data” acc. to art. 167 of the Privacy Act [D.Lgs 196/03]

3. **PETITION of CONFISCATION acc. to Art. 253 c.p.p.**
The decision to enforce this year, the twenty-fifth anniversary of the network, its founder Tim Berners-Lee said, "we risk a balkanization of the network with Internet divided into national branches."

Google to respect the right of oblivion had as a consequence that in Europe the network is "no more open and free, above the national borders" as it was thought previously. This caused the presence of several scenarios which on the one hand collide against the right of "remembering", and on the other, producing a gray area that can become more like a censorship.

On Thursday, July 3, 2014 Google withdrew the decision to remove links to several articles in the Guardian, showing the difficulties that the search engines are having with the management of the oblivion law rule in Europe.

7. Sense Practice

Practical advice to avoid trouble when using social media tools:
- Do not write what you won’t say plainly;
- Do not refer to persons or facts which could be used against you;
- Do not publish photos which could compromise you or other persons;
- Do not make personal judgments, because you could be spied by someone trying to understand your preferences;

8. Best practice in applying WEB 2.0 tools for Adult Education

Initial choice:
- The first mistake to avoid is to set up and use all of the Social channels.
- Not all social networks are equal and each of them can be suited better to one purpose than another.
- So before you get started, you need to analyse the various channels and Figure out what the most useful ones will be.

Continuous presence
- To make a successful a marketing campaign, you have to work constantly on Social media. The use of these channels must be integrated into everyday activities.
- The presence must be constant, both to keep the interest, and to respond promptly to inquiries or complaints from customers and to deal with any problems.

Glossary

Link to this site a complete glossary for web: http://www.antoniocilli.it/glossaryofweb.htm

Further Readings
- www.youtube.com/watch?v=w2_JXQXMO HE
- https://www.youtube.com/watch?v=OfIgV T9Aus
- http://www.icj.gov
- http://www.us-cert.gov/

- Forensic Computing in digital area
  Antonio Cilli

- European Module J. Monnet -"Digital Administration Code"
## Check mask - Before the publication

<table>
<thead>
<tr>
<th>ID</th>
<th>LEGAL ASPECT</th>
<th>SOCIAL MEDIA</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Images, videos or comments respect the privacy?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
</tr>
<tr>
<td>2</td>
<td>Images, videos or comments respect the copyrights?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
</tr>
<tr>
<td>3</td>
<td>Images, videos or comments are offensive?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
</tr>
<tr>
<td>4</td>
<td>Is a digital signature required?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
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<tr>
<td>5</td>
<td>Have you assured accessibility and usability?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
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<tr>
<td>6</td>
<td>Have you verified data protection and data maintaining in the documents?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
</tr>
<tr>
<td>7</td>
<td>Is your social media compliant with the right of oblivion?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
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<tr>
<td>8</td>
<td>Have you included the presence of cookies?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
</tr>
<tr>
<td>9</td>
<td>Have you included the presence of popup?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
</tr>
<tr>
<td>10</td>
<td>Is sharing reserved for the public correct?</td>
<td><img src="#" alt="Facebook" /> <img src="#" alt="Twitter" /> <img src="#" alt="Wordpress" /> <img src="#" alt="YouTube" /> <img src="#" alt="Other" /></td>
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</table>
References

Regulation (EC) n. 45/2001 of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data (OJ L 8, 12.01.2001, p. 1)

Directive 95/46 / EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data
Module 5: Good Social Media Behaviour

Executive Summary

Social media is a type of online media that makes easier conversation as opposed to traditional media, which delivers content but doesn’t allow readers/viewers/listeners to participate in the creation or development of the content.

Nowadays, new communication technologies provide people with an environment in which participation and discussion is the basis and where people can share their thoughts, ideas and creations. This virtual environment, which is called social media, is a user based environment and seems to be important in terms of bringing crowds and people together and increasing the interaction among them.

Using social media tools correctly have a place in for carrying out PR and marketing studies effectively in a company. It is important to approach your target group in a suitable way. All of the organisations – no matter they are large scale or not - should consider social media when they create their PR and marketing strategies.

Whether it is prepared by a manager or a department, the responsible person for managing social media in a company should have full command of the communication within these types of social media. In order to reach specific target groups and publicise the organisation effectively, the organisation should have a proper communication strategy.

This module aims to guide organisations that are active in adult education to create a communication strategy for their public relations and marketing activities using social media.

Learning Goals

In completing this module, the learner will:

- Adjust communication language according to defined target group/according to company profile
- Learn how to react against the unexpected feedbacks
- Learn how to manage the social media tools
- Learn how to make the first contact with their potential customers
1. Social Media Netiquette

What exactly is online netiquette and professionalism? Online netiquette, which is a combination of the words “network” and “etiquette”, is a set of rules and guidelines that help individuals communicate and conduct themselves in a socially acceptable way when online or in a digital environment.

It helps to respect other users’ views and display common courtesy when posting your views to online discussion groups.

Social Media Netiquette Rules are the common conventions we use updating our status, writing and commenting on blogs, and the way to share things with your potential customers.

Basic Rules to Follow:

- **Put all items in an appropriate group**
  Don’t abuse your network – use your network the right way. If you must post something, post something of significance that your network can actually use, like a great social media link you just found or some sort of tip, advice or quote you find significant.

- **Read follow-ups**
  If someone asks you a question don’t ignore them. If they are trying to strike up a conversation respond back to them because that is how you become a good social media user.

- **Cite references**
  Don’t make claims that cannot be guaranteed. Social media is a place to be honest and truthful.

- **Refrain from personal abuse**
  You may express robust disagreement with what someone says, but don’t call them names or threaten them with personal violence.

- **Don’t spam**
  That is, don’t repeatedly post the same advertisement for products or services. Most sites have strict and specific rules about who is allowed to post ads and what kind of ads they are.

- **Write clearly and succinctly**
  Don’t make claims that cannot be guaranteed. Social media is a place to be honest and truthful.

- **Refrain from personal abuse**
  You may express robust disagreement with what someone says, but don’t call them names or threaten them with personal violence.

- **Don’t spam**
  That is, don’t repeatedly post the same advertisement for products or services. Most sites have strict and specific rules about who is allowed to post ads and what kind of ads they are.

- **Write clearly and succinctly**
  on a site that has many non-native English speakers, avoid using slang they may not understand.

- **Stay on-topic**
  Especially when you’re new. Don’t post about different subjects that are not directly related to adult education.

- **Do not post copyrighted material to**
  which you do not own the rights. Sites vary in how strict they are about this, but as well as facing the possibility of legal action by the rights holder, you may also get the site sued. (Please check Module 5 Keeping the Content Legal)

- **View social media as a way to build your institution on a personal level.**
  At a minimum, 80% of your social interaction should be about building those relationships and serving your target group. Share relevant information, have a sense of humour, and ask questions.

- **Strike the balance between being informative and annoying**
  Good content can be found in a multitude of places, and once you find it, the next question you may ask yourself is how often you can share it.

- **Post to Twitter at least 5 times a day.**
  If you can manage up to 20 posts, you might be even better off.

- **Post to Facebook five to 10 times per week.**
• Post to LinkedIn once per day.
  (20 times per month)

2: REACTIONS IN SOCIAL MEDIA

Social media is an interaction among people in which they create, share or exchange information and ideas in virtual communities and networks. Social media differs from traditional or industrial media in many ways, including quality, reach, frequency, usability, immediacy, and permanence.

A good social media strategy (See Module 2 Developing a Social Media Strategy) should focus on the largest segment of your target group base. Determine the demographics of your audience and then speak directly to them. Pay attention to what works, and what doesn’t, so that your social presence resonates and stays current.

Additionally, pay attention to comments about your institution and respond accordingly. The conversation between groups gives you information on what they expect from your institution. This dialogue helps you to learn how your institution is perceived, and what improvements can be made to strengthen your profile. Remember that you should never shy away from negative comments. The biggest mistake you can make is to delete or ignore something negative that’s posted about your institution online. The way you respond will bear much more weight with your consumer base than the actual comments. Here are some strategies on how to handle negative comments and complaints in social media:

Negative Comments or Complaints in Social Media: How to Handle them in a Professional Manner:

One of the biggest mistake that is made by institutions and businesses is ignoring negative comments and complaints in social media. With its unique culture and expectations, social media is a different communication platform for all kinds of institutions and brands.

Traditional approaches for the customers and beneficiaries may not be sufficient to meet their demands and criticisms. Here are some tips about handling the negative comments and complaints:

Keep a record
When there is a negative comment posted on a social media site or institution’s website, you should capture the screen to document it. This means you can keep a record of the negative comment or complaint even if it is subsequently modified or deleted.

Do not delete complaints or negative comments
Deleting negative comments mean that your integrity is questionable. This will create a negative image among your followers, as well as the complainer. You can block users who post inappropriate comment (pornographic, racist, or derogatory content) on your social media account.

Play it cool
Whenever a negative comment about your services posted is on your social media account, be sure that your response is calm and do not give any emotional reaction to the customer. Your followers will also see your response so try to give reasonable and logical answers to the complainer. But if the comment is insulting or involving any offensive language, then you should not get into a fight through social media. You don’t have to reply any offensive comment.

Do not delay your response
Delaying a response to negative company can damage your institution’s reputation. A quick and reasonable response to a negative comment or complaint will prevent a crisis for your institution in social media.

Respond to each negative comment in social media, but demand the details in private conversations
You should give responses to the negative comments immediately, but you do not have to
get into the details on your public wall. A message about your interest will be enough; you should get into the details in private conversations through your institution’s e-mail or social media account’s direct message.

**Set the tone of conversation**
You should neutralize the negativity of the conversation by creating a positive, playful and pleasant atmosphere. By creating this atmosphere, you can even promote your institution’s social media services and get appreciation from other followers.

Check your institution’s social media accounts frequently
Checking your institution’s social media accounts frequently is important because by replying customers immediately you can provide a solid communication channel. You can also have more time to give a proper response to any negative comments or complaints by checking it frequently. You can use Google Alerts to check your accounts easily.

To summarise, these are the “Do’s and Don’ts”:

<table>
<thead>
<tr>
<th>DON’T</th>
<th>WHY</th>
<th>SUGGESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never use rough language. Re-read each comment or post to ensure it is not offensive or contains offensive language.</td>
<td>One of the fastest ways to diminish your credibility is to curse or use derogatory language online.</td>
<td>Even innuendos may be enough to cause people to think twice about your character and also your institution’s profile.</td>
</tr>
<tr>
<td>Avoid sharing emotionally, religiously or politically charged statements.</td>
<td>Sharing your views about political candidates, religions or starting emotionally charged arguments or heated discussions can harm your institution’s reputation.</td>
<td>Don’t make statements that could offend or turn off other people.</td>
</tr>
<tr>
<td>Be grammatically unimpeachable.</td>
<td>If you want to be taken seriously, make sure everything you write is grammatically correct and void of typos.</td>
<td>Double check your statements for typos. Before you post, edit your comments.</td>
</tr>
<tr>
<td>Remain neutral or uncontroversial by not posting links or liking pages that might be considered to be questionable or inappropriate.</td>
<td>You have to address people that comes from different backgrounds and have different viewpoints</td>
<td>Be aware that you are as liable as the original poster for liking or passing on defamatory or other legally dubious statements, photos or content.</td>
</tr>
<tr>
<td>Don’t “like” controversial characters or celebrities.</td>
<td>Liking political candidates, religious groups, certain musical groups, controversial movies and television shows may tarnish your reputation with certain people.</td>
<td>If you post news and information on your institution’s page, make sure it is not showing.</td>
</tr>
</tbody>
</table>

Don’t forget that people like having an interactive relationship with a company or institution that they get service from by means of feedbacks, suggestions, and complaints. Given the nature of social media, anything – positive or negative that is being said about your institution or company is easily accessible to a global community of target groups, which essentially means that your marketing strategy can be hailed or harmed in a matter of hours.

3. **Optimize Your Social Media Tools**

Five Steps to Succeeding with Social Media
1. **Listen:**
   What is being said about your institution on social media? Who is saying it? Where are they saying it? When are they saying it?

2. **Reach Out:**
   Address issues and respond to what is being said.

3. **Ask for Feedback:**
   Find out what's working and not working. Include faculty, alumni, parents and other stakeholders.

4. **Be Part of the Community:**
   Share things of interest to your institution's social community. Find out what your audience is chatting about and join in the conversation.

5. **Make Connections:**
   Connect students to alumni, alumni to employers, employers to program coordinators, small businesses and not-for-profits to faculty, students to recruiters and agencies and so on.

Mostly companies prefer to use blogs and micro-blogs (for example, Twitter), content communities (for example, YouTube and Daily Motion) social networking sites (for example, Facebook) in their PR and marketing strategies.

If they desire to reach their target group effectively, they give priority to Facebook and Twitter which are the most preferred social media tools at first. Both are used by large number of people and these tools help to contact with companies' potential "customers".

At this point, there are some general tips that they have to pay attention in social media tools that you can use for your institution:

So how do you optimise your social media posts effectively?

**Provide a link:** Adding a shortened link to your update will help direct more people to your content.

**Edit your description:** Be concise and to-the-point. This will draw people’s attention and lead them to click.

**Interact with commenters:** Engage in the conversation and build relationships with your audience.

**Research and analyse:** Know your target audience and tailor the post to them. Use LinkedIn Insights to learn how well your previous posts have performed, and measure engagement through comments, shares, likes, and clicks.

**Optimising your LinkedIn posts:**

**Status update:** Your post should be up to date, informative, relevant, and attention-grabbing. Try to use 50 characters or less, and engage with your audience by asking questions.

**Provide information:** The most appealing updates are those that offer something but don’t disclose everything, making fans want to click.

**Provide a link:** If you include a link, use a URL shortener such as Bit.ly so you can track how many people are clicking through from Facebook.

**Include images:** Posts with images receive the highest amount of Facebook engagement, so be sure to include one when you can.

**Mobile-friendly:** Use simple imagery that scale so they will be easily viewable on mobile devices — 80-85% of your fans read posts on their phone.

**Engage with users:** It’s not only posts that grab attention — comments and responses do, too. Engage with people and build relationships through conversational dialogue.

**Be available:** Post when your audience is listening, not just when your business is open. This will ensure more user engagement.
Optimising your Twitter posts

Encourage staff to participate in conversations: Staff participation is widely believed to improve the quality of discussion, and if their comments are both entertaining and intelligent, then it’s more than likely to get readers coming back for more. Your writers can respond to criticism and highlight the most interesting points of their pieces.

Call to action: Offer a clear call to action so your readers know what you want them to do.

Punctuation: Don’t sacrifice grammar just because you only have 140 characters to work with. Avoid abbreviations and using all caps, which makes it look like you’re shouting.

Shorten URLs: Bit.ly links generate the most retweets, so it’s important to shorten your URLs.

Format: Use questions + facts and figures to engage users and drive retweets. Make sure to leave 20 characters so that people can add comments when they retweet.

Mentions: Use @ mentions to prompt influencers to engage with you.

Retweet: Retweet relevant content for your audience to keep them engaged.

Recent examples of institutions that get social include the college I teach at and a university in downtown Toronto. Seneca College, one of Canada’s largest colleges, employs “social listening” to engage with students and the community. As shown in the included tweet from Seneca, they respond to the student’s comments about a recent leadership training session and include information about campus-specific student life accounts to extend the good feeling that the student had.

Optimising your Google+ posts

Tag brands and people: They will be notified and potentially engage with your post.

Trending topics: Get involved with hot topics to show your brand is keeping up with real-time events. This will increase your brand’s visibility.

Use hashtags: Increase your page’s reach by adding relevant hashtags to your posts. Keep in mind that Google+ will automatically add a hashtag to your post for key/trending topics.

Use images: Using full-sized images (800×600 px) will make your posts stand out on the page vs. tiny images and thumbnails.

Interact with commenters: Users and brand fans aren’t as active as they are on other social networks, so it’s important to make the most of comments.

Find communities: Find relevant communities and make an effort to contribute to them. You’ll see an uptick in engagement as a result.

Optimising your YouTube posts

Catchy title: This is what will get people to click and watch your video, so make sure it’s attention-grabbing and informative about the subject matter.
**Description:** Describe your video further and include keywords to help viewers find it easily. Add links to your website and social channels.

**Call to action:** Let viewers know in the description what you want them to do next, e.g. share, like, etc.

**Use tags:** Get your video in front of more people by adding keyword tags — this will help it appear in more searches.

**Optimising your Tumblr posts**

**Know your post types:** You have 7 options to choose from — text, photo, quote, link, chat, audio, and video — so make sure that it’s the right one for your content.

**Follow people:** Not only will you be more aware of the latest viral post and what people are talking about, following people will encourage them to follow you back.

**Choose a good theme:** Successful Tumblrs are pretty. There are many free themes to choose from, and the simplest ones look the nicest.

**Tagging:** Tumblr uses hashtags like most other platforms, so use them to make your posts easy to find.

**Like and reblog:** Tumblr is a very active platform. Liking and reblogging generates engagement.

4. **Examples of Social Media in Adult Education**

Kent Adult Education is the leading provider of Adult Education in Kent, Great Britain.

With over 3,500 courses available, they are the biggest adult education centre in Kent. As a leading adult education centre, Kent Adult Education uses social media properly. They give information about their courses, update their pages and accounts daily. They make retweets about actual and interesting articles in Twitter and share useful information and tips about professional life.

They keep their pages live and attractive by sharing information about working life and outside world as well as the adult education centre’s course info.

They also create events and activities in their Facebook page. A negative thing about Kent Adult Education’s social media use may be their lack of immediate response to their followers.

**Image 19 | Source:** Kent Adult Education Twitter
Merton Adult Education Service

Merton Adult Education is located in Merton, Greater London. It offers a wide range of courses, giving learners the chance to develop new skills and gain a qualification. What makes Merton Adult Education unique is their approach on social media. Merton Adult Education’s use of social media is a good example for running social media accounts in the field of adult education.

They have Twitter and Facebook accounts which is updated daily. Twitter feeds off their account also can be seen in the web page of the institution. So Merton Adult Education diverts the viewers of the webpage to Twitter.

In Twitter and Facebook, the institution shares information and events and also tries to create an interaction with their followers. The tweet of the institution below is a good example.

Merton Adult Education’s social media strategy also has a flaw. The number of followers has to be increased in order to reach more people.
The Fort Smith Adult Education Centre is located in Arkansas, USA and offers a wide range of classes that are available to any adult over the age of 18 who is a resident of the area.

Flexible class schedules, day and evening sessions meet the unique needs of adult learners. Fort Smith Adult Education Centre is using social media to expand its area of influence.

Fort Smith Adult Education Centre is sharing photographs and videos from events that are organised within the institution on the Facebook page. This is a good strategy to attract potential beneficiaries and show the institution’s unique side.

The Twitter page of the institution also shows a successful example of social media marketing. The institution shares the success stories of their learners— as you can see below— with its followers. They also inform their followers about their events through Twitter.

5. Useful Videos:

- [http://www.sophia.org/tutorials/social-media-netiquette](http://www.sophia.org/tutorials/social-media-netiquette)
- [http://www.youtube.com/watch?v=76v7kXRQvA&index=19&list=PLT52k5yncVINy28C7gFM4251EtKMxXbLZ](http://www.youtube.com/watch?v=76v7kXRQvA&index=19&list=PLT52k5yncVINy28C7gFM4251EtKMxXbLZ)
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http://www.slideshare.net/thecareercoach/social-media-customer-service-31053972?related=1


http://sosyalmedya.co/gercek-zamanli-pazarlama-ornekleri/
Module 6: Quality Assurance

Executive Summary

This module covers the main aspects and steps in quality assurance, monitoring and evaluation. Firstly the main concepts are explained.

This module aims to:

- Introduce main concepts and terminology
- Show the importance of organizations’ goals and marketing strategy
- Introduce benchmarking
- Explain what can be monitored and evaluated
- Provide a list of the main tools
- Show participants how to monitor and evaluate
- Provide instructions and technical knowledge
- Encourage participants to make changes
- Improve marketing results using web2.0 tools.

Expected results include knowledge gained about quality assurance, tools for monitoring, skills for evaluation of marketing efforts and knowledge for changing marketing strategies.

Overview: Quality Assurance: Monitoring and Evaluation

This module consists of four learning steps:

Theoretical knowledge.

1. The first step in this module is to introduce the concepts of quality management, assurance, control, monitoring and evaluation. The participants will be shown the importance, necessity and value of quality assurance. Also, it is necessary to present the importance of the measurable goals of the organization concerning marketing and public relations, social media and also to introduce the concept of benchmarking. This step leads to a correct understanding of the theory and the opportunities to use this knowledge in practice.

2. The second step is a description of what can be measured and monitored. During this stage, participants will learn how to evaluate if the organization’s marketing goals were reached.

3. The third step is to explain how to pick metrics and measure marketing efforts and success. There are a lot of tools and many of them are getting old and have been replaced by others, so it is proposed to focus on the main ones. Participants will be given a list with metrics and tools, and also the instructions about when and how to use them will be provided as well.

4. The main purpose of the final step is to show the necessity for quality assurance, monitoring and evaluation to be continuous processes. Also, to reveal the significance of the implementation of all decisions, correction of mistakes and improvement of tools.
Practical skills.
1. Choosing the best tools for monitoring.
2. Getting the results of monitoring and interpreting them.
3. Suggestions for improvements in marketing efforts.

Learning Goals

The learner will:
• understand the importance and necessity of quality assurance, monitoring and evaluation;
• learn about metrics;
• learn what tools, when and how to use them.
**Introduction: Quality Assurance of Web 2.0 Tools for Marketing and PR**

**Quality management** ensures the consistency of adult education providers’ marketing strategy, efforts and results and is focused not only on quality but also on the means to achieve it. It consists of four main components: quality planning, quality control, quality assurance and quality improvement.

**Quality assurance** (QA) is a process-centred approach for ensuring that the best possible results are achieved and provided. It focuses on enhancing and improving the process that is used to create the end result, rather than focusing on the result itself. QA involves planned and systematic activities implemented so that quality requirements will be fulfilled.

Marketers are required not only to create value but also to improve, guide and amend the efficiency of their marketing activities. The purpose of **monitoring** is to identify what people are saying in on-line conversations about adult education providers, courses, competitors, their needs, etc. The final goal is to use the data in order to improve marketing efforts and pro-actively respond and engage with the target market.

**Quality assurance** (QA) of social media (digital) marketing and PR is both qualitative and quantitative:

Quality assurance of Web 2.0 tools for marketing and PR focuses on process (qualitative). There are good practices that could be transferred from the higher education domain to adult education:

- Social Media Guidelines by NYC department of Education.
- Social Media Policy & Guidelines by Seattle University.
- Guidelines for using social media by Harvard Human Resources.
- These good practices can be found in the e-learning platform at: [http://learning.camp20.eu](http://learning.camp20.eu).

Adult education institutions need social media policy guidelines WHEN:
- More than one person contributes to appearance on social media;
- Organisation has numerous social media channels;
- Potential need for multiple subaccounts.

WHY do adult education institutions need social media policy guidelines?
- To ensure Visual and textual integrity;
- To ensure official opinion is reflected;
- To ensure quality of content;
- To ensure consistency of information posted online.

You can find policy guidelines (ref. Nonprofit Social Media Policy Workbook by Idealware) that can be transferred from the non-profit to the adult education sector in the free e-learning platform [http://learning.camp20.eu](http://learning.camp20.eu). This workbook is designed to help organizations ask the important questions about social media and to guide them through the process of developing social media policy.
1. **QUALITY ASSURANCE: MONITORING AND EVALUATION OF SOCIAL MEDIA PERFORMANCE**

When any kind of marketing activity is implemented, it is important to know if the efforts are working and if it helps in advancing towards goals. When it comes to social media marketing, there is no one-size-fits-all measure - it comes down to having a marketing strategy that serves the goals of the adult education provider. So the first step in measuring, monitoring and evaluating the success of marketing efforts is developing a framework for social media monitoring and evaluation.

1.1 **FRAMEWORK FOR SOCIAL MEDIA MONITORING AND EVALUATION**

In order to move beyond experimentation and prove the performance of social media, it is crucial to develop a framework for social measurement. It is also crucial to structure social media initiatives to include metrics and multiple layers of measurement to assess, explain and manage social media performance. There are eight steps for developing a framework for social measurement:

1. Cases for using social analytics
2. Metrics and KPIs
3. Business priorities
4. Importance of data
5. Technology
6. Data collection
7. Data visualization
8. Sustainability

1.2 **SELECTION OF CASES FOR USING SOCIAL ANALYTICS**

Selecting cases for using social analytics is a way to peg a path toward the goals and objectives of the adult education provider. There are six main cases for using social analytics:

1. **Innovation**: collaborating with learners to drive future services;
2. **Brand health**: a measure of attitudes, conversation and behaviour towards the organization / institution;
3. **Marketing optimization**: improving the effectiveness of marketing programmes;
4. **Revenue generation**: where and how the adult education provider generates revenue;
5. **Operational efficiency**: where and how the adult education provider reduces expenses;
6. **Customer experience**: improving relationships with learners and their experience with the adult education provider.

Six main cases for using of social analytics

Image 25 | 6 MAIN CASES FOR SOCIAL ANALYTICS

All these six cases for using social analytics present a set of tools for meeting social media goals.

There are 7 applications of cases for using social analytics:

Social listening: algorithm searches allow adult education providers to scour digital channels for mentions of both the organization / institution and names of competitors and attach a sentiment value to these mentions (positive or negative). Public relations professionals use social listening to understand how the adult education provider’s name is
perceived in the marketplace. Cases for using: brand health, customer experiences.

**Social support**: connects learners’ contact records within a CRM program to a Twitter or Facebook account. This gives marketers the ability to take action not only on what is uncovered, but also to respond based on deep history. Cases for using: customer experience, operational efficiency.

**Social innovation**: managers of adult education providers use social networks to understand what learners want in the next product release. There are framework tools available with which to co-develop products with key accounts. Cases for using: innovation, customer experience.

**Social engagement**: if someone gives you a great mention on Facebook, you can use tools that allow response and posting, or set up an automated workflow that sends an alert to the person best equipped to respond. Cases for using: brand health, customer experience, operational efficiency, marketing optimization.

**Social self-service**: there are thousands of forums, communities or organizations where peers answer questions, such as groups on Yahoo. Although adult education providers don’t take an active part in the conversations, it is a valuable tool for finding out what is being said about them. Cases for using: brand health.

**Social commerce**: offers a shared experience for learner activity with recommendations. Cases for using: revenue generation, customer experience.

**Social marketing**: adult education providers can increase awareness, inspire engagement and lift conversions by running social campaigns across multiple channels, including YouTube, Twitter, Facebook, etc.

1.3 **Metrics and KPIs**

**Metric** is any standard of measurement - number of incidents logged, average time to log incident, percentage incidents resolved within agreed service level etc.

**Key Performance Indicator (KPI)** is a metric that you have chosen that will give an indication of your performance and can be used as a driver for improvement. In general it is advisable to choose just a few KPIs (3 or 4 for example) to focus on.

You should start with identifying what your business needs to measure and determine how you will measure success and failure. This involves selecting metrics that will tell you how your initiatives perform - key performance indicators (KPI). They should be very specific because they are metrics that will help you decide whether your marketing efforts are successful. The key to this step is to select metrics that are based on objectives and align them to the adult education provider’s goals and then to define the KPIs. This is critical, because without context, metrics are just numbers. We suggest using the **social media funnel**. There are 5 categories that adult education providers should pay attention to:

**Social media funnel**

(see page 74)

**Reach and exposure**

**Reach** is an important quantitative metric as it’s a way to learn if you’re expanding your audience and promoting your message to a wider population. Reach is the potential audience for a message based on total follower count (Twitter, Pinterest and LinkedIn followers, total Likes on your Facebook page, etc). You can track your reach on each social network over time to determine where you’re seeing the most growth and you can track competitors’ reach to view their potential share of voice.
Exposure further expands on your potential audience by measuring not just the number of your followers, but the number of followers each of your followers have. Each time a person shares something in social media, it is delivered to their list of followers—each instance is called an impression. And those impressions are included in a message's exposure.

Reach and exposure are measured by:
- Followers
- Friends
- Fans
- Subscribers

Examples of KPIs for adult education institutions:
- Growth rate of fans / followers / friends
- Change of reach and exposure over certain period of time
- Comparison of reach and exposure among separate training courses
- Share of returning visitors
Influence shows the extent to which your messages and content (as well as messages and content about you) are being shared.

There are 3 types of influence metrics:

**Mentions** are the number of times the term or phrase you’re tracking was used across social media, helping you to understand just how much (or little) attention the subject is receiving in social media. By measuring the number of mentions for adult education keywords against the number of times you were mentioned with those keywords you can get a measurement of your share of voice. You can also find the top influencers. You might want to track mentions for several different keywords such as your organisation, brand name, product or service, industry, the competition or a particular market term.

**Share of voice** helps you understand how your brand or company is performing in comparison to the competition. The metric details what percentage of mentions within your industry or space are about your brand and what percentage is about your competitors.

**Sentiment** refers to the emotion behind a social media mention. It’s a way to measure the tone of a conversation—is the person happy, annoyed, angry? Sentiment adds important context to social conversations monitored. You might want to measure the numbers of mentions with positive or negative sentiment. Keeping a close eye on “mentions” about you allows you to follow the attitudes of your customers and proactively engage with them, whether that is solving an issue or simply giving “thanks” for sharing a positive review about you.

Influence is measured by:
- Twitter replies, retweets and list memberships
- Google+ comments, shares and +1s.

- Facebook likes, shares and comments with or without tags and hashtags.
- LinkedIn recommendations, interactions, likes and comments.
- Pinterest re-pins, likes and comments
- Examples of KPIs for adult education institutions
- Mentions of your organisation name
- Mentions of your course title
- Share of voice in mentions of the training topic (i.e English language course)

Engagement is a measure of the bi-directional interactions between you and another party (how much and how often others interact with you and your content in social media). This includes the measurement of anything that requires the user to engage (or an action taken). You can use engagement to measure the spread of a conversation to evaluate the success. When someone takes the time to like, favourite or comment on your content, they are actively engaging with your content. See Image 28.

Examples of KPIs to be used in adult education institutions
- Change in engagement (comments / likes / participation in contests) volume over time (seasonal change)
- Comparison of engagement in different promotional campaigns
- Comparison of engagement in different courses

Conversion rate is the proportion of visitors who take action to go beyond a casual content view or website visit, as a result of subtle or direct requests from marketers, advertisers, and content creators. Conversion tracks the number of people who did what you wanted them to from a given starting point, it means that a customer took action – whether it’s clicking a link in your social media post or on your blog that directed them to your website, filling out a form, or signing up for courses. It all depends on your organisation’s goals.
At least once a month, take the time to measure the number of conversions generated by visitors from different social media websites. You can then use this information to allocate future marketing resources according to the social sites that provide the biggest impact on your bottom line. By taking these measurements and adjusting your social media campaigns, you’ll ultimately ensure that your social media investment will bring more value to your business. Successful conversions are defined differently. It can be registration to courses, subscription, download or other activity.

Examples of KPIs for adult education institutions
- Website referrals
- Call centre enquiries
- Brochure requests
- Coupons downloaded
- Online registrations for courses

Consistency and preparation are essential to effectively measuring social media. Pick your favourite metrics (based on your business objectives) and start tracking them now. Use the same formulas and tools to calculate these numbers every week or month. Track your numbers over time and pay attention to how they change. If you see anything that looks higher or lower than what you typically expect, investigate it. By measuring – and paying attention to these metrics, you’ll be able to better understand the impact and effectiveness of your activity.

These metrics are vitally important to tracking performance as they help paint a picture of your successes throughout time. By monitoring how visitors interact with your content you can see what works, what doesn’t and where your time should be spent in attempting to better performance. Just focusing on the number of fans or followers may not be the best indicator of the real value. There are many reasons that organizations should embark on a social strategy, whether it’s to create buzz and
awareness, generate leads, increase customer loyalty, drive website traffic or increase sales. But whatever the ultimate goals, there are basic metrics for marketing success. Rather than focusing on potential fans, you should focus on quality activity and interactions. By using benchmarking, you can better understand performance and identify opportunities for improvements.

Capture the data at pre-set intervals. Once the right tools have been selected, it’s time to get started with implementation of initiatives. Given the very dynamic nature of social media, plan to capture measurement data at pre-set intervals: every hour, every day, every week, every month, etc. depending on the type of activities. This “on-the-fly” measurement will help you make necessary adjustments quickly and ensure a record of the full life cycle of your video, slideshow, or post. Once again, Facebook and YouTube have made life easier by offering easy access to archived data, which should help save some time. With Twitter, you will have to keep track of your metrics on your own.

Share your measurement data. Collected data shouldn’t sit on your desk. You need to share meaningful results with decision-makers. Try to come up with a one- or two-page report or dashboard that will provide outcome metrics for a given period along with a quick snapshot of the related social media initiatives launched. In other words, you need to report on what you do - the direct general results in terms of followers, fans, comments, etc. but also the more targeted results in relation to your KPIs. Don’t overwhelm the recipients of reports with numbers, and remember to add some short narrative to explain results, and suggest actions to be taken.

Use measurement data to craft your next moves. If your reports include action items suggested by the results, make sure required changes and adjustments are implemented and then rinse and repeat. Due to the lack of a definitive body of knowledge on social media, a measurement programme should be a key component of a social media strategy. Following these basic steps will provide enough information to decide which platform is worth your time and which type of initiatives work best.

The last step of a marketing strategy is taking action. You need to compare your objectives and results, draw conclusions, and design a new improved strategy. The main question in most cases will be “Did you get a return?”. The return will depend on the nature of your business of course, but it could be quantified in terms of sales, cost savings, avoiding costs or building an audience. If you didn’t get a return, improvements to your marketing strategy will be minimal and based on metrics you’ve chosen. If you haven’t achieved your goals / didn’t get a return, you need to analyse the metrics’ results of your marketing strategy, review your objectives and make changes.

There are five main points to remember while picking metrics and measuring marketing efforts:

1. Set at least some metrics that indicate if you are getting a return.
2. Be sure to set the baseline. Record the current value - these numbers are important but the rate of change is the main indicator for most of these metrics.
3. Concentrate on the rate of change of your chosen key performance indicators.
4. You can combine several metrics into one that is more meaningful for you. Ratios, such as comments per blog post, retweets per followers, help you measure audience activity and engagement.
5. Benchmark your metrics against the competition. Whenever possible try to find out the competitor’s numbers and you get a better insight of your performance. If you have 3,141 followers on Twitter the number is meaningless, but in context of your competitor having 2,718 you may get some insights.
1.5 Defining goals

Your goals should be based on your organization’s objectives. Use the SMART methodology (Specific, Measurable, Actionable, Realistic and Timed) to develop goals and then estimate the relevant baselines.

- Do you want to attract more learners?
- Do you want to improve your courses?
- Do you want to increase the possibilities for your learners of finding jobs?
- Do you want to reduce the time your staff spends addressing basic questions?

When you define high-level goals, make sure they can be measured and really matter to the institution.

1.6 Benchmarking

While you should not live and die by what your competition is doing, competitive analysis can also help in assessing relative performance. For certain metrics, you can rely on industry-wide reports or you can adopt a do-it-yourself benchmarking approach for two or three competing adult education providers.

Benchmarking means comparing your metrics to the best of adult education providers and the value of this is gaining an actionable contextual analysis. Without comparative benchmarking most metrics are completely meaningless.

There are four types of benchmarking and each of them require different tactics, metrics to focus on and level of detail. When setting up your strategy and developing a plan, you should focus on these benchmarking types:

**Aspirational benchmarking** - it means learning from the leaders. It is a valuable tactic, but it needs to be used in the correct context. When benchmarking this way, you should focus on specifics like the type of content, length of post and frequency and other factors that you can compare. It will give you a look at how established, successful marketing strategies work with your specific audience type.

**Trended benchmarking** – it means setting up goals and standards based on your previous activity. You don’t need information from other organizations. This type of benchmarking can be done with most metrics. For example, if you want to track engagement over time, you can focus on the growth rate in the past and your engagement per post.

**Earned benchmarking** – it means comparing the efforts against a standard for success. When setting the goals, it’s imperative that you know what to expect, what works, and what is likely to go wrong. So you are able to learn from another organization’s campaigns.

**Competitive benchmarking** – it means setting up goals based on your direct competitors. Understanding what your competition is doing can give you unparalleled insight into your own strategy and what your audience expects. The first and the most important step to competitive benchmarking is understanding your context in the marketplace and self-defining your competitors because choosing random brands with related products won’t give you the insight that you’re looking for.

Of course benchmarking can be and usually is expensive. We suggest that you use benchmarking software, which can organize large and complex amounts of information. Such software supports different types of benchmarking and can reduce the expenses significantly.

1.7 Deciding which data matters

Before setting up a data collection process, it’s worth considering four key dimensions of social data to be collected.

**Recency**: how current is the data from the time of the event, and how important is it to know what is happening immediately?

**Richness**: how much information about the visitor profile is available, how much should you collect, and how does it help the adult education provider? This is an important
consideration for measures such as influence and advocacy.

Retention: How long is the data available? What is its useful life? Not only is it important to understand the life of a tweet, but also your long-term trend analysis requirements. Can you go back through 12 months of Facebook data to find the info you need?

Realization: How will the data be used or consumed? Will it be used to develop reports, populate dashboards or drive marketing programmes or other action systems?

Answers to these questions will most likely feed back into your KPIs as you revise and fine-tune your measurement mix. They will also help inform your technology choices.

1. Choosing the right technology
To succeed in today’s connected world, you need to build a community around your organization. Listening to what your learners, competitors, critics, and supporters are saying about you is key to getting great results from your marketing efforts. There are countless tools out there, offering many ways to analyse, measure, display, and create reports about your efforts. Determining which tools are right for you requires a clear definition of your objectives. Some are real-time, highly customized dashboards that enable you to manage multiple accounts, use shared workspaces, and respond on multiple social networks with one click. Others are simple, effective, and lightweight, and provide the right amount of functionality.

Nowadays hundreds of digital tools are being used to communicate, a lot of people are on-line and the learner operates on-line as well. Only he decides how, where and when to contact you. So you have no option other than to listen, measure and act upon information. It is not just a matter of data, metrics and measuring but about the information you can DO something with. So you need web analytics. web analytics is primarily a matter of people, processes and analysing, and taking action according to that analysis. This is a focus on action and interaction (input), leading to new action, conversations and relational change.

There is no shortage of (free and paid-for) platforms and tools available to monitor, analyse and measure your social media and content marketing activity. It’s important to determine what you’re trying to achieve and then put realistic measures in place that will help guide you towards your goals.

There is a spectrum of social media monitoring and evaluation tools, however for adult education providers we suggest these:

Google Analytics
It is one of the easiest and cheapest ways to track success of social marketing efforts. It offers tools for advertising and campaign performance, analysis and testing, audience characteristics and behaviour, cross-device and cross-platform measurement, data collection and management, product integrations, sales and conversions, site and App performance.

Hootsuite
It is a social media management system for brand management. The system’s user interface takes the form of a dashboard, and supports social network integrations for Twitter, Facebook, LinkedIn, Google+, WordPress, etc.

Klout
Klout attempts to “score” social media performance by tracking your engagement on various networks, including Twitter, Facebook, LinkedIn, Youtube, Google+ and more. The scores range from 1 to 100 with higher scores
representing a wider and stronger sphere of influence.

**TweetReach**

tweetreach

TweetReach is a great free tool for tracking a campaign or conversation on Twitter. Simply enter your search term and allow TweetReach to search for the tweets to inform you about reach, exposure, activity, top contributors, and more. You can look at the past 50 mentions for free.

**Social Mention**

socialmention*

A free real-time social media search and analysis platform that aggregates user-generated content from Twitter, Facebook, FriendFeed, YouTube, Digg, Google, etc. into a single stream. Social Mention will give you insight into not only what is being said, but who is saying it and what the general sentiment is.

**IceRocket**

A free resource for brand monitoring, it taps the Web, blogs, Twitter, and Facebook, and delivers easy-to-read results in one page.

1.9 **Visualizing the data**

Once the measurement framework is established and the right tools, people and processes are in place to collect social media data, then it is time to become a ‘storyteller’ and deliver analysis and recommendations — not reports.

With social initiatives gaining greater visibility within adult education providers, more and more individuals not directly involved in social media operations are asking questions about the effectiveness and results. Data visualization can clearly communicate results to a wide range of stakeholders, translating the scientific reality of numbers into a more accessible format and social business story that can be processed and understood by people in an instant.

There is a reason for the explosion of infographs and other data images, even in traditional publications like the New York Times, The Economist and Harvard Business Review. It’s easier to process information presented as an image rather than as words or numbers.

1. **10 Sustaining social media measurement efforts**

These steps will help adult education providers to develop a social measurement framework. However, a social media strategy should never end, but rather be sustained for the long haul. There are ways to do that:

1. Optimize your social media measurement strategy. It is essential that teams and sponsors responsible for social media initiatives establish a process for continuous optimization. A social media strategy must constantly be tested, challenged, tweaked, and fine-tuned in order to ensure that it is meeting the requirements of the adult education provider.

2. Nurture a culture of measurement. Work to ensure that everyone within the organization / institution has a firm grasp of the medium, and are comfortable using it.

3. Benchmark successes and failures over time in order to allow you to differentiate between trends and anomalies. Standardize on terms and tactics, so you are not lost in a potential quagmire of repetitive explanation. And integrate measurement into every aspect of social media endeavours. It is the only way to know if your initiatives are having an impact on your organization / institution.
Glossary

- Benchmark - a standard for comparison or assessment.
- Conversion rate - the percentage of users who take a desired action.
- CRM - customer relationship management.
- Infograph or infographic - representation of information in a graphic format designed to make the data easily understandable.
- KPI - key performance indicator.
- Metric - standard measurements for social media marketing efforts.
- QA - quality assurance.
- SMART - Specific, Measurable, Actionable, Realistic and Timed.
- Social analytics - collection and analysis of statistical data on users’ interaction on-line.
- Web2.0 - World Wide Web sites that emphasize user-generated content, usability, and interoperability.

Further Reading

3. Company Success Among German Internet Start-ups: Social Media, Investors and ... by Dominik P. Matyka
4. Guidelines for using social media by Harvard Human Resources.
5. Incorporating Social Media into Adult Learning Environments for Course Discussions, Feedback, and Support by Alexander Murray from Ohio University
7. NYC Department of Education Social Media Guidelines by NYC department of Education.
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http://www.universitybusiness.com/article/social-media-measurement-101

The module aims to present marketing and PR opportunities by using search engines in order to strengthen the position of an adult education organisation and its services among the competition in the online market.

The module provides an overview of the concept of Search Engine Marketing (SEM) and its embedding in online marketing in general as well as in relation to social media. The main parts build around Search Engine Optimization (SEO) and Search Engine Advertising (SEA), explaining the approach and specific differences and benefits of both options. Furthermore, the module presents different factors to be considered for SEO and gives recommendations about how to build online marketing campaigns. The module also provides practical approaches, such as how to select keywords or produce relevant website content.

In the end the module provides an understanding of the relation to social media and presents the direction in which SEM will become stronger in the future: Social Media Optimization (SMO).

The module should serve as a starting point for adult education institutions to think about SEM opportunities and support them in planning and implementing related activities within the individual organisations.

Learning Goals

After completing the module the learner will:

• understand the approach of SEM (Search Engine Marketing)
• understand the concept and potential of SEO (Search Engine Optimization) and SEA (Search Engine Advertising) for PR and Marketing purposes
• know the relationship between SEO and social media
• be aware of future developments towards SMO (Social Media Optimisation)

**Module Content and Structure**

The module aims to provide an overview of the concept of SEM and its embedding in online marketing in general as well as in relation to social media. The main parts build around SEO and SEA explaining the approach and specific benefits of both options. Furthermore, the module gives recommendations as to how to build online marketing campaigns and presents general issues to consider. The module also provides checklists, and gives an understanding of the relationship with social media. All contents are based on Google as the leading search engine worldwide (ranking July 2014: Google (1), Bing (2), Yahoo (3))\(^1\). and Google tools were selected as practical examples. The approach itself is valid also for search engines in general.

It has to be said that the entire module should be seen as a starting point for adult education institutions to think about SEM opportunities. It can only serve as inspiration and a first idea, to be continued in planning and implementation within the individual organisations. The module can only provide the theory (meaning, concept, possibilities) but the actual implementation only makes sense by involving the web administrators and web developers of the organisation concerned. The strategy on how to use SEM will be most effective in close cooperation with the persons responsible for the website (developer and administrator). That fact as well as research required on keywords in analysis with SE and organisation website texts will make planning a strategy and the decision on the use of SEO or SEA or both possible.

The module therefore offers mainly reading tasks that are supplemented by short videos, checklists and graphic examples (screenshots, infographics). The module can be best implemented in the form of e-learning, or blended learning in some parts. Therefore, it is up to the user to decide how much time will be given to the session and how deep the working process will go. The working process is very much dependent upon the actual use of SEM in the organisation already, the existing knowledge of the area by website developers and administrators as well as the availability of financial means to be invested (costs for keyword advertising, managing campaigns within the organisation or by involving external experts).

\(^1\) [http://www.ebizmha.com/articles/search-engines](http://www.ebizmha.com/articles/search-engines)
1. Search Engine Marketing – The SEM Concept

Search engine marketing (SEM) is a form of online marketing that involves the promotion of websites by increasing their visibility in search engine results pages (SERPs) through optimization and advertising. SEM may use SEO, which adjusts or rewrites website content to achieve a higher ranking in search engine results pages, or use SEA to make pay per click listings. Elements that are overlapping and interrelating most of the time. SEM can therefore be used to complete the overall online marketing strategy of an adult education institution in combination with other types of online marketing.

![Image 29 | The Relationship Between SEO, SEA and SEM](image)

**Overview of Online Marketing**

![Image 30 | Factors Influencing Internet Presence](image)

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Why you should use SEM

Nowadays every organisation has a website to provide information about itself and attract customers – in the case of adult education institutions potential students and learners. The website does not only introduce the institution and its activities but also gives the opportunity to directly sell products. “Selling” in this case does not necessarily have to mean products that people purchase. It could mean to connect people with your organisation e.g. the subscription to a newsletter or a news feed or the registration with an online portal etc.

As a first step you need to think about what you want or expect from your website:

- get more views?
- get more visitors that also stay on your website?
- get visitors regularly returning to your website?
- get people subscribing to your newsletter?
- get people ordering your course catalogue?
- get students to register online for your courses?
- get students to ask questions or give comments and feedback in an online forum?
- others…

In order to fulfill your website expectations first people need to find you in the World Wide Web. Some of them might have your link and enter it directly but if not they will use search engines to look for you or process a random search on training courses or issues relevant for adult education. Then it is important that they find your website among all other adult education institutions. Different studies (example: Chitika June 2013) show that most clicks receive search results listed on the first page. Findings also showed a significant drop in traffic from Page 1 to Page 2 results. Page 1 results garnered 92 percent of all traffic from the average search, with traffic dropping off by 95 percent for Page 2.

Therefore, it is important that your website will be listed among the top search results on the first page. SME will support you to get better rankings in the search engine results.

What is actually shown at the pages of search engines?

In the example shown in Image 37 the search process was on “Italian language and cooking courses in Florence”. The results page shows different options: paid ads appear at the top and the other ‘organic’ research results below. These are just a few options that are presented here. You will find further possibilities in the free e-learning platform http://learning.camp20.eu.

By using SME you can influence the result listing. Whereas SEO can be done quite easily by considering different factors related to your website, SEA requires financial resources for paid advertisements. We will introduce in the next chapters both approaches but focus on SEO as the less expensive method.

2. Search Engine Optimization

SEO is the ability to optimize a website for the purpose of gaining a higher rank on search engines, which means getting higher positions in SERPs. SEO affects only organic search results not paid or sponsored results such as in SEA.

There are two main options for SEO: ‘On the page’ and ‘Off the page’ SEO

On the page’ SEO covers all measures you can implement directly on the website to reach a better online placement, such as structure and contents, that can be easily “read” by search engines and users. Whereas ‘Off the page’ SEO covers all measures that include activities on
other websites by readers, visitors or other publishers.

‘On the page’ SEO factors are considered as more important because they are in your responsibility and under your own control.

2.1 On the Page - Factors

Keywords

How do people search?

Most sites are found by people using search engines such as Google, Yahoo, or Bing etc. and typing in some words. They can search for one word or a combination of different words – so called ‘keyword phrases’.

“Google-Autocomplete” already offers you search predictions that might be similar to the search terms you are typing. For example, as you start to type [italian language and cooking course], you may see other popular language training related searches.

The search queries that you see as part of Google-Autocomplete are a reflection of the search activity of users and the content of web pages. You may also see predictions from:

• Relevant searches you have done in the past
• Google+ profiles that match the name of a person you are searching for

Apart from the Google+ profiles that may appear, all of the predictions that are shown in the drop-down list have been typed before by Google users or appear on the web.²⁰

Therefore, it is very important to think about the words your students/learners (clients) might use to look for you and your activities. By setting the right keywords your students will use you have better chances to be found.

Search engines all have their own ranking algorithms that are secret and not known publicly. However there are some techniques you can use setting those keyword phrases to optimise your website to help you to show up on the first page of search results.

• Research what keywords potential customers are typing into search engines to find your products and services. (e.g. using Google Adwords or keyword planners).
• Search for existing competitors by using the preferred search engine and analyse the keywords they use to get onto SERPs.
• Understand the market segment of the website. Is the website targeting a specific region, or a very specific item. The more specific the better are the results. For example optimizing the website for keyword “Italian language and cooking course in Florence” will be more relevant then optimizing for “Italian courses”.

Keyword checklist

• Make sure they are not too generic – try to be as specific as possible. For example, if you offer training courses, you wouldn’t just target ‘training course’ but perhaps add in the location name or the specific subject or add for example ‘innovative, qualitative etc’ in the mix.
• Consider another phrase – Instead of training course, you might consider an alternative, for example ‘training classes’.
• Don’t have too many – having too many keywords in your phrase can dilute the strength – aim for about 3 to 5.
• Make sure they are relevant to your business – the more closely the keywords

²⁰ https://support.google.com/
relate to your website, the better they will work.
• Don’t use superfluous words such as ‘great’ ‘amazing’ etc.
• Make sure you are using those keywords also in the content of your website texts.

**Practical exercise:**
In order to think “outside the box” and to better understand your potential customer’s search behaviours watch this video and try to follow the selection of keywords for your own organisation. You can find the exercise in [http://learning.camp20.eu](http://learning.camp20.eu).

Keyword Research done the right way

**TIP:** Involve other colleagues of the organisation from different departments to have the best selection results.

**Content**
Content is the king! There are many different things to consider depending on the complexity of the website. Here is an example of the elements of a standard website: Page title (H1). It should ideally use your keywords.

**Website text: Page copy (body copy).**
• When writing your copy, it is important to integrate your keywords into it. Be careful not to overload the text with it but integrate them in a natural way that the reader does not notice. If you have the same phrase repeated in a sentence, that’s too much. More than twice in a paragraph is too much.
• Try not to duplicate copy from other pages on your site or other sites. You will rank lower if you do this. Use original copy to optimize your website.
• If you are linking to other areas of your site, try to link keywords if applicable.
• Use bold text in the copy e.g to highlight your keywords.
• If you think of your content as a pyramid, the broadest coverage of the topic should be listed first. Then move on to more and more specific as you get further into the page. This is useful to your readers, as they can stop reading and move onto something else once the content has become as specific as they need.
• Be newsworthy and interesting in what you write for your target group so that they are willing to share your content.
• Keep your pages short and to the point.
• By writing your text focus on the reader and not on the search engines.
• Use lists and short paragraphs.
• Use images to expand on the text, not just decorate it.

**Images**
• Use alt tags on any images.
• Alt text is the small text that shows when you roll over an image with a mouse.
• Be descriptive - try to integrate at least one of your keywords in it.
• **URL - Domain**
• The page URL (or web address) is important to include your keywords in it.
• Avoid URLs like [www.adulteducationcenter.com/page=123](http://www.adulteducationcenter.com/page=123) as better to use [www.adulteducationcenter.com/training-courses.htm](http://www.adulteducationcenter.com/training-courses.htm)

**Fresh content – Blogging**
• Google likes fresh content and an easy way to do this is through posting blog updates about news, tips...whatever is related to your business. It could be 4 or 5 times a year or every day! Entirely up to you, but just try to do it. You’ll get better at it over time.

**Provide a sitemap for your website**
2.2 Off the Page - Factors

Backlinks / Inbound links
Getting others to link to your website also often helps. It can be seen as a recommendation towards your site and is one of the most important factors in determining your site’s search ranking. There are many ways to earn links from the web through direct and indirect efforts. Direct effort refers to social bookmarking, blog commenting, guest posting, social media marketing, press release publishing, forum commenting, document sharing and so on. The indirect effort is gained from presenting excellent content on your site that causes readers to share it around the web, linking the pages naturally. The link equity that passes from these sites to your site is called link juice, and this link juice differs in its authority depending on the sites linking to you.

But not all links are good links. Link juice passing to your site is effective when it is from:

- Pages that have content relevant to your site.
- Pages that contain quality content.
- Pages that appear high in SERPs.
- Pages that have user-generated content.
- Pages that are popular with social media audiences, i.e. they are mentioned often in social media.
- Pages that have keyword-optimized anchor text that matches your target keywords.

- Link juice passing to your site is ineffective when it is from:
  - Pages with irrelevant content.
  - Pages that have a lot of links; for example ad links.
  - Pages that are not indexed in search.
  - Paid links.
  - Links obtained in a link exchange scheme. This is where you link to someone’s site in return for a link to your site, which essentially cancels the impact.
  - Links from unranked sites with no content.

TIP: summary of SEO as a periodic table and their interaction provided by Searchengineland.com.

In this infographic you will find a good overview of all SEO success factors with a checklist of On the page and Off the page factors.

Controlling and monitoring
- Use free webmaster tools to check your website performance.
- Google analytics will allow a more detailed statistic and analysis that can be combined with different other tools for website and SEO statistics.
3. Search Engine Advertising

SEA are paid advertisements (often also called “paid placements”, “sponsored links”, “performance marketing”) shown on search engine pages when specific keywords are typed. Those advertisements lead to different websites or specific tailored landing pages. There are several search engine advertising providers worldwide such as Google Adwords.

Google Adwords in a nutshell:

Why use SEA?
SEA’s main goal is to convert visitors to customers. We also speak about conversion compared to web traffic.

Traffic: is the amount of data sent and received by visitors to a web site. When a user clicks on one of the listings in the search results, they are directed to the corresponding website and data is transferred from the website’s server, thus counting the visitors towards the overall flow of traffic to that website.

Conversion: is the act of converting site visitors into paying customers. However, different sites may consider a “conversion” to be some sort of result other than a sale (e.g. newsletter subscription, portal/forum registration...)

Unlike traditional advertising, SEA is more about bringing the visitor into the action of purchasing your product (e.g. course, seminar) or services rather than awareness. In order to realize the highest conversion rate, you must be able to lead visitors to the conversion step through more focused targeting. This already shows the great advantage compared to
branding activities in form of banner advertisement that have awareness-raising as the main focus.

The next graphic explains the **online sales funnel** that starts by attracting the customer until she/he decides to purchase and in the best case also returns to the website for further actions. The graphic gives an overview of how companies attract and retain customers via the web.

A sales funnel is the process which a consumer goes from casually interested, to actively purchasing. Thereby, the funnel takes into account the emotional and logical stages the buyer goes through, and nurtures them on to the next phase.

In order to get started with Google Adwords, there are a few steps one must follow. You can sign in using your Google account or Gmail address.

**How to use SEA?**
If you do not have a Google account or Gmail, you then must create one in order to get started with an Adwords account. After you have created an Adwords account you then have to get started with the creation of your first campaign. There are four simple steps that you have to make.

1. Choose your budget
2. Create an advertisement
3. Select keywords that match your ads to potential customers
4. Enter your billing information

**Online Sales Funnel – From Attraction to Conversion to Retention**

![Online Sales Funnel](image)

Image 35 | © Image courtesy of Moz.com | Online Sales Funnel
How to set up a Google Adwords campaign:

It is crucial to select the right keywords that your target audience will use to search for your services and products. Use online keyword planners to get ideas and traffic estimations.

Choosing and organising your keyword list:

- Think like a customer when you create your list
- Select your keywords (see keyword section above)
- Group similar keywords into themes
- Pick the right number of keywords: between 5-20 keywords per ad group

An example for an Adwords campaign:

With your Google Adwords account you create two campaigns for different training course sectors – arts and culture. Within those campaigns you set up ad groups for the different courses that are offered in those sectors. For example, in the arts courses you decide to promote painting and pottery classes whereas in the culture sector you focus only on cooking classes. Within those ad groups you can now place different ads promoting those courses you are offering.
Writing targeted ads
The idea is to target your audience by convincing them that your products/services are exactly what they are looking for.
- Keep it short but powerful
- Ads convincing people to click on are clear, specific and compelling

A Google advertisement text consist of three components: a headline, display URL and a description.

A 25-character headline
You get 2 lines of 35 characters each to describe what you have to offer
www.Your-35-Character-URL.com

Headline
- Noticed first by customers!
- Should relate directly to the keywords customers are searching for

Description
- Follow the KISS principle “Keep It Short and Simple”
- Include key details of your service/product
- Highlight the benefits of your product (e.g. special discounts)
- Include a call for action (e.g. register today)

Display URL
The display URL is the web address users see when they view your ad. It does not have to be the same as your destination URL where users land when they click on your ad.
- Make sure that you use an actual URL for your site
- Choose a destination ULR that promotes your service and product directly instead of linking to the general homepage

Examples for adds promoting cooking classes:

An ad could look like this:

**Cooking Classes in PDX!**
Weekly Classes in Day or Evening:
Beginner - Intermediate - Advanced.
www.PDXCookingClasses.com

After checking the keywords that are used for cooking classes:

Your ad could look like this:

**Love Cooking?**
Take a Cooking Class With Us!
Learn New Skills from Real Chefs.
www.PDXCookingClasses.com

**Local Cooking Classes**
Love to Cook or Want to Learn? We've Got a Cooking Class for You.
www.PDXCookingClasses.com

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If you have something special related to your offer that helps you to stand out from the crowd you should definitely include it. Then your ad could look like that:

Some general examples for well vs. poorly written ads are available at http://learning.camp20.eu.

Practical exercise - How good does your ad look?
Try to set up your individual campaign with 2-3 ad groups and create at least 2 ads per group.

Cost calculation
Search Engine Advertising is of course not for free. There are many different cost measurement methods for online advertising. Examples of these methods are: Cost-per-Mile (CPM) as used with banner advertising for example, Cost-per-Click (CPC), Cost-Per-Sale (CPS) and Cost-Per-Lead (CPL). However Google Adwords only uses the Cost-Per-Click method. Cost-Per-Click advertising is also called Pay-Per-Click (PPC) advertising.

When a word is typed in the Google search bar, at the top and at the right will appear advertisements that are related to these keywords. Google then auctions these keywords. The company that has the highest bid will appear first on top. Companies can bid on the places and the highest bidder will have a high chance to get the best place on top. If a person clicks on the advertisement then that company has to pay for that click.

The main advantages of using Adwords PPC to manage advertising costs are:
• You choose where and when to spend your money
• There is no minimum or maximum amount to spend on your campaigns
• You can change your budget whenever you want – no contracts!
• Reports on your ad costs and billing history are available at any time

Find out more about how costs are calculated in AdWords at http://learning.camp20.eu.

Conversion Tracking:
An Adwords feature that lets you track whether someone who clicks on your ad and visits your website will perform an action that you consider valuable, such as a purchase or sign-up. Conversion information can help you determine the effectiveness of your ads and keywords.

Reports:
Adwords offers a variety of reports you can use to measure and monitor your account’s performance. You can monitor which search queries are triggering your ads, which websites drive the most traffic to your business, and which keywords yield the highest click-through rates. You can access the Report Centre by clicking on ‘Reports’ tab in your Adwords account.

Google Analytics:
A free hosted web analytics tool that provides useful data for website and marketing optimization. Site owners and marketers can use Analytics to learn how people found their site, how they explored it, and how to can enhance their visitor experience. You can access Analytics from your Adwords account by clicking on the ‘Analytics’ tab.
4. THE OUTLOOK FOR SOCIAL MEDIA OPTIMIZATION

Over the last couple of years expectations of the searcher have changed dramatically. Online searchers are no longer inclined to look for information in regards to a particular result. The more time that online users spend hooking up, sharing and relating with social media, the more they expect to relate with the information they come across in search engine results.

People use social media sites to a small extent to look for information, recommendations as well as references. Several studies have found that consumers are increasingly growing weary of marketing messages and instead prefer recommendations made by other consumers.

When people share, tag, like, tweet, or bookmark your information you will receive inbound links that give you better rankings in search engines. Therefore, it is important that you create content that people want to share. But it is not all about inbound links any more. The direction leads clearly to engagement or conversation. It is therefore important for you to be proactive and to comment, share, post and embed your information in relevant groups for examples.

The path from “Search-Visit-Buy-Review” has changed to “Search-Visit-SHARE-JOIN-Buy-Review”. The next graphic shows in more detail what this path involves and how social media supports SEO.

Social media optimization in relation with SEM

Whereas social media can support your SEO it works also the other way around, and you can use SEO and SEA to optimize your social media management. That supports your brand awareness, the promotion of your social media profiles and increased traffic to your website and purchases in return. The next graphic shows you examples of the interrelation of the concepts and what you can do to improve your social media optimization (SMO). The basis of all activities is again good content, as mentioned above already: content is the king that you should always focus on and adapt according to the media and format you are using (ad, post, website content...).

http://www.coalesceideas.com/ways-optimize-social-media/
All those aspects show why SEM is becoming more challenging: many factors are influenced by the individual user and their own internet/social media behavior and networks and cannot be predicted by SE marketers. Furthermore, the web2.0 landscape is rapidly changing and constantly offering new features and tools; it is difficult to keep up with all of them – and not all of them are used to the same extent in all countries. Although there are still important aspects that can be steered in order to reach good online placements that will deal with in the next sections.

5. Final remarks and issues to keep in mind

- SEM is an ongoing activity that has to react and adapt to continuously changing features and new tools. The best results can be achieved by combining SEO and SEA.
- SEM can be implemented and updated within the individual organization, dependent upon the availability of existing knowledge and time as well as human resources.
• SEM will be more effective if you involve your website developers and administrators and further colleagues who can help by content creation and keyword selection.
• Successful SEM campaigns require some financial resources but the amounts can be comparatively low if the SEM strategy is well thought through from the very beginning.
• It is recommended to adopt SEM campaigns according to the overall online marketing strategy of the institution.

The challenge of SEM lies in the dependency of factors related to the individual user and his/her internet and social media behaviour and connections with online networks. These individual aspects of users cannot be easily influenced or predicted. The best results can be achieved when you know as well as possible your target group and how they act on the web. But as shown in the previous sections there are many aspects that can be steered by yourself and will lead to success in good online placements.

Glossary
• CPC – Cost-per-Click
• CPL – Cost-per-Lead
• CPM – Cost-per-Mile
• CPS – Cost-per-Sale
• PPC – Pay-per-Click
• SE – Search Engines
• SEA – Search Engine Advertising
• SEM – Search Engine Marketing
• SEO – Search Engine Optimization
• SERP – Search Engine Result Page
• SMO – Social Media Optimization

Further Readings
• A guide to building successful Adwords campaigns by Google.
• Keyword Research and Selection by Stoney G deGeyter.

References
• http://adwords.google.com
• http://blog.woorank.com/2013/05/the-flow-of-link-juice/
• http://moz.com/blog/mega-serp-a-visual-guide-to-google
• http://onlinemarketingin60minutes.com/
• http://searchengineland.com
• http://searchengineland.com/guide/seo
• http://searchengineland.com/seotable
• http://searchengineland.com/guide/seotable
• http://searchengineland.com/guide/seotable
• http://seoexplainedsimply.co.nz/
• http://www.add3.com/insights/writing-brilliant-ppc-ad-copy-in-4-fun-steps/
• http://www.apogeeresults.com/blog/tips-for-social-media-optimization/
• http://www.coalesceideas.com/ways-optimize-social-media/
• http://www.ebizmba.com/articles/search-engines
• http://www.google.com/analytics/
• http://www.moz.com
• http://www.optimum7.com/services
• http://www.pagetrafficbuzz.com/infographic-day-google-search-seo-average-consumer-reacts/17167/
• http://www.socialmention.com
• https://adwords.google.com/KeywordPlanner
• https://support.google.com/
• https://support.google.com/adwords/answer/1704424?hl=en&ref_topic=312176
• https://www.google.com/webmasters/tools

Youtube

• What is Google Adwords? https://www.youtube.com/watch?v=ozwe2g3Edgs#t=47
• How to set up a Google Adwords Campaign https://www.youtube.com/watch?v=PnOlw1WBJqo
• How to do keyword research the right way https://www.youtube.com/watch?v=gMfjKaHAoE
• How to improve SEO for Continuing Education and Lifelong Learning https://www.youtube.com/watch?v=S3t7Q-iz-iA
Module 8 Social Media Tools for PR and Marketing

This Module links very strongly with Module 3: Creating Social Media Content.
A list of additional tools for developing Social Media content can be found there, as well as guidance and ideas for using them.

Links to the tools and to online tutorials and further reading can be found in the full module which is available on the Learning Platform: http://learning.camp20.eu.
<table>
<thead>
<tr>
<th>Social Media Tool</th>
<th>Facebook</th>
</tr>
</thead>
</table>
| Overview          | Facebook is a US-based company  
It’s a social networking platform, consisting of private & company profiles, groups, and events.  
Facebook had 1.23 billion monthly active users at the end of 2013, based on company data, or roughly one-sixth of the world’s population. 945 million of the users were accessing Facebook on mobile devices. It is most useful for networking and communicating |
| Usefulness for Marketing | Showcasing your offer through business fan pages, including new features such as a timeline and custom tabs.  
Causal and engaging relationship-management with customers and prospects  
Through lists that help structuring your fans and friends, a targeted communication is possible.  
Service, complaint and feedback management  
Sales can be driven by Facebook advertising  
Recommended target group: learners all of ages |
| Benefits          | Facebook has a very broad international spread and enormous range (the average user has 130 friends). Its fastest growing demographic is the age group 35 years or older.  
Facebook fan pages, groups, and events etc. are very popular (it plays a very important role in getting latest valuable information)  
All features (except advertising) of Facebook are useable 'free of charge'  
Facebook has useful features for analytics of the traffic on your pages  
It’s a way of reaching people on a less formal level (starting a 2-way conversation)  
The creation of custom tabs and a timeline on business pages create a rich user experience and enables you to control the content that your followers see. |
| Drawbacks         | It can be very time consuming to use effectively.  
Every now and again some settings are called into question, because they do not confirm with EU data protection regulations (e.g. the feature to find friends)  
There is increasing advertising, which has a negative impact on the design of your profile and the user experience. |
| Links to other Modules | Module 2  
Module 3 |
<table>
<thead>
<tr>
<th>Social Media Tool</th>
<th><strong>Twitter</strong></th>
</tr>
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</table>

| **Overview** | Twitter is a free social networking and microblogging service which enables people to broadcast short messages (limited to just 140 characters) to “followers” in real-time. The service has rapidly gained worldwide popularity, with more than 100 million users at the end of 2013. It is most useful for networking and communicating. |

| **Usefulness for Marketing** | Updates can be given on Twitter so customers know what’s going on. Experts can be found to invite as a guest blogger on your blog or as speaker at your event. Sponsors can be found for a contest or program. Applications and tools can be used to enhance your Twitter background and profile. Conversations can be tracked mentioning your name or your brand. Market research can be done and knowledge gained with polls and surveys. Survey and poll results can be shared. Links can be put to your presentations and videos. Publication of newsletters can be announced. Job openings can be announced to find qualified talent. |

| **Benefits** | Communication with a targeted market can be done by using Twitter. This means business uses Twitter to share information about their services and build relationship with customers and partners. Market research can be done by using twitter and you can interact with customers within seconds. The organisation can be promoted very easily and effectively by posting just 140 characters and it’s free. |

| **Drawbacks** | Twitter is the number one site for spammers. Users have to filter and weed out spammers from your lists from time to time, if a good gauge is wanted of your target market. Twitter is addictive. It is very easy to get distracted as you join in the conversations or receive tweets outside your business interests. You will have to strike a balance with getting friendly with your followers and meeting your Internet marketing objectives. |

| **Links to other Modules** | Module 2 Module 3 |
### Social Media Tool

**Instagram**

#### Overview

With 30 million registered members, Instagram is an online photo and video sharing network service which is connected with and able to share the materials on Facebook, Twitter, Tumblr and Flickr at the same time.

It is most useful in networking and communicating.

#### Usefulness for Marketing

Provides a great collage and gives your audience a better insight into your company. Anything can be promoted — from products/services to employees to customers to conferences. It can be easily adapted from companies to users to be part of a contest by using hashtags for their photos or to vote for favourite photos and pick a winner. Followers can be rewarded for looking at your pictures and reading the descriptions. For some visuals that’s a contest; for other that may be including discounts or promo codes. Most conferences have a hashtag that attendees can follow on Twitter and Instagram that can be used to show others everything that’s going whether it’s visual or in 140 characters.

#### Benefits

Visual effect on customers and potential customers. Instagram can be used for developing personal artistic skills and adopting an individual perspective by taking artistic photos and shooting interesting videos. It’s also useful for being in communication with friends and sharing about daily activities.

#### Drawbacks

If it is not used correctly, it can easily become a time-consuming tool for some users and make them spend too much time on networking. Care must also be taken not to divulge personal details.

#### Links to other Modules

- Module 2
- Module 3
<table>
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<tr>
<th>Social Media Tool</th>
<th>google+</th>
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</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>Google+ is 'the second largest social networking site' (Virtual Community), which is owned by Google Inc. Its identity service is a background for different types of Google services such as YouTube, Gmail, Google maps, Android, Google Play, etc. In October 2013, Google counted 540 million active users who used at least one Google+ service, of which 300 million users are active in &quot;the stream&quot; (Google Inc Official Blog, 2013).</td>
</tr>
<tr>
<td><strong>Usefulness for Marketing</strong></td>
<td>Google+ is creating a great way to get pictures to lists which are in the search results. People are improving their relationship marketing by connecting to Google hangouts and getting know their fans. The easiest way to share information about the company and business is to build up a Google plus profile, thus driving more traffic to your business.</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>The main advantage of Google+ is its brand. With the Brand Name it’s easy for G+ to be a successful Social Network. Much like Facebook &amp; Twitter, it shows whatever people you follow are sharing with you. It’s useful that it combines the features of a Facebook Wall and a Twitter Timeline. It’s very useful to have most of the Google features under one umbrella. While you are using Google+ with a click, you can switch to Gmail, Web Search, Image Search etc... It enables you to have multi-user video chats with your circle of friends. Webmasters can include the +1 button on their website or blog to be a part of next big social media revolution. Twitter has a limit of 140 characters, Facebook has a limit of 420 characters; Google+ has no character limit.</td>
</tr>
<tr>
<td><strong>Drawbacks</strong></td>
<td>Long URL’s and confusing social area names There are some supporting problems with different internet browsers It is hard to organize a Google+ account when there are a lot of people in the circle. It is also pretty difficult to find people from accounts if that person was just invited and not in the Google+ yet. Much like Facebook, Google+ doesn't have Brand Promotional Pages. Google + is an open market for spammers also. Much like Facebook &amp; Twitter Google+ doesn't have a direct message facility.</td>
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<tbody>
<tr>
<td><strong>YouTube</strong></td>
<td>YouTube is a video-sharing website which has been owned by Google since late 2006. The site allows users to upload, view, and share videos. Available content includes video clips, TV clips, music videos, and other content such as video blogging, short original videos, and educational videos.</td>
</tr>
</tbody>
</table>

| **Usefulness for Marketing** | You can get high quality video and share it on social areas. You can embed your video into other website and associate your website with your YouTube domain. Thanks to this, you can grow a large audience from all over the world. |

| **Benefits** | It is free. You don’t need to pay to have a special account. It is not TV. You can watch everything again when you want. There are many advertisements on YouTube. You can use this advantage to develop your job. It’s easy to search for material. There are many kind of fields for searching, such as music, games, sport. Surveys could be helpful in improving your products. It doesn’t matter you are professional or amateur; you can post a video on YouTube. You can share videos which are on YouTube easily via other social media tools. |

| **Drawbacks** | Advertisements which are run by YouTube may obstruct video to access to consumers. You are not allowed to upload the company’s logo on the video. There is no chance to add a website link to the video. Promotion codes or coupons cannot be accessed by consumers on YouTube. YouTube does not provide support to users. Any accounts can be shut down or removed by YouTube without reasons. Amazon and edgecast content delivery network (CDN) are not enough to serve video streaming internet rush hour consistently. The advertisements of competitors and spammers can be introduced around the videos. |

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<th>Social Media Tool</th>
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<tr>
<td>Overview</td>
<td>WordPress is used by many websites as an open and free blogging device and 'Content Management System' (CMS). It has grown and changed its type from the beginning term in 2013, and “it was used by more than 23.1% of the top 10 million websites as of August 2013” (W3 Techs. 2013). Technically it has a number of themes for different appearances, plugins for database, and mobile applications for increasing kinds of options. This is a tool for hosting and publishing content.</td>
</tr>
<tr>
<td>Usefulness for Marketing</td>
<td>WordPress is the best for business platforms to be seen as the most professional. This blogging platform will reflect the quality of the brand, mission and business.</td>
</tr>
<tr>
<td>Benefits</td>
<td>WordPress is a good way to publish, curate and modify all the great content to advance SEO, and is useful for creating better ideas on leadership and social media strategies. Because of the support of many CMS developers, Wordpress is seen as having a great security, personalization, flexibility and independence for a low cost. WordPress does not need to be used just for complex texts but it is also useful for collecting any kind of data such as photos, videos. Anyone can conduct multimedia too. WordPress, with its many kinds of plugins, would be a good choice for people who needs advanced functionality such as social media sharing to boost arrival marketing tactics. The packaged code of WordPress is easy to download and use and it is still growing.</td>
</tr>
<tr>
<td>Drawbacks</td>
<td>Similar to other modifications, some operations, such as removing a date field, need the experienced knowledge of PHP language. There is a uniqueness problem on the homepage because of not being expert on CSS and HTML. However, there are many kinds of templates that can be differentiated. PHP security problems may arise because of the script which is not secure as many other applications. The complex form of modifying tables and graphics makes WordPress harder to use than other applications such as Quick, CMS, and Joomla.</td>
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## Social Media Tool

**issuu**

### Overview
issuu is a digital publishing site which is free, and it tries to give the impression of a printed publication as online. It has different kinds of content such as fashion, culture, art, or hyper local that can be reached from any device. According to IJTRA, around 14 million magazines and 70 million active readers are using Issuu actively. It also has been working as partners including New York Times, VICE and V Magazine.

### Usefulness for Marketing
The main function of issuu is as an online shelter for the magazine industry, emergent fashion magazines, and some other kinds of interest groups. issuu is also encouraging the development of marketing and business with the easy creation of PDF flip books.

### Benefits
The flip book type of magazines are a great cost efficient option considering the expense of printed versions. These flip book type magazines are also known as the ‘digital magazines’ which are offered by a number of companies. The best part of these digital magazines is the success of the simulated version. That means readers can turn pages as the same when they read a printed magazine or newspaper. The variation of advertisements and views are easy to be in circulation with the usage of click-through.

### Drawbacks
The cost and server space might be problematic because of paying a service provider in order to convert PDF files to flip book format or hiring a staff member who can create it with the advanced knowledge of Flash. Flash or image based versions of flip books are making it more difficult to optimize search engine, and some parts of the text are not appropriate for search engines.

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**Overview**
The system was founded to keep photos and videos into. Around world 87 million people are using this programme which launched in February 2004. It is a good tool for networking and communicating.

**Usefulness for Marketing**
You need only one Yahoo email address to sign up, then you can use Flickr as a storyteller for your company. You can show your products with photos and share them with different groups. Flickr also offers you a business account.

**Benefits**
You can share your organized photos on this area and also have comments and likes from your friends. It’s a really easy system because it doesn’t matter which device are you using; from your home computer or from your phone it’s faster and more reliable than other photos sharing areas.

**Drawbacks**
You can’t block a message sender and can’t delete topics which talked past on your account. It’s possible to have spam sometimes.

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**Overview**
The web application which is help to create free online video to amateurs is based in Israel. There are 40 million registered user and the programme has become one of the most useful applications from Google+Play.

**Usefulness for Marketing**
Creating videos can add some much needed fun and individuality to a content marketing strategy, making products easily identifiable in a saturated market place. Videos can also help to reach a different group of potential clients, in particular those that prefer video to reading.

**Benefits**
It’s easy to share through Facebook, Twitter, Email and YouTube; suitable for most formats (AVI, MPG, FLV, MP4 or MOV); It is able to edit 1:30-minute videos free of charge.

**Drawbacks**
It offers few themes, what makes difficult to fit your specific idea into one of them; the app requires an active Internet connection to use it; there is no precision editor for after compilation editing.

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</thead>
<tbody>
<tr>
<td>Overview</td>
<td>US-based company. Sparkol VideoScribe is a unique tool for creating engaging animated content to tell stories. Make whiteboard-style animations quickly and easily without technical training or design know-how. It had more than 250,000 users in 135 countries around the world.</td>
</tr>
<tr>
<td>Usefulness for Marketing</td>
<td>Creating videos can add some much needed fun and individuality to a content marketing strategy, making products easily identifiable in a saturated market place. Videos can also help to reach a different group of potential clients, in particular those that prefer video to reading.</td>
</tr>
<tr>
<td>Benefits</td>
<td>It's time efficient, not expensive, and you can create pretty cool explainers using it without any technical skills or equipment. The program is not expensive considering the benefits it provides. Also, it has a very loose license; there is no need to draw or be a professional animator to use it.</td>
</tr>
<tr>
<td>Drawbacks</td>
<td>It does not have a big standard library; this program is very simple and unfortunately the only way to create moving objects (aside from moving hands/pencils) is by using the “Morph” option, which doesn’t look good in most cases, and it is difficult to get if you’re not going to have much control over it.</td>
</tr>
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<th>Social Media Tool</th>
<th>Animoto</th>
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<tr>
<td>Overview</td>
<td>New York-based company. Animoto is a cloud-based video creation service that produces videos from photos, video clips, and music into video slideshows. It has 6 million users.</td>
</tr>
<tr>
<td>Usefulness for Marketing</td>
<td>You can show how people are using your product and explain features of your product with Animoto videos to your potential customers. You can create videos with your customer testimonials.</td>
</tr>
<tr>
<td>Benefits</td>
<td>It's easy to use and make something that looks professional. The video is online immediately and very easy for you to embed into your website or blog.</td>
</tr>
<tr>
<td>Drawbacks</td>
<td>The free version only allows 30 second videos to be made. You can add limited text to the video. You can only select one song. You can’t preview the song before selecting and creating the video. You need to create a user account</td>
</tr>
<tr>
<td>Links to other Modules</td>
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</tbody>
</table>
### Social Media Tool - GoAnimate

#### Overview
This is a US-based company. The company was founded in 2007 by Alvin Hung. The programme gives the opportunity to create animation with cloud-based themes. At the same time, GoAnimate is a founder of the YouTube creation tool partner programme. This is a great site for creating content.

#### Usefulness for Marketing
Creating videos can add some much needed fun and individuality to a content marketing strategy, making products easily identifiable in a saturated market place. Videos can also help to reach a different group of potential clients, in particular those that prefer video to reading.

#### Benefits
- It's free and easy to sign up with an email address. You don’t need to download everything because it’s possible to see everything online. You can make video easily with the “quick video maker” in few minutes. The tool is very intuitive to use.

#### Drawbacks
- The biggest fault is the limited number of characters in the Basic Version. You have only 5 emotions to choose and 2 minutes to create your video. If you use the basic version, you can’t download your videos and upload your pictures. Additional, the text-to-speech format has some holes.

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### Social Media Tool - Screencast-o-matic

#### Overview
This is a program to create and upload screencasts. A screencast captures what is happening on the computer screen, while recording audio that narrates the actions on the screen.

#### Usefulness for Marketing
Creating videos can add some much needed fun and individuality to a content marketing strategy, making products easily identifiable in a saturated market place. Videos can also help to reach a different group of potential clients, in particular those that prefer video to reading.

#### Benefits
- It is free to Internet users for the basic features. It requires little to no training for new users. Screencast-o-matic captures any program or website that is on the computer screen. The website has the ability to publish the screencast in a variety of ways.

#### Drawbacks
- Users cannot edit the screencast on the website or record more than 15 minutes without purchasing the Pro edition for $15 per year.

#### Links to other Modules
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### Picktochart

**Overview**
Malaysia-based company. Piktochart is a web-based infographic software which allows users without intensive experience as graphic designers to create professional grade infographics, using templates. It has 420,000 users. This is a good tool for presenting content.

**Usefulness for Marketing**
Any reliable data you have can be processed and shared in different formats as a link or email. Your infographic can also be used for your presentations.

**Benefits**
It has an option to convert infographics into a presentation-ready format. Customizable colour schemes and backgrounds for the infographic templates.

**Drawbacks**
You can start to use this programme with limited free service but then you have to pay 29 dollars per month for more themes and features. The free account has many limitations. For example; you can’t change your canvas size or upload more than 5 images without paying anything.

**Links to other Modules**
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### easelly

easelly was founded in 2012 to create funny, eye-catching and informative graphics on the web. It’s possible to design some business graphics with this programme and anyone can use it for free. Nowadays over 300,000 people are using it to design their own objects for fun or work, and share their creative ideas online platform. easelly is useful for creating content.

**Usefulness for Marketing**
The programme will give you the chance to prepare effective graphics which present your product to your customer. You can share your graphics and some amusing designs about your brand on all social areas.

**Benefits**
Graphics are great information resources about your data. With one look, you can understand what is going on and get rid of mediocrity with colourful design. Infographics also can help to improve diversity and attract attention on social areas. At the same time everyone can use this online creating programme for free.

**Drawbacks**
When you only use those backgrounds from the website, over time they can become a little repetitive.

**Links to other Modules**
- Module 2
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### Social Media Tool

**Overview**
You can prepare infographics easily just in 5 minutes thanks to this programme. Write your data and choose a background which is suitable for your project. You can have an infogr.am account with Facebook or Twitter. The programme was founded by HackFwd which is an investment company in Europe, and it has many users around all world.

This is a tool for creating content.

**Usefulness for Marketing**
You can organise your infographics and embed them in a tweet. Each tweet should have specific facts from your infographics. Try to do this regularly. Share your infographics and spread your posts on other social areas.

**Benefits**
When you have finished creating your infographic, you can post it immediately to Facebook, Twitter or Pinterest. This is a great time-saving feature.

**Drawbacks**
There is no "undo" button and this is the biggest problem about infogr.am. If you want to change your data or background, you have to start all over again. Also there is no "help" option and it may be difficult to know how to start designing your infographic. If you want to draw a chart, you should import your data from excel. This part of programme is little confused.

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- Module 2
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8. THE E-LEARNING PLATFORM

The legacy of the CAMP 2.0 Project is the e-learning platform.  

This is a free, Moodle based e-learning platform which houses the eight CAMP 2.0 Learning Modules in their entirety, along with all the supporting learning materials.  

These include Power Point presentations to introduce each module and interactive planning documents.  

The Trainer's Guide is also available on the e-learning platform.
# 9. Table of Images

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<td>© Image courtesy of Moz.com</td>
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