MMC 6726 Social Media & Emerging Technology

Fall 2016

Instructor

Lisa Hope

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Office Hours: Via Skype or GChat by appointment

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Contact

The instructor is available via email. No phone calls unless a meeting is scheduled. Please email or text to set up an appointment. For general course questions, please post on the questions discussion board in Canvas or email the instructor.

Office Hours:

I will respond to email as quickly as possible.

Instructor Bio:

Lisa graduated from the University of Florida College of Journalism and Communications in 2005 with a bachelor's degree in journalism focusing in online media, and earned her MAMC in social media in 2014. She is the director of marketing and engagement for the College of Journalism and leads marketing efforts for the College's distance programs, focusing on lead generation, brand building, and social media. She edits the programs' blogs, and designs, develops and maintains the programs' websites.

Course Website and Login

Your course is Canvas (UF e-Learning). Go to http://lss.at.ufl.edu. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk http://helpdesk.ufl.edu/ (352) 392-HELP (4357) if you have any trouble with accessing your course.

Course Description:

This course offers an introduction to gamification, as well as the research, educational, enterprise, and marketing uses of mobile games, virtual reality, social media games, and virtual environments. Students will study the successes, failures, and uses of these mediums, particularly as they relate to marketing, branding, education, and business. Additionally, students will research ethical and sociological issues associated with these mediums, and analyze the uses for a variety of settings and purposes.

Each week, students will study real-world examples of major brands and organizations using these mediums in a variety of ways. Among others, course assignments will include: drafting marketing plans using these methods; reviewing current campaigns; and overcoming hypothetical obstacles and issues in these types of campaigns.

Note: This is not a "videogames" course. We will undertake careful, systematic analysis of these methods in the communications field. An aficionado of videogames will have no advantage in this course over a student who has zero experience with gaming.

Course Objectives:

By the end of this course, students will:

- Study current marketing strategies using gaming, virtual reality, and virtual worlds.
- Analyze traditional gamification techniques and propose modern strategies.
- Create educational and professional marketing strategies using gaming, virtual reality, and virtual worlds, designed to influence behavior.
- Discuss the strengths and weaknesses of gaming, virtual reality, and virtual worlds in the marketing and business worlds.
- Understand how to utilize these tools to fuel marketing campaigns, reach new demographics, and raise brand awareness.
- Explain the educational, medical, military, and enterprise uses for these methods that reach far beyond entertainment
- Design a creative and detailed marketing plan encompassing these methods for a brand of their choice.

Course Expectations:

This is a 12-week course broken into 12 modules. Each week, you will complete readings, watch a lecture, and write discussion posts. There are 6 assignments throughout the semester in varying length and detail, and one final project at the end of the semester.

You are expected to complete work on time and participate in class discussions in a professional manner while respecting the instructor and fellow students.

Ownership Education:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you

to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

Required Text:

There is no required textbook for this course. Instead, readings and case studies will be assigned each week. Materials for the course include scholarly works, articles, blogs, and excerpts in digital media theory and criticism, gaming, virtual reality, social media, and human-computer interaction. The readings will provide in-depth analysis of the uses for gaming, virtual reality, and gamification.

Teaching Philosophy:

To help students maximize their knowledge of digital communication tools in order to reach their creative potential in creating integrated marketing communication strategies using a wide variety of skills.

Course Policies:

Attendance Policy:

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once daily to check for course updates in the announcements and discussion sections of the site.

Late Work and Make-up Policy:

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

• Less than an hour late	05 points off
• More than an hour late but less than 24 hours late	10 points off
• More than 24 hours late but less than 48 hours late	15 points off
• More than 48 hours late	25 points off
• 72 hours or more late	Not accepted at all

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email files or even links to Drive folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Technical issue policy: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will

document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx .

Coursework Submissions:

All coursework should be submitted through Canvas.

Deadlines:

This class, like others, involves many deadlines. The new Module Week starts on Mondays.

- Reading Reactions   11:59 PM EST Wednesdays
- Lecture Reactions   11:59 PM EST Thursdays
- Reading Comments   11:59 PM EST Fridays
- Reading Comments Responses   11:59 PM EST Sundays
- Assignments   11:59 PM EST Sundays
- Final Presentation   11:59 PM EST the last Sunday of the semester

Grading:

Your work will be evaluated according to the following distribution:

- Reading Reactions   20%
- Reading Comments   10%
- Lecture Reactions   20%
- Assignments   25%
- Final Project   25%

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 93%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 83%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 73%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 63%	to	60%
F	< 60%	to	0%

The grade of 92.62 is A. The grade of 92.34 is A-. When the grade falls at a .5, I will carry the grade to the next decimal point for rounding purposes. Current UF grading policies for assigning grade points: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course and Assignment Details

Weekly Lectures:

The Instructor will post a lecture video to Canvas for 11 of the 12 weeks and two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

You are expected to provide a 250 to 500-word response to each lecture video. The instructor will post a question or writing prompt in the Discussion Board for you to write your reaction based on the knowledge learned during the lecture. Your reactions are not summaries of the material presented, but actual reactions to the writing prompt. You may discuss areas not mentioned during the lecture that relate to the discussion, or discuss topics not included in the lecture. You will not get any points if you skip the Lecture Reaction but comment on others' reactions. You are not required to comment on students' lecture reactions, but feel free to engage in discussion.

Lecture Discussion Rubric

Lecture reaction posts are awarded points of 0 -100 according to levels of completion:
- 100 points: Completed task fully and by the due date according to the schedule. Reaction meets word requirement and provides an actual reaction to the writing prompt and not a summary of the lecture.
- 80 points: Reaction post made by the due date according to the schedule. Reaction DOES NOT meet word requirement, but provides an actual reaction to the prompt and not a summary.
- 50 points: Reaction post made by the due date according to the schedule. Reaction DOES NOT meet word requirement and DOES NOT provide an actual reaction to the prompt and instead is a summary.
- 25 points: Reaction post made by the due date according to the schedule. Reaction DOES NOT meet word requirement, DOES NOT provide an actual reaction to the prompt and instead is incoherent or off-topic.
- 0 points: No reaction post made.

Readings and Discussion Posts:

Required readings can be found in the Weekly Schedule in this syllabus and in the Modules in Canvas. You are expected to read all required readings and case studies and watch any accompanying videos (called Activities).

You are expected to write a weekly Canvas discussion post (approx. 250-500 words) based on the readings assigned each week. Additionally, some weeks will include Activities, which include viewing short (3 minute) video examples. Students will watch these videos each week to get

ideas for their final projects and assignments. You must reference these videos in your weekly discussion post.

Posts are due by 11:59 PM EST each Wednesday throughout the term of the week the readings are assigned. Discussion posts should not only provide a short summary of the readings, but your analysis or insight, and reference any experience you have with the topic. Please reference each reading in your reaction so it is clear when you are discussing them.

You will also need to include two questions based on the reading/videos. Your questions should explore deeper into the topic than the readings and videos alone, and provoke thoughtful responses and insight from your classmates. These questions will also be used to provide classmates ideas for comments they may answer in response to your post. Please follow appropriate netiquette rules.

Your posts should discuss ALL the readings and videos assigned to demonstrate you have completed the assigned work. Your classmates will comment on your discussion post and you will comment on theirs to you. You are required to comment on at least 3 students' posts.

For full credit, you are expected to respond to every comment made on your own post. Your comments are due by Fridays at 11:59 PM EST. Responses to the comments on your own post are due Sundays at 11:59 PM.

**You should provide all responses to fellow students' comments by 11:59 PM EST on the Sunday of the week assigned.

Reading Discussion Rubric

Reading reaction posts are awarded points of 0 -100 according to levels of completion:
- 100 points: Completes task fully and on time and demonstrates an understanding of the reading and is not simply a summary. Applies information to a real-world situation. Covers all the readings assigned and poses at least two questions to classmates, and responds to their posts in reaction to what you have written.
- 90 points: No questions posed to classmates, but otherwise satisfied the objectives of the assignment OR questions were posed, but responses to classmates' posts were not made.
- 85 points: Not all the readings were covered, but otherwise satisfied the objectives of the assignment.
- 75 points: Post did not fulfill word requirements (250-500 words) or merely summarized the readings but did not advance the material.
- 50 points: Post was late and did not demonstrate any evaluation of the readings OR post did not include at least two questions AND did not cover all the readings.
- 0 points: No post listed.

Reading Discussion Comments:

Each week you will comment on 3 discussion posts by fellow students in Canvas. Comments must add something of value to the conversation thread (be thought provoking). You are required to respond to **every** comment on your own post. You will only receive full credit if you respond to all comments on your post. <u>No late comments will be accepted</u>.

Comments Rubric

Weekly comments are awarded points of 0 -100 according to levels of completion:
- 100 points: Completes task fully and on time of three posts on other student's discussion post that add substance to the discussion.
- 66 points: Two completed comments on other student's discussion post that add substance to the discussion OR did not respond to all comments on post.
- 33 points: One completed comment on another student's discussion post that adds substance to the discussion.
- 0 points: No comments posted or the comments posted do not add to the discussion.

Assignments:

Students will complete 6 assignments assigned throughout the semester. Not each week will have an assignment. It is the student's responsibility to know which week an assignment is due. Each assignment will help the student explore and further understand the subject discussed that week.

Each student will post a 1,200 word thought paper to Canvas answering the assignment question. The assignments are for students to use the material learned from weekly readings and lectures. Most importantly, students can see how gamification applies in the real world.

Your assignment thought paper is due Sundays at 11:59 pm EST the week assigned. You must submit your assignment through the Assignment tab in Canvas, not through email.

Assignment Rubric

Assignments are awarded points according to levels of completion:

- 100 points: Briefly covered assignment for the week, thorough analysis, majority of writing is a reaction to the assignment.
- 85 points: Briefly covered assignment for the week, slight reaction to assignment; not enough analysis.
- 70 points: Briefly covered assignment for the week, majority of writing is a reaction to the assignment, but DID NOT meet word length.
- 50 points: Majority does not provide analysis of assignment; writing went off topic and DID NOT meet word length.
- 0 points: Did not complete assignment.

Final Project:

Students will prepare a final pitch proposing their plans for integrating THREE of the following into a brand's marketing strategy: virtual reality, gaming, gamification, mobile app, or virtual worlds. The minimum requirement is three, but you may include four or five in your strategy if you feel it's appropriate. Students may use their own organization's brand or create a marketing plan for another brand of their choice.

Students must submit their topics by the 6th week of classes. Students will turn in three components - PITCH, MARKETING PLAN, and PRESENTATION. The Pitch and Proposal can be in the same word document, and the Presentation can be PowerPoint or Prezi (or another presentation tool of your choice). Details on each piece below.

The PITCH (3-5 pages) is simply a summary to sell the idea to the Marketing Director/Decision Maker. In the Pitch (over-arching introduction to the marketing plan), students should discuss in 3-5 pages:

- How virtual reality, gaming, gamification, app and/or virtual worlds add to their brand's marketing plan.
- The type of technology (mobile, Facebook game, virtual reality, virtual world, etc.) • References to successful campaigns. Can be campaigns we discussed in class or discovered through your own research.
- How the business/brand will use brand messaging throughout the game to market their brand. • Marketing goals - is this for sales, clicks, user retention, customer loyalty, etc. • Tools to measure success - how would you track metrics?
- Dates campaign will run for.

The MARKETING PLAN (10 pages minimum) will include:
- Targeting and positioning
- PR plan
- Marketing key message
- Game, app, virtual world, etc., description
- Pre-launch marketing plan
- User Acquisition plan
- Launch and post-launch marketing plan
- User Retention plan
- Metrics and Analytics - what will you track and how? Why are you tracking it?

Formatting Requirements for Pitch/Paper:
- Times New Roman
- 12pt font
- Double spaced
- 1-inch margins

- References

PRESENTATION: During the last week of classes, students will present their marketing plan to the instructor in a one-on-one Google Hangout. Final dates and specifics will be provided on the course site in Canvas.

- 15 to 30-minute presentation discussing your pitch and proposal
- Sell me on your idea
- Can be any presentation tool of your choice
- References

RUBRIC

Final Project					
Criteria	**Ratings**				**Pts**
Creativity	Compelling and interesting content to attract audience through superior writing and innovation 30.0 pts	Interesting content to attract audience through creative writing and innovation 20.0 pts	Demonstrates sufficient creative content that at times falters to attract audience 15.0 pts	Uncreative content that lacks cohesion and provides little interest to audience 10.0 pts	30.0 pts
Targetting	Demonstrates a clear understanding of the target audience and rationale for selecting this audience 20.0 pts	Provides an explanation of why the chosen target audience was selected but only a loose rationale 15.0 pts	Explanation for target audience falters at times due to tenuous understanding of target demo 10.0 pts	Demonstrates a lack of understanding of the target audience for the campaign 5.0 pts	20.0 pts
Messaging	Singular message and theme superbly articulated throughout campaign 20.0 pts	Message appears frequently throughout campaign but at times presents conflicting or differing messages 15.0 pts	Multiple themes presented although with a common thread that loosely ties together varying themes 10.0 pts	Demonstrates a lack of cohesive messaging thus creating an ineffective campaign 5.0 pts	No Marks 0.0 pts	20.0 pts
Shareable	Content design is creative and applicable to platforms chosen to better ensure potential sharing and virality 10.0 pts	Content design is creative but not entirely applicable to platforms chosen 8.0 pts	Limited potential for content to be shared based on lack of understanding of platforms selected or a lack of creative content 6.0 pts	Demonstrates a lack of understanding of the types of content that would lead to sharing by target audience 4.0 pts	10.0 pts
Presentation	Presentation is professional, effective, and interesting 10.0 pts	Presentation at times falters in delivery but otherwise professional and effective 8.0 pts	Delivery is adequate but impedes effectiveness of presentation, but still professional 6.0 pts	Poor delivery, and unprofessional presentation which leads to ineffective delivery 4.0 pts	10.0 pts
Writing	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible campaign 10.0 pts	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding 8.0 pts	Syntax is not always clear with grammar, punctuation and spelling errors noticeable 6.0 pts	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding 4.0 pts	10.0 pts
				Total Points: 100.0	

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams.

Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources:

Other are available at http://www.distance.ufl.edu/ getting-help for:

- Counseling and Wellness resources
  - http://www.counseling.ufl.edu/cwc/ 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional 14

misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Schedule
Weekly modules start on Monday and end on Sunday.

- Course Introduction Video: Introduction to Gamification: Why it matters and what you need to know about their impact on marketing, social networking and society.
- Course Syllabus Video: Explanation of course requirements and assignments.

WEEK ONE
Gamification 101

Readings:
- Bunchball: Gamification 101
- Bunchball: Winning with Gamification
- Gamification: The Science and Software to Make You More Productive
- Case Study: The Curse of Oak Island

Activities:
- Video: Coca-Cola and Mellow Mushroom Team Up
- Video: 9Lives Cat's Eye View

NO ASSIGNMENT THIS WEEK

WEEK TWO
Psychology and Motivation

Readings:
- Octalysis: Complete Gamification Framework
- The Psychology of Gamification
- Why We Love Games that Enrage Us the Most
- Design to Motivate: The Psychology Behind Gamification

Activities:
- Video: Google Maps and QuizUp
- Case Study: KFC Red Stick Staredown / here's the app if you want to play with it

Assignment 1:
Read this article on two mobile apps that reward people for completing activities. ChoreMonster and Viggle use gamification to make their apps more engaging and also to encourage an action or behavior. What daily activity would you love an app for? Create an idea/concept for an app that encourages people to complete an activity and rewards them for their behavior. Be creative - don't just rely on push notifications. Once you have your idea, write a press release or article introducing the product to the marketplace.

WEEK THREE
Wearables and Mobile

Readings:
- Wearables: The Future of Omnichannel
- 15 Noteworthy Facts about Wearables in 2016
- What is Mobile Marketing?
- Three Mobile Marketing Trends that are Dominating 2016

Activities:
- Case Study and Video: State Farm and Angry Birds
- Case Study: adidas Boost Interactive

Assignment 2:
Choose a brand you are a fan of. Once you've chosen your brand, write a pitch for how that brand can use a wearable and/or mobile marketing to increase engagement and sales. Cite examples of other campaigns that have proven successful.

WEEK FOUR
Virtual and Augmented Reality

Readings:
- 10 Best Uses of Virtual Reality in Marketing
- Is Branded Virtual Reality Content the Next Frontier in Marketing?
- Virtual Reality Could Change Shopper Marketing, B2B and More
- Why Pokemon Go is a Game Changer for for Augmented Reality and Marketers
- Infographic: Augmented Reality's Success in Marketing

Activities:
- Case Study: Lowe's Holoroom

Assignment 3:
Choose a case study from this list. Based on the case study, explain how you judge success in VR/AR marketing. Would you enjoy this campaign? Why or why not? Would it encourage you to use/purchase the product or service? Evaluate the project and analyze why it was or wasn't successful.

WEEK FIVE
Data and Research Through Mobile and Gaming
Readings:
- Mobile Marketing Statistics
- How is Big Data Shaping the Way we Conceive and Practice Mobile Marketing?
- Are You Collecting the Right Customer Data?
- Getting to Know You

Activities:
- **T.E.S.S.A Surveys:** Watch the trailer/ PREZI / play the game
- Play: Rezzzpondents

NO ASSIGNMENT THIS WEEK

WEEK SIX
Marketing and Engagement

Readings:
- How to Guide: Engaging Users With Gamification
- How Brands Can Tap into the $25bn Mobile Gaming Market
- Top Ten Marketing Gamification Cases You Won't Forget
- Bunchball: Using Gamification for Customer Loyalty

Activities:
- None!

<SUBMIT YOUR TOPICS/BRAND FOR YOUR FINAL PROJECT>

Assignment 4:
You are the marketing director for the new Pixar movie. Your boss wants to use a mobile game to increase hype for the movie and encourage early ticket orders. What is your strategy? What platform do you choose and why? Include how far in advance you'd launch, how long the campaign would run, and how you'd promote the game, increase sales, and raise engagement. How would you judge success?

WEEK SEVEN
Nonprofit, Health and Education

Readings:
- Virtual Reality for Vets
- Gamification: A Cure for the Healthcare Industry
- Mobile Game Uses Data from Players to Boost Alzheimer's Research
- When Virtual Reality Meets Education
- How Social Games Are Changing the World

Activities:
- Video: Alvio Teaches Kids With Asthma Breathing Techniques

- Video: ZYRTEC mobile symptom tracker

- Case Study: Science Sleuth

Assignment 5
Take one idea from the videos you've seen so far this semester and brainstorm an idea for a campaign for one of the following:
- Nonprofit raising autism awareness
- American Red Cross seeking to increase blood donations
- Helping high school students learn physics

WEEK EIGHT
Gaming, VR and the Military

Readings:
- 3 Ways the Oculus Rift Could Change the Military
- The Army Gets Unreal: The Pros and Cons of Video Games for Combat Training
- How VR is Training the Perfect Soldier
- The Military is Now Using Video Games to Train Millenials in Cold War Technology

Activities:
- Case Study: Intel Mars Rover Experience
- Case Study: National Geographic

WEEK NINE
Enterprise Gamification

Readings:
- Enterprise Gamification: Becoming a Champion Within Your Company
- Top Ten Enterprise Gamification Cases That Will Make Employees More Productive
- Future of Work: Using Gamification for Human Resources

Activities:
- Case Study: National Geographic

Assignment 6:
Scenario: You are tasked to recommend a gamification platform. You are responsible for collecting information on one key gamification vendor in order to report to your team to make a knowledgeable vendor selection decision.

This Excel file gives an overview of the key players in the gamification technology space. In this file, you will find information on key gamification vendors with sections detailing target industries, business model, offerings, customers and website for each vendor.

For this assignment, choose one of the vendors listed and write a case for how your company can benefit from this product. Cite examples of how you will use it, be creative, and be sure to discuss the benefits and success stories of others.

WEEK TEN
Goals and Planning

Readings:
- A Comprehensive List of Gamification Cases with ROI
- Gamification: The Metrics and Measurements That Matter
- Why Your Branded Content Should Put Gaming Into Play

Activities:
- Video and Case Study: Mario Kart Reimagined

NO ASSIGNMENT THIS WEEK – WORK ON YOUR FINAL.

WEEK ELEVEN
Risks and Challenges of Social Networking and Gaming

Readings:
- The Psychology of Video Game Addiction
- Candy Crush Saga: The Science Behind Our Addiction
- A SWOT Analysis of the Gamification Process

NO ACTIVITIES OR ASSIGNMENT THIS WEEK – WORK ON YOUR PAPERS

WEEK TWELVE
- No reading for this week.
- Post on the discussion board for Week 12. Discuss your favorite assignment and why you chose that assignment as your favorite.
- Final presentations.