MMC 6726 Social Media & Emerging Technology

Spring 2018

Instructor

Sean Burke
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LinkedIn

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:

By appointment only via Skype.

Instructor Bio:

Sean Burke is a Senior Marketing Manager at 704Games. At 704Games, Sean oversaw the launch of the first NASCAR mobile racing game, NASCAR Heat Mobile, and the first NASCAR racing game on current-gen consoles, NASCAR Heat Evolution. He's worked with major brands including NASCAR, Sony, Microsoft, Toyota, Bass Pro Shops, WWE, and America's Next Top Model. Sean received his bachelor degrees in Marketing and Logistics from The Ohio State University and his masters in Mass Communications from the University of Florida. He currently resides in Charlotte, NC.

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, education, enterprise, and marketing uses of mobile games, virtual and augmented reality, social media games, and virtual environments. Students will study the successes, failures, and uses of these technologies, particularly as they relate to marketing, branding, education, and business. Additionally, students will research ethical and sociological issues associated with these technologies 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 technologies in a variety of ways. Among others, course assignments will include: drafting

marketing plans using these emerging technologies, reviewing current campaigns; and overcoming hypothetical obstacles and issues in these campaigns.

Course Objectives:

By the end of this course, students will be able to:

- Study current marketing strategies using gaming, virtual/augmented reality, and virtual worlds.
- Analyze traditional gamification techniques and propose modern strategies.
- Create educational and professional marketing strategies using gaming, virtual/augmented reality, and virtual worlds, designed to influence behavior.
- Discuss the strengths and weaknesses of gaming, virtual/augmented reality, and virtual worlds in the marketing and business worlds.
- 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 and augmented reality, social media, and human-computer interaction. The readings will provide in-depth analysis of the uses for gaming, virtual reality, and gamification.

Prerequisite knowledge and skills:

This is not a "video games" course. We will undertake a thorough analysis of these emerging mediums in the communications field. A student who's an avid gamer will have no advantage in this course over a student who has zero experience with video games.

Since we'll be learning about new and emerging technologies, the sky is the limit for creativity. Don't hold back!

Teaching Philosophy:

My goal is to help students maximize their knowledge of new digital technologies and communication tools. These exciting platforms will become the new normal in marketing. By embracing the platforms and putting the knowledge to use in creative ways today, students will be well prepared when they encounter these platforms in the future.

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 each day 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
- A week 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 .zip files or even links to Dropbox 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.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/ .

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu.

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. Here is a reminder. The new lecture starts on Mondays: The following is an example:

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

- Thought Papers   11:59 PM EST Wednesdays
- Comments   11:59 PM EST Fridays
- Comments Responses   11:59 PM EST Sundays
- Assignments   11:59 PM EST Sundays
- Module Surveys   11:59 PM EST Sundays
- Final Presentation   Last Week of the Semester

Grading:

Your work will be evaluated according to the following distribution:

- Thought Papers   25%
- Comments   10%
- Weekly Surveys   5%
- Assignments   30%
- Final Project   30%

The final grade will be awarded as follows (EXAMPLE FOR ROUNDING)

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%

D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

The grade of 92.6 is A. The grade of 92.33 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.

Readings and Activities: 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).

Students will watch these videos each week to get ideas for their final projects and assignments.

Thought Papers:

You are expected to provide a 500-word Thought Paper each week to cover all readings and lecture materials. The instructor will post a question or writing prompt in the Discussion Board for you to write your paper based on the knowledge learned during the week. 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 or readings. You will not get any points if you skip the Thought Paper but comment on others'.

Thought Papers are due by 11:59 PM EST each Wednesday throughout the term. Thought Papers should not only provide an answer to the prompt, but your analysis or insight, and reference any experience you have with the topic.

Please reference at least 3 sources from the following: readings, examples from lectures, and Activities in your reaction so it is clear when you are discussing them.

You will also need to include two questions. 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 classmates will comment on your Thought Paper 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 paper. 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.

Thought Paper Rubric Reading 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 answer/reaction to the writing prompt and not a summary of the lecture and reading materials. Includes all sources required and meets all requirements.
- 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.

Thought Paper Comments:

Each week you will comment on 3 Thought Papers 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 paper. You will only receive full credit if you respond to all comments on your post. No late comments will be accepted.

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 students' Thought Papers that add substance to the discussion.
- 66 points: Two completed comments on other student's Thought Paper that add substance to the discussion OR did not respond to all comments on post.
- 33 points: One completed comment on another student's Thought Paper 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.

Weekly Surveys:

In order to continually improve this class, students will be asked to complete a survey for each module. These short questionnaires will ask students to provide feedback on the course material and how it pertains to their skillset and career.

- 100 points: Completed survey.
- 0 points: Did not complete survey.

Final Project:

Students will be divided into groups (group size will be dependent on class size). All groups will be given the same brand and the task of preparing a final pitch proposing their plans for integrating FOUR of the following into the brand's marketing strategy: virtual/augmented reality, gaming, gamification, mobile app, or virtual worlds. The minimum requirement is four, but you may include five or six in your strategy if your group feels it's appropriate. Groups may have multiple ideas for one piece of technology, but no more than. For example, you cannot have more than two ideas utilizing virtual reality for the brand. Students will have the opportunity to vote for which industry the brand falls under, but the instructor will choose the specific brand.

The group with the best presentation will receive a letter grade bump for your final class grade. For example, if your group has the best presentation and your final class grade is a B+, you will be bumped to an A-.

Groups 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:

Pitch

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.

Marketing Plan

The Marketing Plan (14 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/Plan:

- Times New Roman
- 12pt font
- Double spaced
- 1-inch margins
- References

Presentation

During the last week of classes, groups 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. Additional details:

- 20 to 30-minute presentation discussing your pitch and proposal
- Sell me on your idea
- Can be any presentation tool of your choice
- Each group member must present
- Include references
- Be prepared for questions after the presentation is over

Each student must attend another group's presentation, schedules permitting.

- Presentation times will be shared two weeks in advance.
- Each student will be required to write a brief paragraph of at least a one-page paper analyzing the group's ideas OR ask a critical question to the presenting group after their Presentation.

Group Survey

During the last week of the semester, each student will be asked to complete a short survey grading those in their group. These surveys will not give additional points to any student, but may result in a loss of points if a group member did not effectively participate in the project.

While working on the final project, if you feel a group member is not effectively participating, please contact the instructor immediately. Do not wait until the final survey.

Rubric

Creativity – 25 pts

- Compelling and interesting content to attract audience through superior writing and innovation – 25 pts
- Interesting content to attract audience through creative writing and innovation – 20 pts
- Demonstrates sufficient creative content that at times falters to attract audience – 15 pts
- Uncreative content that lacks cohesions and provides little interest to audience – 10 pts

Targeting – 20 pts

- Demonstrates a clear understanding of the target audience and rationale for selecting audience – 20 pts
- Provides an explanation of why the chosen target audience was selected but only a loose rationale – 15 pts
- Explanation for target audience falters at times due to tenuous understanding of target demo – 10 pts
- Demonstrates a lack of understanding of the target audience for the campaign – 5 pts

Messaging – 20 pts

- Singular message and theme superbly articulated throughout campaign – 20 pts
- Message appears frequently throughout campaign but at times presents conflicting or differing messages – 15 pts

- Multiple themes presented although with a common thread that loosely ties together varying themes – 10 pts
- Demonstrates a lack of cohesive messaging thus creating an ineffective campaign – 5 pts
- No marks – 0 pts

Shareable – 10 pts

- Content design is creative and applicable to platforms chosen to better ensure potential sharing and vitality – 10 pts
- Content design is creative but not entirely applicable to platforms chosen – 8 pts
- Limited potential for content to be shared based on a lack of understanding of platforms selected or lack of creative content – 6 pts
- Demonstrates a lack of understanding of the types of content that would lead to sharing by target audience – 4 pts

Presentation – 10 pts

- Presentation is professional, effective and interesting – 10 pts
- Presentation at times falters in delivery but otherwise professional and effective – 8 pts
- Delivery is adequate but impedes effectiveness of presentation but still professional – 6pts
- Poor delivery and unprofessional presentation which leads to ineffective delivery – 4 pts

Writing – 10 pts

- Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible campaign – 10 pts
- Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding – 8 pts
- Syntax is not always clear with grammar, punctuation and spelling errors noticeable – 6 pts
- Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding – 4 pts

Participation – 5 pts

- Asked a compelling question to the presenting group OR wrote at least a one page, double-spaced critical reaction to another group's presentation – 5 pts
- Asked a simplistic question to the presenting group OR provided a written summary of another group's presentation with no analysis – 2.5 pts

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 module dates:
Weekly modules start on Monday and end on Sunday.

Introduction and Syllabus:

- Links will be available in Canvas

Course Schedule:
Week One: Gamification 101

Learning Objectives:
- Understand what gamification is and introduce ways brands are using gamification.

Watch:
- Week 1 Lecture
- Coca-Cola and Mellow Mushroom Team Up
- 9Lives Cat's Eye View

Required 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

Assignments:
- No assignment this week.

Week Two: Psychology and Motivation
Learning Objectives:
- Understand why gamification is popular and why more brands are integrating into their marketing strategy.

Watch:
- Week 2 Lecture
- Google Maps and QuizUp

Required 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
- Case Study: Popeyes Red Stick Staredown
  - Video
  - App (if you want to play, Android-Only)

Assignments:
- 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: Wearable & Mobile

Learning Objectives:
- Understand how new technologies are allowing brands to reach their marketing in new and different channels.

Watch:
- Week 3 Lecture

Required 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
- Case Study and Video: State Farm and Angry Birds (Download PDF)
- Case Study: Adidas Boost Interactive (Download PDF)

Assignments:
- 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

Learning Objectives:
- Understand how virtual and augmented reality are breaking new ground for marketers.

Watch:
- Week 4 Lecture

Required 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 Augmented Reality and Marketers
- Infographic: Augmented Reality's Success in Marketing
- Case Study: Lowe's Holoroom

Assignments:

- 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

Learning Objectives:

- Understand how gaming data drives marketing strategy.

Watch:

- Week 5 Lecture

Required 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

Assignments:

- No assignment this week.

Week Six: Marketing and Engagement

Learning Objectives:

- Learn how gaming and gamification drives engagement and loyalty.

Watch:

- Week 6 Lecture

Required 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

Assignments:

- 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?

Final Project:
- Groups chosen. Vote on the industry you'd like for the Final Project.

Week Seven: Nonprofit, Health and Education

Learning Objectives:
- Understand how gamification and gaming is used to teach and improve lives.

Watch:
- Week 7 Lecture
- Alvio Teaches Kids with Asthma Breathing Techniques
- ZYRTEC mobile symptom tracker

Required Readings:
- Virtual Reality for Vets
- Gamification: A Cure for the Healthcare Industry
- This Mobile Game Is Using Data from Players to Boost Alzheimer's Research
- When Virtual Reality Meets Education
- How Social Games Are Changing the World
- Case Study: Science Sleuth (Download PDF)

Assignments:
- 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

Learning Objectives:
- Understand how the military is using emerging technologies in a variety of ways.

Watch:
- Week 8 Lecture

Required Readings:
- 3 Ways the Oculus Rift Could Change the Military
- The Army Gets Unreal: The Pros and Cons of Video Games for Combat Training
- Virtual reality headset helps Navy simulate future workspaces
- The Military is Now Using Video Games to Train Millennials in Cold War Technology
- Case Study: Intel Mars Rover Experience (Download PDF)

Assignments:
- No assignment this week.

Final Project:
- Work on Final Project.

Week Nine: Enterprise Gamification

Learning Objectives:
- Understand how gamification can improve productivity in the workplace.

Watch:
- Week 9 Lecture

Required 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
- Case Study: National Geographic (Download PDF)

Assignments:
- 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 and be sure to discuss the benefits and success stories of others. Be creative!

Final Project:
- Time slots decided and shared with class.

Week Ten: Goals and Planning

Learning Objectives:
- Understand how gamification can help businesses reach their goals.

Watch:
- Week 10 Lecture

Required 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
- Mario Kart Reimagined
  - Mario Bros for Shell Pennzoil Wins OMMA Award
  - Mario Kart in real life
  - SXSW: "Mario Kart" in Real Life Tries to Hold Us Back in Austin

Assignments:
- No assignments.

Final Project:
- Work on Final Project.

Week Eleven: Risks and Challenges of Social Networking and Gaming

Learning Objectives:
- Understand why video games become addictive and the potential downfalls.

Watch:
- Week 11 Lecture

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

Assignments:
- No assignments.

Final Project:
- Work on Final Project.

Week Twelve

Watch:
- No lecture video.
- Don't forget to tune-in to one of your classmate's presentations!

Required Readings:
- No reading this week.

Assignments:
- No assignments this week.

Final Project:
- Group presentations. Complete group survey.