

Digital Insights

ADV3500 | Spring 2024

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Office Hours: by appointment

Course Description

This course teaches the knowledge and skills necessary to plan, design, and conduct secondary and primary research that aids important advertising and marketing decisions. Students learn about a range of research methods and techniques and implement them in their own project to obtain relevant and reliable information. They develop instruments for original data collection and analyze the data in light of their research objectives. Research findings are used to provide recommendations and future direction for the brand's advertising strategy and marketing communication campaign.

Course Objectives

At the conclusion of the course, students will be able to:

1. Understand the role of research in making advertising and marketing communication decisions
2. Develop explicit and measurable research objectives
3. Design and conduct secondary, qualitative, and quantitative research projects
4. Analyze the data and interpret the results in the context of research objectives
5. Provide a written report on their research

Prerequisites

- 3JM ADV | STA 2023
- Minimum grades of C in ADV 3008 and MAR 3023

Required Textbook

Davis, Joel, J. (2011), *Advertising Research: Theory & Practice*, Second Edition, Upper Saddle River, NJ: Prentice Hall.

Technology Requirements

Students must have access to the following technologies/programs. More information is provided on Canvas.

- UF VPN to access UF library databases and resources off-campus
- Microsoft Office such as Word, Excel, and PowerPoint
- Zoom with audio and video capability
- jamovi (free statistical software)

Grading Criteria & Scale

Quizzes	25%
Research projects	
Secondary research	10%
Qualitative research	13%
Quantitative research	15%
Final report	17%
Peer reviews	10%
Individual assignments	10%

A	93.4 – 100	B–	80.0 – 83.3	D+	66.7 – 69.9
A–	90.0 – 93.3	C+	76.7 – 79.9	D	63.4 – 66.6
B+	86.7 – 89.9	C	73.4 – 76.6	D–	60.0 – 63.3
B	83.4 – 86.6	C–	70.0 – 73.3	E	0.00 – 59.9

Students need to earn a C or higher to pass the class.

UF's grading policies are at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Structure

This course consists of 19 learning modules. For each module, students need to read the assigned chapters of the textbook, watch lecture videos and supplemental videos, take a quiz, and complete assignments. In addition, students work in a team to carry out a research project in three phases (secondary, qualitative, and quantitative research). The course is designed such that students follow the modules in a sequential order. **All the requirements of the module must be completed to unlock the next module.** The following is general information about the main requirements for the course. Detailed descriptions are provided on Canvas.



Quizzes: Quizzes assess students' comprehension and retention of the module's content. Each quiz has a time limit and must be taken individually. Although students may use their notes and refer to the text, they need to have a firm understanding of the module's content to be able to answer questions accurately and quickly within the given time.



Research Project: Students form a team and conduct a research project on a brand/client throughout the semester. The research project is designed to provide students with a practical orientation of the activities involved in planning, organizing, executing, analyzing, and reporting research. The student team acts as an agency research group charged with developing an advertising and marketing strategy for the brand that will result in the successful win of the account from the present agency of record. The team conducts research in three stages (secondary, qualitative, and quantitative) and presents the findings in the form of written reports. The final research report, which combines the secondary, qualitative, and quantitative research reports, should demonstrate a cumulative growth in the team's understanding of the brand in terms of its potential appeal to the consumer.



Team member evaluation: The majority of course assignments are related to Research Project, for which students work with their teammates. For the success of the research project, it's important that team members have a good working relationship and contribute equally to the project. To assess individual students' contribution to the team project, students will be evaluated by their team members for their work on secondary, qualitative, and quantitative research. The team member evaluation is used to determine individual students' project grades as shown below.

ex)	Team grade on Secondary Research	=	95%	
	Team member evaluation on Secondary Research	=	80%	
	The student's Secondary Research grade	=	95% X 80%	= 76%



Peer Reviews: After research reports are submitted, students need to review classmates' reports and provide annotations and critiques. Students are asked to help fellow students to improve their analyses with constructive feedback and helpful suggestions. Peer reviews are individual assignments.



Individual Assignments: There are other assignments such as discussion participation that students need to complete by themselves. More information is available on Canvas.

Course Format & Policy

This is an asynchronous online course and thus gives you a flexibility of when and where you “attend” the class. However, it is EXTREMELY IMPORTANT that you set aside a “class time” each week to study the course materials and complete the assignments. Typically, a learning module is released on Monday while assignments are due by the end of the week. Students will not be excused for turning in the assignment late unless the reason is approved by the department chair or program director. Students’ personal travel schedule and conflict with another course’s deadline are not excusable reasons for turning in an assignment late, for example. Do not wait until the day before the assignment is due to contact the instructor with questions. Keep up with the readings and lecture videos and start assignments early.

Late Submission: Some assignments (e.g., quizzes) may be submitted after the deadline. When a late submission is allowed, students have up to **six days** after the due date to submit the assignment. **Twenty percent of the assignment’s grade is deducted each day the assignment is turned in late. In addition, students cannot access the next module until all the assignments in the module are completed.**

Formatting, Spelling, and Grammar: All assignments must be prepared and presented professionally and proof-read thoroughly. Students must take special care to use proper words and spelling, grammatically correct sentences, and logically flowing content. Points will be deducted from assignments where the content has formatting, spelling, and grammar errors.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Honor Pledge

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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.”” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Please review the Student Honor Code and Student Conduct Code at <http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Recording of Class Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.

A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Accommodations

Students with disabilities requesting accommodations should first register with the UF Disability Resource Center at (352) 392-8565 or <https://disability.ufl.edu/get-started/> by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center is available at (352) 392-1575 or <http://www.counseling.ufl.edu/cwc/Default.aspx>. Contact University Police at (352) 392-1111 or 911 for emergencies.

Course Schedule

The following is a tentative course schedule. Please use it as a reference to keep up with the readings, assignments, and deadlines. Additional readings and assignments may be added. The instructor will advise the class of any necessary changes in advance. All assignments are due at 11:59PM on the due date unless otherwise instructed.

Week 1	Course Orientation	
Jan 8 – Jan 14	Lecture	Instructor introduction and course overview
	Quiz	Take the quiz on the syllabus and course overview videos by Jan 13
	Discussion	Post your introduction by Jan 12
		Respond to your classmates' introduction by Jan 14
Assignment	Complete the course planning survey by Jan 13	
Week 2	Module 1: Why Research in Advertising?	
Jan 15 – Jan 21	Lecture	Why research in advertising?
	Module 2: Advertising Planning and Research Process	
	Reading	Davis Ch 1
	Lecture	Advertising planning process
		Advertising research process
	Quiz	Take the quiz on Module 1 and Module 2 content by Jan 18
Research Project	Submit team member information and project brand proposal by Jan 19	
	Provide your feedback on classmates' project brand proposals by Jan 21	
Week 3	Module 3: Basics of Research	
Jan 22 – Jan 28	Reading	Boyle & Schmierbach Unit 2
		Narrowing a topic and developing a research question
	Lecture	Basics vs. applied research
		Goals of research
		Research purpose, Research question, Hypothesis
		Variables
	Supplemental Video	YouTube: Developing a research question
	Quiz	Take the quiz on Module 3 content by Jan 26
	Module 4: Secondary Research	
	Reading	Davis Ch 3
Lecture	Primary vs. secondary research	
	Pros & cons of secondary research	

		Searching for existing research by Dr. Benjamin Johnson
		Using scientific literature by Dr. Benjamin Johnson
		Using industry research by Dr. Benjamin Johnson
	Supplemental Video	YouTube: Primary vs. secondary research
		YouTube: Secondary information sources
		YouTube: Understanding industry research
		YouTube: Planning industry research
	Resource	UF library resources by Ms. April Hines
	Quiz	Take the quiz on Module 4 content by Jan 28
Week 4	Module 5: Simmons Insights & AdSpender	
Jan 29 – Feb 4	Lecture	Simmons Insights: Overview
		Simmons Insights: Selecting variables for Quick Reports
		Simmons Insights: Creating and interpreting Quick Reports
		Simmons Insights: Selecting variables for crosstab
		Simmons Insights: Interpreting crosstab table
		AdSpender: Creating a media expenditure report
		AdSpender: Interpreting a media expenditure report
	Quiz	Take the quiz on Module 5 content by Feb 1
	Module 6: Sampling	
	Reading	Davis Ch 4
Lecture	Introduction	
	Probability sampling	
	Non-probability sampling	
	Sample size determination	
Quiz	Take the quiz on Module 6 content by Feb 2	
Research Project	Submit your secondary research report by Feb 4	
Week 5	Module 7: Qualitative Research	
Feb 5 – Feb 11	Reading	Davis Ch 5 (119-123), 6
		Focus group training guide
	Lecture	Introduction
		Focus group
		Online focus group
		Personal interviews
		Interviewers/moderators and participants

	Supplemental Video	YouTube: Qualitative research vs. quantitative research
		LinkedIn Learning: Focus group
		LinkedIn Learning: Facilitating focus groups and interviews
		YouTube: Online focus groups
		YouTube: AI-powered market research
	Quiz	Take the quiz on Module 7 content by Feb 8
	Module 8: Developing Qualitative Questions	
	Reading	Davis Ch 5 (123-139)
	Lecture	Interviewer/moderator guide
		Direct questions
	Projective questions	
	Process-oriented questions	
Quiz	Take the quiz on Module 8 content by Feb 9	
Peer Review	Submit your peer reviews of secondary research report by Feb 11	
Week 6	Module 9: Qualitative Data Analysis	
Feb 12 – Feb 18	Reading	Davis Ch 7
	Lecture	Process of qualitative analysis
		Examination of raw data
		Theme development
		Evaluation of the analysis
	Module 10: Research Ethics	
	Reading	Davis Ch 2
	Lecture	Introduction
		Study participants
		Client
		Research supplier and society
	Quiz	Take the quiz on Module 10 and Module 11 content by Feb 15
	Research Project	Submit the interviewer guide of your qualitative research by Feb 18
	Week 7	Module 11: Observation Research
Feb 19 – Feb 25	Reading	Davis Ch 8, 9
	Lecture	Human observation
		Automatic and biometric observation

	Supplemental Video	YouTube: Eye tracking research at UF
		YouTube: Pepsi Superbowl ad 2019
		YouTube: Ethnography
	Module 12: Surveys	
	Reading	Davis Ch 10
		Why were the polls off? Pollsters have some early theories.
	Lecture	Qualitative vs. quantitative research
		Personal and telephone surveys
		Mail and online surveys
		Comparisons of survey methods
Non-response errors		
Quiz	Take the quiz on Module 11 and Module 12 content by Feb 22	
Discussion	Post your comments on the qualitative interviewing techniques by Feb 23	
	Respond to your classmates' post by Feb 25	
Week 8	Module 13: Experiments	
Feb 26 – Mar 3	Reading	Davis Ch 14
	Lecture	Requirements for causality
		True experiment
		Threats to internal validity
		Market testing by Guest Speaker Dr. Benjamin Johnson
		A/B and multivariate testing by Guest Speaker Dr. Benjamin Johnson
	Supplemental Video	YouTube: True experimental designs
		YouTube: Quasi experimental designs
		YouTube: Participant-related threats to internal validity
		YouTube: Instrument-related threats to internal validity
Quiz	Take the quiz on Module 13 content by Mar 3	
Research Project	Submit the first set of transcripts and video recordings of your in-depth interviews by Mar 1	
Week 9	Module 14: Measurement	
Mar 4 – Mar 10	Reading	Davis Ch 11
	Lecture	Measurement
	Supplemental Video	YouTube: Construct, variable, and operationalization
		YouTube: Measurement structure
		YouTube: Measurement levels
YouTube: Types of variables		

		YouTube: Measurement validity
		YouTube: Measurement reliability
	Module 15: Developing Quantitative Questions	
	Reading	Davis Ch 12, 13
	Lecture	Nominal level questions
		Ordinal level questions
		Interval level questions
		Ratio level questions
		Open-ended questions
		General guidelines
		Questionnaire design
		Using Qualtrics by Dr. Benjamin Johnson
	Supplemental Video	YouTube: Beginner Qualtrics tutorial
		YouTube: Advanced Qualtrics tutorial
	Quiz	Take the quiz on Module 14 and Module 15 content by Mar 6
	Research Project	Submit the second set of transcripts and video recordings of your in-depth interviews by Mar 7
		Submit your qualitative research report by Mar 9
Week 10	Spring Break	
Week 11	Module 16: Quantitative Data Analysis	
Mar 18 – Mar 24	Reading	Davis Ch 15, 16
	Lecture	Descriptive statistics
		Inferential statistics
		Significance tests
	Quiz	Take the quiz on Module 16 content by Mar 21
Research Project	Submit the survey questionnaire of your quantitative research Mar 23	
	Submit the Qualtrics survey of your quantitative research Mar 24	
Week 12 ~ 13	Module 17: jamovi	
Mar 25 – Apr 7	Lecture	Downloading and cleaning data
		Descriptive statistics
		Inferential statistics
	Supplemental Video	YouTube: jamovi tutorials
	Quiz	Take the quiz on Module 17 content by Mar 28
	Research Project	Submit your quantitative data analysis by Mar 31
	Peer Review	Submit your peer reviews of qualitative research report by Apr 7

Week 14	Module 18: Analytics	
Apr 8 – Apr 14	Lecture	Big data fundamentals by Dr. Benjamin Johnson
		Dashboards and KPIs by Dr. Benjamin Johnson
		Big data planning and management by Dr. Benjamin Johnson
	Google Analytics	Submit your Google Analytics Individual Qualification by Apr 11
	Research Project	Submit your quantitative research report by Apr 14
Week 15 ~ 16	Module 19: Putting It All Together	
Apr 15 – Apr 24	Lecture	Positioning statement by Sophia Mueller
	Discussion	Post your positioning statement by Apr 17
		Respond to your classmates' positioning statement by Apr 19
	Peer Review	Submit your peer reviews of quantitative research report by Apr 20
	Assignment	Complete the team member evaluation by Apr 22
	Research Project	Submit the summary of feedback by Apr 23
Submit your final research report by Apr 24 at 5PM		