Digital Insights

ADV3500 | Spring 2026
Section UFO1 | Class 16716
Instructor: Hyojin Kim, Ph.D. | hkim@ufl.edu
Office Hours: By appointment

Course Description

This course teaches the knowledge and skills needed to plan, design, and execute secondary and primary research essential for making informed advertising and marketing decisions. Students explore a range of research methods and techniques and apply them in their own projects to gather relevant, reliable information. They develop instruments for collecting original data and analyze the results in relation to clearly defined research objectives. Insights generated from their research are then used to formulate strategic recommendations and guide future directions for a brand's advertising and marketing efforts.

Course Objectives

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

1. Explain the role, value, and strategic purposes of research in advertising, marketing, and digital media decision-making
2. Develop clear and measurable research objectives and questions, and select appropriate research designs to address advertising and marketing problems
3. Design and conduct research projects by effectively collecting reliable secondary, qualitative, and quantitative data
4. Analyze and interpret data using appropriate techniques and tools to draw meaningful conclusions aligned with research objectives
5. Communicate and apply research-based consumer insights and evidence-based recommendations to support advertising and marketing decision-making in professional contexts

Prerequisites

- ADV major and STA 2023
- ADV 3008 and MAR 3023 with minimum grades of C

Required Textbook

- Davis, Joel, J. (2011), *Advertising Research: Theory & Practice*, Second Edition, Upper Saddle River, NJ: Prentice Hall. ISBN-13: 978-0132128322
- Coombs, D. S. (2022). The consumer insights handbook: Unlocking audience research methods. Rowman & Littlefield. ISBN-13: 978-1-5381-4552-4

Additional readings and supplemental materials will be available on Canvas.

Technology Requirements

Students must have access to the following technologies/programs.

- UF VPN to access UF library databases and resources off-campus
- Computer or laptop with video and audio capabilities
- Microsoft Office (desktop version)
- Zoom conference
- Qualtrics (online survey design platform available through UF)
- jamovi (free statistical software)

Grading

Quizzes	25%
Research project	
Secondary research	8%
Qualitative research	12%
Quantitative research	15%
Final research report	20%
Peer reviews	10%
Short 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

The course consists of approximately 12 learning modules. In each module, students are expected to complete the assigned readings, watch the lecture videos, and submit a quiz along with individual or group assignments. The information below provides a general overview of the major assessments in the course; detailed instructions for each component will be available on Canvas.

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

Research Project: Students will work in groups to conduct a semester-long research project for a selected brand or client. The project is designed to give students practical experience with the full research process—planning, organizing, executing, analyzing, and reporting findings. Acting as an agency research team, each group will develop research-driven advertising and marketing strategies that address the brand's challenges, deepen understanding of its target consumers, and identify opportunities for competitive advantage. The project unfolds in three stages: secondary, qualitative, and quantitative research. Findings from each stage will be presented in written reports. The final report will combine all three stages and should demonstrate the group's cumulative understanding of the brand, the consumer, and the strategic implications of the research.

Group member evaluation: Many course assignments are tied to the research project, and a strong project depends on team members building positive working relationships and sharing the workload fairly. To assess individual contributions, each student will receive evaluations from their group members. The results of the group member evaluation will be factored into each student's final grade for the research project, as shown below.

ex)	Team grade on Secondary Research	=	95%	
	Student's group member evaluation score	=	80%	
	Student's adjusted Secondary Research grade	=	95% X 80%	= 76%

All evaluations are confidential and must be completed professionally, honestly, and respectfully. Your feedback should reflect your genuine assessment of each member's contributions and collaboration throughout the project.

Peer Reviews: Students will review their classmates' secondary, qualitative, and quantitative research reports and provide constructive, actionable feedback to help strengthen the analysis and overall communication of insights. Peer reviews are an essential part of the learning process, allowing students to deepen their understanding of research standards, recognize effective analytical practices, and refine their own work through evaluating others' approaches.

Short Assignments: Throughout the semester, there will be a few short assignments designed to reinforce key concepts from specific modules. These tasks provide opportunities to practice new skills, apply module content, and receive timely feedback before moving on to more complex stages of the research project. Detailed instructions for each assignment will be provided on Canvas.

Course Format & Policy

This is an asynchronous online course, which provides flexibility in when and where class activities are completed. However, it is essential to **set aside dedicated "class time"** each week to engage with module content and complete assessments.

Typically, new modules are released on Monday and associated assessments are due by the end of the week. Late work will only be excused with prior approval from the department chair or program director. Personal travel or conflicts with other course deadlines are **not considered valid reasons for late submissions**.

Students are strongly discouraged from waiting until the day before an assignment is due to contact the instructor with questions. Staying current with readings and lecture videos and beginning assignments early will help prevent last-minute issues.

Module Progression: The course is designed so that modules are completed in sequence. All requirements for a given module must be satisfied before the next module unlocks.

Late Submission: Certain assignments (e.g., quizzes) may be submitted after the deadline. When late submission is allowed, students have up to **13 days** after the due date to submit the assignment. A **15% grade deduction** applies for each day past the deadline. Note that the next module cannot be accessed until all assignments in the current module are completed.

Formatting, Spelling, and Grammar: All assignments must be prepared and presented professionally and proofread thoroughly. Students must take care to use appropriate wording and spelling, grammatically correct sentences, and logically organized content. Points will be deducted from assignments that contain formatting, spelling, or grammar errors.

Course Communication: It is important that students enable Canvas notifications to receive course updates and announcements in a timely manner. Course-related questions should be communicated via UF email to Dr. Kim at hkim@ufl.edu. Email is considered a form of professional communication and should not be written in the style of a casual text message.

Class Demeanor: Students are expected to conduct themselves respectfully toward both the instructor and their peers. Any disagreements with the instructor or other students should be expressed politely and

professionally. Students with concerns are encouraged to email the instructor or schedule a meeting to discuss the issue.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing online evaluations 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 may complete evaluations through the email sent by GatorEvals, through the GatorEvals link in the Canvas course menu, or at https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available 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 and deadlines. Additional readings and assignments may be added. The instructor will inform the class of any necessary changes in advance.

Week 1	**Module 0: Course Orientation**	
Jan 12 – Jan 18	Quiz	Take the Course Orientation quiz by **January 16**
	Short Assignment	Post your introduction by **January 15**
	Module 1: Introduction to Advertising Research	
	Reading	Davis Ch 1 (pp. 1-8); Coombs Ch 2
		Lessons From Advertising: Using Research to Maximize Your Content's Impact
	Quiz	Take the Module 1 quiz by **January 18**
Week 2	**Module 2: Research Design and Process in Advertising**	
Jan 19 – Jan 25	Reading	Coombs Ch 1; Davis Ch 1 (pp. 8-29)
	Quiz	Take the Module 2 quiz by **January 22**
	Research Project	Join a research group in Canvas by **January 21**
		Submit Project Brand Proposal by **January 23**
		Provide feedback on classmates' proposals by **January 25**
Week 3	**Module 3: Secondary Research**	
Jan 26 – Feb 1	Reading	Davis Ch 3
	Module 4: Research Ethics	
	Reading	Coombs Ch 4
	Quiz	Take the Modules 3-4 quiz by **January 29**
	Short Assignment	Submit Case Analysis: The Role of Research in Advertising by **January 30**
		Provide feedback on classmates' posts by **February 1**
	Research Project	Submit Secondary Research Project Planner by **January 28**
Week 4	**Module 5: Sampling**	
Feb 2 – Feb 8	Reading	Davis Ch 4
	Quiz	Take the Module 5 quiz by **February 5**
	Research Project	Submit Secondary Research Report Appendix by **February 6**
		Submit Secondary Research Report (Draft 1) by **February 8**
Week 5	**Module 6: Introduction to Qualitative Research**	
Feb 9 – Feb 15	Reading	Coombs Ch 5
	Quiz	Take the Module 6 quiz by **February 12**

	Short Assignment	Submit Peer Review Honor Pledge by **February 11**
		Submit Peer Reviews of Secondary Research Report (Draft 1) by **February 15**
Week 6	**Module 7A: Qualitative Data Collection**	
Feb 16 – Feb 22	Reading	Coombs Ch 6; Davis Ch 5
	Quiz	Take the Module 7A quiz by **February 19**
	Research Project	Submit Target Profile and Screening for In-Depth Interviews by **February 20**
		Submit Interview Guide by **February 22**
Week 7	**Module 7B: Qualitative Data Analysis**	
Feb 23 – Mar 1	Reading	Coombs Ch 8; Davis Ch 7
	Quiz	Take the Module 7B quiz by **February 26**
	Short Assignment	Submit Interview Critique by **February 27**
		Provide feedback on classmates' posts by **March 1**
	Research Project	Submit Qualitative Research Project Planner by **February 25**
		Submit Summary of Draft 1 Feedback by **March 1**
Week 8	**Module 8: Introduction to Quantitative Research**	
Mar 2 – Mar 8	Reading	Davis Ch 10, Ch 14
	Quiz	Take the Module 8 quiz by **March 6**
	Research Project	Submit Qualitative Data Collection 1: Interview Recording and Transcript by **March 5**
		Submit Qualitative Data Collection 2: Interview Recording and Transcript by **March 8**
Week 9	**Module 9: Quantitative Data Collection**	
Mar 9 – Mar 15	Reading	Davis Ch 11, Ch 12; Coombs Ch 10
	Quiz	Take the Module 9 quiz by **March 12**
	Research Project	Submit Qualitative Research Report (Draft 2) by **March 13**
Week 10	**Spring Break**	
Week 11~12	**Module 10: Quantitative Data Analysis**	
Mar 23 – Apr 5	Reading	Davis Ch 15, 16
	Quiz	Take the Module 10 quiz (Quantitative Data Analysis) by **March 26**
		Take the Module 10 quiz (Statistical Analysis using jamovi) by **April 2**
	Short Assignment	Submit Statistical Analysis and Interpretation by **April 3**
	Research Project	Submit Survey Questionnaire by **March 27**
		Submit Qualtrics Survey by **March 29**
		Submit Quantitative Research Project Planner by **April 1**
	Peer Review	Submit Peer Review of Qualitative Research Report (Draft 2) by **April 5**

Week 13	Module 11: Digital Analytics	
Apr 6 – Apr 12	Reading	TBA
	Quiz	Take the Module 11 quiz by **April 9**
	Research Project	Submit Quantitative Research Report Appendix 1 by **April 9**
		Submit Quantitative Research Report Appendix 2 by **April 10**
		Submit Quantitative Research Report (Draft 3) by **April 12**
Week 14~15	**Module 12: Putting It All Together**	
Apr 13 – Apr 22	Short Assignment	Submit Case Analysis: Digital Analytics by **April 17**
		Provide feedback on classmates' posts by **April 19**
	Peer Review	Submit Peer Reviews of Quantitative Research Report (Draft) 3 by **April 16**
	Research Project	Submit Summary of Draft 2 Feedback by **April 15**
		Submit Summary of Draft 3 Feedback by **April 18**
		Submit Group Member Evaluation by **April 22**
		Submit Final Research Report by **April 22**