SOCIAL MEDIA METRICS & EVALUATION

COURSE Number: MMC 6727, Summer 2015
Credits: 03
Meeting time: Weekly recorded lectures via Canvas; supplemental live lectures
Office Hours: There are no official Office Hours but students can reach the instructor as needed by email, phone, or Twitter/Facebook

INSTRUCTOR: Allie Cass

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Twitter: @allisonjcass
Phone: 770.548.8010
Course Website: hhtp://lss.at.ufl.edu

COURSE COMMUNICATIONS: If you have questions on course content or assignments, please use the Discussions Forum in Canvas or email directly (*acass@jou.ufl.edu*). If you think your question could be helpful for other students as well, please use the Discussion Forum so that everyone can see your question and my answer.

You may contact me at any time with questions via any of the means listed above. Your success in this class will be determined by the amount of effort that you put into it. If you are unsure about something or would like to better understand a topic or assignment, reaching out is always the best idea. Students who actively engage with me and use me as resource always perform better and learn more than those who do not.

REQUIRED TEXT: While there is no required textbook that students must purchase, there will be links to online articles at certain points in the course that students must read to successfully complete assignments. Additionally, the required text might not always come in the format of an article in which case a link to an online video will be provided. Students must have access to Microsoft Excel and PowerPoint to complete assignments throughout the course.

ADDITIONAL RESOURCES: Supplemental Lynda videos will be used at certain points throughout the course to aid students in statistical analysis and Excel functionality. Links to these videos are included in the course outline found at the end of this syllabus.

COURSE DESCRIPTION: The course will be broken out into 4 quarters with each three-week period focusing on different objectives. Throughout the course, you will be empowered to work first-hand with naïve social media data. You will develop skills to assist you in assembling an analytics report that will be delivered t the class as if it were

a real-life presentation to managers and business executives. We will practice report delivery at different points in the course so that you are able to gain confidence in speaking and answering questions about social analytics.

PREREQUISITE KNOWLEDGE AND EXPECTATIONS: Students must have a working knowledge of Microsoft Excel and familiarity with statistical analysis in order to be successful in this course. Additionally, students should have a basic understanding of social media marketing and how businesses are using Facebook and Twitter. If students are not currently active on social media, it is recommended they start following brands on both Facebook and Twitter to see first-hand how businesses engage their audiences on social.

Students must also watch all class lectures and supplemental videos and complete all assignments in a timely manner. If you are not as familiar with Microsoft Excel, you will need to use the first few weeks (Quarter 1) of the class to hone your skills. Resources for this will be made available at appropriate times during the first 3 weeks. If you still do not feel confident working with Excel, reach out to the instructor for additional help.

PURPOSE OF COURSE: This course was developed to help you a.) understand the need and importance behind social media analytics and b.) to teach you how to leverage the data made natively available by Facebook and Twitter to evaluate social marketing campaigns. ¾ of this course will be spent working first-hand with data in Excel. After working with the data, you will learn how to identify key data points, create charts and graphs to visualize your analysis, glean insights and make actionable recommendations based on those insights. You will then learn how to put together a robust deliverable that highlights key findings from your analysis and provides sufficient detail for stakeholders to gain a thorough understanding of social performance.

COURSE GOALS AND/OR OBJECTIVES: At the end of this course, you will be able to confidently analyze the effectiveness of social media campaigns. You will be able to choose the right tools to answer the right questions. You will be able to analyze data, develop meaningful insights and provide actionable recommendations based on this analysis. These insights and recommendations will be based on goals and objectives of a particular social media strategy and will help to guide business decisions impacting said social media strategy. Finally, you will be able to communicate these recommendations and analyses in both written and oral form.

It takes a lot of practice working with social data to become comfortable talking about it to business colleagues. This course will provide you with the hands on practice needed

to develop a competency of working with native social network analytics (Facebook & Twitter) and repurposing it into a high-level presentation.

TEACHING PHILOSOPHY: Social media analysis is not a skill learned overnight. It takes plenty of practice working with the data and through trial and error, you will learn how to best visualize your analysis and deliver to your designated audience. There will be times when the data does not make sense, or you incorrectly format cells in Excel and it will be frustrating. In order to be successful in this course, you must approach this class with determination. I encourage you to constantly question the data and talk out loud as you manipulate the data in Excel. Once you complete an assignment correctly, I encourage you to start fresh with the data and try again to make sure you have gained a solid understanding of how to work with the data and didn't just stumble upon the correct answer. Practice really does make perfect in social analytics.

COURSE POLICIES:

ATTENDANCE POLICY: Students are expected to watch lectures and supplemental videos, complete required readings, quizzes and assignments accordingly. Your attendance in this class is participation in coursework.

MAKE-UP POLICY: Assignments and projects are due at the date and time specified. Technical issues are not an excuse for late work. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

There will be penalties for late work (the points below denote the amount of points subtracted from assignments):

Discussion Posts (worth 25 points)
- Less than an hour late: 5 points
- More than hour late but less than 24 hours late: 10 points
- More than 24 hours late: NOT ACCEPTED

Peer Reactions (worth 10 points)
- Less than an hour late: 2 points
- More than hour late but less than 24 hours late: 5 points
- More than 24 hours late but less than 48 hours late: 8 points
- More than 48 hours late: NOT ACCEPTED

Quizzes (worth 15 points)

- Less than an hour late: 2 points
- More than hour late but less than 24 hours late: 5 points
- More than 24 hours late but less than 48 hours late: 8 points
- More than 48 hours late: NOT ACCEPTED

Assignments that are worth 25 points (other than Conversation Posts)

- Less than an hour late: 5 points
- More than hour late but less than 24 hours late: 7 points
- More than 24 hours late but less than 48 hours late: 10 points
- More than 48 hours late but less than a week late: 15 points
- More than a week late: 20 points or not accepted at all

Assignments that are worth 50 points

- Less than an hour late: 5 points
- More than hour late but less than 24 hours late: 7 points
- More than 24 hours late but less than 48 hours late: 10 points
- More than 48 hours late but less than a week late: 15 points
- More than a week late: 20 points or not accepted at all

The Final Assignment, which is worth 100 points will not be accepted after the due date.

GRADING POLICY: General University policies regarding grading are found at: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

ASSIGNMENT POLICY: To submit assignments throughout this course, you will either use the Discussions, Quizzes, or Assignments section of Canvas.

Due dates and detailed instructions for assignments can be found in the course schedule at the end of this syllabus and in Canvas.

Discussion Posts: For some assignments, students will be required to submit discussions around specific topics throughout the course in the Discussions section of Canvas. When students create new Discussions, they will be required to name their Discussion with their first and last name and any other details that help the instructor or other students discern what they are reading (e.g. the assignment number, etc.).

Peer Reactions: There are certain weeks of the course that require peer reactions. Once these assignments have been submitted in Canvas, you will choose **ONE** of your classmate's assignments and provide a reaction by responding to their post via the reply

function. Your reaction should be **at least 5-7 sentences** and provide **meaningful insight and contribute to the assignment.** This may require you to do some additional research. Simply commenting and complementing your classmate is not sufficient and points will be subtracted if you do not contribute your own insights. Think of this response as an opportunity to start a dialogue with your classmates around an interesting topic.

At the top of your reply, please write "OFFICIAL SUBMISSION" so that I know that that particular reply is the one that you want to be graded. If do not include this, I will assume that it is simply a conversational post to engage with one your classmates and not the one that you want to be graded. Please try and reply to one of your classmate's submissions that does not yet have a reply. While it is not mandatory that you do so, it does help the learning process if everyone can receive equal engagement. However, if there are students who complete their assignments late, this becomes impossible. So, please make every effort to complete your assignments on time so that everyone has an equal chance to interact and learn from each other.

Even though you will only receive credit for your **ONE** Peer Reaction, you are encouraged to reply and engage with all of your classmates via these assignments. This is a wonderful opportunity for you to learn from each other and glean insight in a way you might not otherwise be able to. The students who take the time to explore other students' submissions always learn the most and are most satisfied with their skill set at the of the course. Assignments that require Peer Reactions MUST be submitted to Canvas on time. Please be considerate to your classmates because your delay could cause difficulties for their reactions.

Quizzes: Quizzes will be taken in Canvas and will either be multiple choice or fill in the blank. They are worth 15 points and will be graded for accuracy.

Assignments that are not Discussion Posts: Most assignments will include the submission of a completed Excel file as well as a 3-5 paragraph analytical evaluation of the data. The Excel file will be graded for completion as well as accuracy. Because certain data points are dependent upon others, having one wrong answer can tamper the entire data set. In certain circumstances, the instructor will allow for resubmissions to ensure students understand how to work with the required data. The accompanying analysis must include meaningful and thoughtful insights and go beyond stating the obvious. Question the data points and challenge yourself to answer the question 'why' you see what you do in the data set (i.e. Why did Fans added spike this day? Why did this points receive little engagement? Why did this post receive such high reach? Etc.).

All Assignments, Quizzes, Discussion Posts and Peer Reactions are due by 11: 30 PM EST on the day that they are due. Due dates can be found with in the course schedule of the syllabus and in Canvas.

UF 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.

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.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior] http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

GETTING HELP:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu

- (352) 392-HELP - select option 2

- https://lss.at.ufl.edu/help.shtml

** 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.

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

- Counseling and Wellness resources

- 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 visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

GRADING POLICIES:

Assignment #	Type of Assignment	Points	Week
1	Discussion Post (Getting to know your client)	25 points	1
2	Peer Reaction	10 points	1
3	Quiz 1	15 points	2
4	Discussion Post (Goals & Objectives/Audience Profiles)	25 points	2
5	Quiz 2	15 points	3
6	Metrics Overview charts & graphs (Canvas Assignment)	25 points	3
7	Facebook Page-Level Insights (Canvas Assignment)	25 points	4
8	Facebook Post-Level Insights (Canvas Assignment)	25 points	5
9	Twitter Analytics (Canvas Assignment)	25 points	6

10	Facebook Template (Canvas Assignment)	50 points	7
11	Twitter Template (Canvas Assignment)	50 points	7
12	Quiz 3	15 points	7
13	Discussion Post	25 points	8
14	Peer Reaction	10 points	8
15	Discussion Post (Actionable Recommendations + Supporting/Analogous Data)	25 points	9
16	Discussion Post (Insights + Actionable Recommendations + Supporting/Analogous Data)	25 points	10
17	Final Presentation Outline (Canvas Assignment)	10 points	11
18	Final Presentation (video and Power Point submission via Discussion and Canvas Assignment)	100 points	12
19	Peer Reaction	10 points	12
19 Total Assignments		**500 points**	

GRADING SCALE: *Grades will be determined as follows:*

A	465-500 points	93-100%	C	365-384 points	73-77%
A-	450-464 points	90-92%	C-	350-364 points	70-72%
B+	435-449 points	87-89%	D+	335-349 points	67-69%
B	415-434 points	83-86%	D	300-334 points	60-66%
B-	400-414 points	80-82%	D-	275-299 points	55-59%
C+	385-399 points	77-79%	E	0-274 points	0-54%

- Peer Reactions are worth 10 points and points can be deducted based on levels of completion. You will be required to complete three Peer Reactions for this class. If students feel compelled, they may respond to multiple classmates' assignments. There be no additional credit awarded for this effort but it is encouraged to provide feedback peer feedback and start conversation. In addition, students are encouraged to reply back to the Peer Reaction to start a conversation.
    - o 10 points: Completed task fully and on time, provided meaningful insight and added to classmate's assignment
    - o 8 points: Completed task fully and on time, provided meaningful insight and added to classmate's assignment, but DID NOT fulfill length requirement.
    - o 5 points: Reaction was posted on time, fulfilled length requirement, but only provided minimal insight.
    - o 2 points: Reaction was posted on time, but only provided minimal insight and did not fulfill the length requirement.

- Grading for Assignments that are worth 25 points roughly follow the following grading distribution:
    - o 25 points: Assignment submitted on time, fulfilled all of the requirements, computed data is accurate (if applicable), and provided meaningful, thoughtful analysis or response (if applicable).
    - o 17 points: Assignment submitted on time, fulfilled the majority of the requirements, the majority of computed data is accurate (if applicable), and provided meaningful, thoughtful analysis or response (if applicable).
    - o 12.5 points: Assignment submitted on time, fulfilled most of the requirements, most the computed data is accurate (if applicable), and provided some meaningful, thoughtful analysis or response (if applicable).
    - o 10 points: Assignment submitted on time, fulfilled some of the requirements, some of the computed data is accurate (if applicable), and provided some meaningful, thoughtful analysis or response (if applicable).
    - o 0 points: Did not complete assignment.

- Grading for Assignments that are worth 50 points roughly follow the following grading distribution:
  - o 50 points: Assignment submitted on time, fulfilled all of the requirements, computed data is accurate (if applicable), and provided meaningful, thoughtful analysis or response (if applicable).
  - o 40 points: Assignment submitted on time, fulfilled the majority of the requirements, the majority of computed data is accurate (if applicable), and provided meaningful, thoughtful analysis or response (if applicable).
  - o 35 points: Assignment submitted on time, fulfilled most of the requirements, most the computed data is accurate (if applicable), and provided some meaningful, thoughtful analysis or response (if applicable).
  - o 25 points: Assignment submitted on time, fulfilled some of the requirements, some of the computed data is accurate (if applicable), and provided some meaningful, thoughtful analysis or response (if applicable).
  - o 0 points: Did not complete assignment.

- Assignment 18: Final Report is worth 100 points. This project will be graded as follows:
  - o 100 points: Project is submitted on time, meets all length requirements, includes a video and Power Point presentation, provides meaningful, thoughtful insights and recommendations, and shows a thorough understanding of the data and how it is applied.
  - o 90 points: Project is submitted on time, includes a video and Power Point presentation, provides meaningful, thoughtful insights and recommendations, shows a thorough understanding of the data and how it is applied, but DOES NOT meet length requirements.
  - o 75 points: project is submitted on time, includes a video and Power Point presentation, but DOES NOT meeting length requirements, DOES NOT provide meaningful, thoughtful insights and recommendations, and DOES NOT show a thorough understanding of the data and how it is applied.
  - o 50 points: Project was not submitted on time; project DOES NOT include either a video or a Power Point presentation, DOES NOT fulfill the length requirement, and DOES NOT provide meaningful, thoughtful insights and recommendations, and DOES NOT show a thorough understanding of the data and how it is applied.
  - o 0 points: No project submitted.

Grading is partially subjective on the part of the instructor. Additional grading parameters for assignments will be provided throughout the course of the class.

COURSE SCHEDULE:

QUARTER 1 (weeks 1-3): Introduction to Social Analytics

- **Week 1: Introduction to Social Media Metrics and Evaluation**

  o **WATCH:** Intro Video: "Getting started with MMC 6727"
    - Get to know your instructor
    - Review course goals, objectives and requirements
    - Learn how to succeed in the class

  o **WATCH:** Lecture 1: "Introduction to Social Media Metrics and Evaluation"
    - What is it and why is it important?
    - What makes social media measurement different?
    - Owned versus earned analytics
    - Owned: Facebook and Twitter
    - How to adjust for change
    - Additional Platforms
    - Analytics Reporting Examples
    - Your client and end of course deliverable

  o **READ:** Social Bakers white paper (download PDF in Canvas)
    Read this through its entirety but focus on sections **3. 'How to measure social media' and 6. 'What makes a good report'** – be mindful that this white paper is provided by a company that offers its own independent analytics tool. While leveraging third-party vendors such as Social Bakers, businesses do not always have a budget allocated for social and cannot license these types of tools. We will be working with the data provided natively from Facebook and Twitter and will learn how to manipulate it on our own in order to effectively evaluate the UF College of Journalism and Communications' social media efforts.

  o **DO: ASSIGNMENT 1:** <u>Discussion Post</u> – Because we will be working with the UF College of Journalism and Communications' (UF CJC) social data, I want you to begin to familiarize yourself with their social properties. Like the page on <u>Facebook</u> and follow them on <u>Twitter</u> and <u>Instagram</u>. Spend time on each property to gain an understanding of who they are and how they represent themselves on social. Once you have done your research,

submit a 2-4 paragraph discussion post that analyzes UF CJC's current social state and talk about what would be important for them to track and why.

- Some questions to ask to get you started include: What types of content are they posting? How often do they publish to Facebook v. Twitter? Do they engage with their Fans and Followers? Look up a competing Journalism school and compare your UF findings to what this school is doing. Are there any insights to be gleaned? Is the competing school generating more engagement on their social properties?

o **DO: ASSIGNMENT 2:** <u>Peer Reaction</u> – Assignment 1 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate's assignments and provide a reaction by responding to their post via the reply feature. Your reaction should be at least 5-7 sentences and provide meaningful insight and contribute to the assignment.

o **Additional Help:** If you are not comfortable working in Excel, the following Lynda course has several short videos that cover an array of functionalities. I encourage you to watch these or reference them as we move through the course because it will help you visualize your data later on. http://www.lynda.com/Excel-tutorials/Excel-2010-Essential-Training/61219-2.html?org=ufl.edu

- **Week 2: Defining Success**

o **WATCH:** Lecture 2: "Defining Success"
  - Setting goals and objectives
  - Setting Key Performance Indicators: defining which metrics are most important
  - How to present your story: Audience Profiles
    - The Executive
    - The Director
    - The Manager
    - The Specialist

- o **WATCH: Lynda Tutorial (http://www.lynda.com/Business-Data-Analysis-tutorials/Web-Analytics-Fundamentals/123562-2.html?org=ufl.edu)**
  - ▪ You do not need to watch the entire tutorial but make sure to follow along closely to the following sections as there will be a quiz.
    - ● Introduction + Part 1. Intro: The Fear of Analytics
    - ● Part 3. The Problem of Numbers (Goals)
      - o When the speaker makes mention of website, consider a social site such as Facebook and Twitter and what the user's experience would be like on these sites instead. The concept is still applicable to social.
    - ● Part 7. Creating Valuable Reports
  - ▪ OR this Lynda: http://www.lynda.com/Analytics-tutorials/Online-Marketing-Fundamentals/188429-2.html?org=ufl.edu
    - ● Section 4. Foundation of Analytics

- o **DO: ASSIGNMENT 3 – COMPREHENSION QUIZ 1:** Log in to Canvas and complete Quiz 1: Lynda Goals and Objectives

- o **DO: ASSIGNMENT 4:** <u>Discussion Post</u> – With the UF CJC as your client, set 3 social goals and objectives that you think this brand should strive to achieve. Consider fan growth, brand awareness, social engagement, etc. when coming up with these goals. What do you think the UF CJC values most on social?
  - ▪ With these goals and objectives in mind, lay out the metrics you would track to measure success in achieving these goals and objectives.
  - ▪ Next, briefly describe how each Audience Profile mentioned in the lecture would value certain metrics over others.

- ● **Week 3: The Metrics**

  - o **WATCH:** Lecture 3: "Metrics Deep Dive"
    - ▪ Facebook: Page-level v. post-level data
    - ▪ Twitter

- o **READ:** Social Bakers white paper: *A Marketer's Guide to Facebook Metrics* (download PDF in Canvas). Read this through its entirety but focus on the following sections:

    - ▪ **Public Metrics**
    - ▪ **Private Metrics**
    - ▪ **Non-public interactions/clicks**
    - ▪ **Frequency & Unique Reach**
    - ▪ **Audience Demographics**

- o **READ:** *The Complete Guide to Twitter Analytics* (download PDF in Canvas). Read this through its entirety.

- o **DO: ASSIGNMENT 5 – Comprehension Quiz 2:** Log in to Canvas and complete Quiz 2: Basic Social Media Metrics: Facebook & Twitter (you may reference course materials)

- o **DOWNLOAD:** Download the "Metrics Overview" file from Canvas and familiarize yourself with the types of metrics available.

- o **DO: ASSIGNMENT 6** – Submit requested charts/graphs in the Assignments section of Canvas. Instructions on where to find the data for the charts will be included in the assignment. You will use the downloaded 'Metrics Overview' file to find all data points.

QUARTER 2 (weeks 4-6): Data Manipulation

- ● **Week 4: Facebook page-level insights**

    - o **LIVE DEMO:** if you are unable to attend this live demo, a recording will be made available 3 hours after the session concludes. I will walk through the native insights and show you the best ways to manipulate the data.

    - o **DOWNLOAD:** Download the "Native Facebook Page-level Insights" file from Canvas.

    - o **DO: ASSIGNMENT 7** – using the data from the downloaded insights file, put together the requested charts/graphs in the Assignments section of Canvas and provide 3-5 sentences of analysis around the particular data showcased in the charts. Make sure to save a copy of the downloaded file

as is and then save a separate version of the file you are manipulating. *If you are having trouble putting together the charts in Excel, reference the Lynda tutorial highlighted during week 1.

- **Week 5: Facebook post-level insights**

  o **LIVE DEMO:** if you are unable to attend this live demo, a recording will be made available 3 hours after the session concludes. I will walk through the native insights and show you the best ways to manipulate the data.

  o **WATCH:** Facebook Insights YouTube tutorial
    ▪ https://www.youtube.com/watch?v=wQcte3Q8TVM
    ▪ Watch this video to get an inside look at what native Facebook Insights looks like first-hand. We will be working with the download but it should be helpful for you to see the UI (user interface) available to businesses today.

  o **DOWNLOAD:** Download the "Native Facebook Post-level Insights" file from Canvas.

  o **DO: ASSIGNMENT 8** – using the data from the downloaded insights file, put together the requested charts/graphs in the Assignments section of Canvas and provide 3-5 sentences of analysis around the particular data showcased in the charts. Make sure to save a copy of the downloaded file as is and then save a separate version of the file you are manipulating.

- **Week 6: Twitter Analytics**

  o **LIVE DEMO:** if you are unable to attend this live demo, a recording will be made available 3 hours after the session concludes. I will walk through the native insights and show you the best ways to manipulate the data.

  o **WATCH:** Twitter Analytics YouTube tutorial
    ▪ https://www.youtube.com/watch?v=aH-Ut_5beUk
    ▪ Watch this video to get an inside look at what native Twitter analytics looks like as Tod Maffin walks you through the tool

  o **DOWNLOAD:** Download the "Twitter Analytics" file from Canvas.

o **DO: ASSIGNMENT 9** – using the data from the downloaded insights file, put together the requested charts/graphs and provide 3-5 sentences of analysis around the particular data showcased in the charts. Make sure to save a copy of the downloaded file as is and then save a separate version of the file you are manipulating.

QUARTER 3 (weeks 7-9): Telling Your Story

● **Week 7: Identifying Points of Evaluation**

  o **WATCH:** Lecture 4: "Bringing the Metrics Together To Tell your Social Story"
    ▪ Reporting cadence
    ▪ Identify key points of evaluation (what is meaningful)
    ▪ Audience, Visibility, Engagement
    ▪ Averages, percentage changes, and net data
    ▪ Organic v. Paid v. Total
    ▪ Unique data v. data that is not unique
    ▪ Identifying Outliers
    ▪ Real life examples

  o **DO: ASSIGNMENTS 10 & 11 –** Fill out templates for Facebook post-level data and Twitter analytics using the downloaded files from the previous two weeks. There will be two separate submissions: one for Facebook (assignment 10) and one for Twitter (assignment 11). These templates can be downloaded in the Assignments section of Canvas. You will also submit the completed templates in the Assignments section of Canvas.

  o **DO: ASSIGNMENT 12 – COMPREHENSION QUIZ 3:** Log in to Canvas and complete Quiz 3: Data Manipulation: Facebook & Twitter (you may reference course materials)
    ▪ This quiz will be fill in the blank and will test your knowledge to make sure you are manipulating the data correctly

● **Week 8: Drawing Insights**

o **LIVE DEMO:** if you are unable to attend this live demo, a recording will be made available 3 hours after the session concludes. I will walk through the completed templates and guide you in drawing insights from the data.

o **DO: Assignment 13:** <u>Discussion Post</u> – referencing the Facebook and Twitter templates you filled out during week 7, chose a set of metrics (i.e. Fan growth and demographics, visibility, post engagement, negative feedback, post type and frequency, etc.) for each network and dig deeper into the data. Uncover insights by manipulating the data to find interesting stories (i.e. Status updates received 30% more reach than any other type of post during March, Fans added during the week before classes started was 10x the amount added during the week of finals, engagement decreased 25% during break periods, etc). ***Record a 1-3 minute video (using QuickTime, Jing, Vimeo, etc.) of yourself walking through the data and talking about what you see as you manipulate it. Include a link to this video in your discussion post. Additionally, be sure to provide 2-4 written paragraphs of your analysis, specifically the insights gleaned from the data. Make sure your insights reference quantifiable data points.***

o **DO: ASSIGNMENT 14:** <u>Peer Reaction</u> – Assignment 13 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate's assignments and provide a reaction by responding to their post via the reply feature. Your reaction should be at least 5-7 sentences and provide meaningful insight and contribute to the assignment.

o **ADDITIONAL HELP – Lynda Tutorial:** Using Pivot Tables
  ▪ http://www.lynda.com/Excel-tutorials/pivot-tables/78/12014-4.html?org=ufl.edu
  ▪ Pivot tables can be a great way to segment data in order to glean insights that aren't the easiest to spot. For example, if you wanted to run a quick analysis to determine engagement based on post type (perhaps you are trying to prove that photo posts generate more engagement than status updates), it would be easiest to use a pivot table to sort your data.

- **Week 9: Making Actionable Recommendations**

o **WATCH:** Lecture 5: "Making Actionable Recommendations and Incorporating Supporting/Analogous Data"
  ▪ What it means to be actionable
  ▪ Where to find supporting/analogous data
  ▪ Examples

o **DO: ASSIGNMENT 15:** <u>Discussion Post</u> – Come up with 3 actionable recommendations based on the analysis you provided on the chosen set of metrics during the previous week. Find at least one example of supporting/analogous data for your recommendation(s). This supporting data can be an industry article that helps back up the story you are trying to tell. Use the following format for your post:
  ▪ **First Bullet**: Actionable Recommendation 1
  ▪ **Second Bullet**: Actionable Recommendation 2
  ▪ **Third Bullet**: Actionable Recommendation 3
  ▪ **Fourth Bullet**: link(s) to supporting/analogous data

  ***Make sure to reference the insights of which you are making recommendations**. Incorporate your supporting/analogous data into your recommendation to strengthen credibility. Follow example provided in lecture.

QUARTER 4 (weeks 10-12): The Final Presentation

- **Week 10: Practice Makes Perfect**

  o **There is no lecture this week**

  o **DO: ASSIGNMENT 16:** <u>Discussion Post</u> – replicate assignments from weeks 8 and 9 by analyzing a separate set of metrics (if you looked at Fan demographics data the first time, then look at post-level engagement this time). In 3-5 paragraphs, share your analysis and the insights you gleaned from the data. Make sure these insights are meaningful and reference quantifiable data points to strengthen your points. Provide actionable recommendations based on the story you choose to tell with UF CJC's social data and back up those recommendations with supporting/analogous data.

- Be mindful of the metrics you choose to analyze. You can use the data you manipulate in these assignments as part of your final presentation.

- **Week 11: Putting your report together**

    o **WATCH:** Lecture 5: "Putting Together the Final Presentation"
       ▪ How to build a report (examples)
       ▪ Consider your audience
       ▪ What is your area of focus
       ▪ What is the time period
       ▪ Is your story compelling
       ▪ Provide actionable insights and recommendations

    o **DO: ASSIGNMENT 17** – upload an outline of your final report in the Assignments section of Canvas. You are welcome to cover as many metric points as you would like but make sure you are telling a cohesive social story complete with meaningful insights and actionable recommendations.

- **Week 12: Delivering the Final Presentation**

    o **LIVE DEMO:** There will be an hour of live course time for students to bring any and all questions regarding their final project. At this point, with feedback regarding the report outline given, students should be at the halfway point with this final report. Come with questions after you have implemented the outline feedback given and laid the ground work for the final report.

    o **DO: ASSIGNMENT 18** – Record yourself presenting your final report to the audience you have chosen. Create a Discussion Post and share a link to view your presentation within the body of the post. Upload the final draft of the report in Power Point file to the Assignments section of Canvas by [insert due date].

       ▪ **Final Report Criteria**
          ● Minimum 8 slides but do not exceed 16 slides
          ● Must include a title, agenda, key takeaways and closing slides

- Must verbalize at beginning of presentation the intended audience for whom you created this report
- Must include fan analysis, visibility analysis and post analysis (you can pick and choose the specifics and set the time period you prefer – i.e. monthly, quarterly, entire year)
- Must include meaningful insights with quantifiable data points and actionable recommendations
- Must support recommendations with analogous data and cite source in presentation

o **DO: ASSIGNMENT 19**: <u>Peer Reaction</u> – Assignment 18 will be uploaded to the Discussions section of Canvas. Once everyone has submitted their assignment, choose ONE of your classmate's assignments and provide a reaction by responding to their post via the reply feature. Watch their video in its entirety and comment on the presentation as a whole as well as what particular parts stood out if any. Your reaction should be at least 5-7 sentences and provide meaningful insight and contribute to the assignment.

<u>Disclaimer:</u> This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.