1. **Title of the module**

BUSN9136 (CB9136) Social Media Analytics

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 (7.5ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Digital Marketing and Analytics

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a systematic understanding of multiple social media platforms and think critically about how organisations use social media as a communications tool.
	2. Critically apply techniques from social media analytics, text mining and social network analysis to recognise and explain network patterns in social data.
	3. Create data visualisations and identify features of social networks.
	4. Access social media data from multiple social media platforms and understand the many ethical issues related to privacy and information use online.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Become an informed social media producer and consumer aware of the ethical issues involved in digital marketing.

9.2 Retrieve information from multiple social media platforms.

9.3 Critically evaluate arguments and evidence.

9.4 Effectively communicate information, arguments and analysis in a variety of forms.

1. **A synopsis of the curriculum**

Social media not only provides practitioner with a means of communicating with their customers, but also a way to better understand their customers. This module helps students to explore multiple social media platforms for data collection and apply analytical methods to convert social media data to digital marketing insights.

Indicative topics to be covered are likely to include:

* Basics of social media and the role and structures of social media conversations
* Collecting and extracting social media data
* Social media data analysis, visualisation, and exploration
* Key metrics used for analysing social media
* Social media case studies
* Methods for identifying trends in social data
* Theories of social networks
1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Essential reading

Sponder, M. (2014). Social media analytics: Effective tools for building, interpreting, and using metrics, 1st Ed, McGraw-Hill Education. ISBN-10: 0071824499

Background Reading

Kautish, S., Brar, S. K., and Ahmed, R. K. A. (2017). Social Media Analytics: A Primer, 1st ed, LAP LAMBERT Academic Publishing. ISBN-10: 3330073527

Ganis, M. and Kohirkar, A. (2015). Social media analytics: Techniques and insights for extracting business value out of social media, 1st ed, IBM Press ISBN-10: 0133892565.

Galloway, S. (2017). The Four: The hidden DNA of Amazon, Apple, Facebook and Google, 1st ed, Transworld Digital. ASIN: B01CZB2X4W.

1. **Learning and Teaching methods**

Contact hours: 24

Private study hours: 126

Total hours: 150

1. **Assessment methods.**

13.1 Main Assessment methods

Individual report, 2000 words (60%)

Group written report, 3000 words (40%)

13.2 Reassessment methods

100% coursework

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X**  | **X** | **X** | **X** |  |
| PC Labs | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Independent study | **X** | **X** | **X** | **X**  | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Group written report (3,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Individual written report (2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered:**

Medway

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members from diverse cultures. Diverse teams make it possible to develop a consultancy report engaging with international activities.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
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