

University of the West of Scotland

Module Descriptor

Session:

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|--|---|------------------------------|---|-----------------|----------------------------|
| Title of Module: Online Interactions & 3DWeb | | | | | |
| Code: MARK08011 | SCQF Level: 8 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) | | |
| School: | School of Business & Creative Industries | | | | |
| Module Co-ordinator: | Theofilos Tzanidis | | | | |
| Summary of Module | | | | | |
| <p>This module explores the important role that 2D (contemporary) and 3D (metaverse-based) online interactions play in driving business growth and shaping its future trajectory. In today's digital landscape, an overwhelming majority of enterprises maintain a 2D online presence and many of them aim to transition towards a 3Dweb type of online activity. However, a pertinent question arises: Are businesses truly cognizant of the profound impact that online engagements, encompassing both consumer and business-to-business interactions, can exert on consumer purchasing behaviour, corporate reputation, and ultimately, profitability? It is imperative for organisations to adeptly evaluate and curate their online persona, with a particular emphasis on the challenging management of content disseminated across digital platforms. Effective content curation and strategic online presence can serve as a potent differentiator, enabling enterprises to forge enduring connections with their target audiences and cultivate a distinctive brand identity in an increasingly competitive digital milieu.</p> <p>This course is designed to explore the synergistic potential of 3Dweb marketing concepts (metaverse marketing) and contemporary 2D web applications, presenting a holistic view of business and consumer online interactions. By engaging with an array of content-driven approaches and the technologies that enable them, the module aims to equip students with the acumen to discern and deploy suitable online engagement tools.</p> <p>Upon successful completion, participants will be skilled at creating practical digital artefacts, showcasing their proficiency in curating, and managing content within a vibrant and interactive online environment. Furthermore, the module will leverage theoretical frameworks to critically evaluate the efficacy of a company's online engagements, thereby bridging the gap between 3Dweb innovation and 2Dweb pragmatism in a seamlessly integrated digital marketing strategy.</p> | | | | | |
| Module Delivery Method | | | | | |
| Face-To-Face | Blended | Fully Online | HybridC | Hybrid 0 | Work-Based Learning |

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|---------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See Guidance Note for details. | | | | | |

| Campus(es) for Module Delivery | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|----------|
| The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate) | | | | | | |
| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Add name |

| Term(s) for Module Delivery | | | | | |
|---|-------------------------------------|--------|--------------------------|--------|--------------------------|
| (Provided viable student numbers permit). | | | | | |
| Term 1 | <input checked="" type="checkbox"/> | Term 2 | <input type="checkbox"/> | Term 3 | <input type="checkbox"/> |

| Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to: | |
|--|--|
| L1 | Identify approaches to business and consumer 3D web and 2Web online engagement; |
| L2 | Examine and select suitable 3Dweb and 2D web digital tools and content used to facilitate online interactions in each situation; |
| L3 | Assess the strength of online 2Dweb and 3Dweb interactions in each scenario using relevant theoretical concepts. |
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| Employability Skills and Personal Development Planning (PDP) Skills | |
| SCQF Headings | During completion of this module, there will be an opportunity to achieve core skills in: |
| Knowledge and Understanding (K and U) | SCQF Level 8 Knowledge and understanding of the relevance of 2D and 3D web marketing for organisations; big data collection and analysis |

| | | |
|--|---|--|
| | techniques ,working and developing strategies using online communications platforms | |
| Practice: Applied Knowledge and Understanding | SCQF Level 8 Critically evaluating and interpreting 2d and 2D web online consumer interactions as part of plan or a real-life project scenario. Assessing the relevance of content development tools and techniques in relation to specific business situations | |
| Generic Cognitive skills | SCQF Level 8 Carrying out a 2D and 3D Web communications project and analysing information gathered: using electronic platforms and sources of information to gather online interaction metrics on a given topic. Developing and delivering 2D and 3D web content using popular platforms. | |
| Communication, ICT and Numeracy Skills | SCQF Level 8 Working with Contemporary social media platforms like Facebook, Instagram, TikTok, LinkedIn, Twitter (X), Discord, Pinterest, and corresponding 3D web platforms like Engage, Spatial, Horizon Worlds & Venues, Social VR platforms. In additions students will use both 2D and 3D web metric applications like Google Analytics, Meta Business Suite, Google data studio among others as part of their 2D/3D web communications project. | |
| Autonomy, Accountability and Working with others | SCQF Level 8 Working individually and in groups to prepare class work and if appropriate, assessed items. The individual is accountable to the group for their work. Adopting a professional/managerial orientation to facilitate group work. | |
| Pre-requisites: | Before undertaking this module, the student should have undertaken the following: | |
| | Module Code: MARK07006 MARK07009 MARK07010 | Module Title: Introduction to Marketing Marketing & Academic Skills * Global Marketing Environment * |
| | Other: | |
| Co-requisites | Module Code: | Module Title: |

*Indicates that module descriptor is not published.

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Teaching methods will incorporate many aspects of the digital world in the teaching practice, and the programme will utilise both online and offline marketing tools to deliver module material. The learning experience is intended to be flexible and student-centred, aiming to deliver an interactive learning experience that will be of benefit both the lecturer and the student. The structure of the delivery of this module will incorporate the one-hour lecture with a following hour of guest speakers, student presentations and in-class debates. To support our students' practical skills development, the module will introduce one hour lab/workshops. During these workshops students will develop the capacity to create content and learn to promote it through social media channels.

| Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities) |
|--|--|
| Lecture/Core Content Delivery | 12 |
| Laboratory/Practical Demonstration/Workshop | 24 |
| Asynchronous Class Activity | 24 |
| Independent Study | 140 |
| | 200 Hours Total |
| | |
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| | |
| **Indicative Resources: (eg. Core text, journals, internet access) | |

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Kingsnorth, S., 2024. Marketing in Web 3.0: Artificial Intelligence, the Metaverse and the Future of Marketing. Kogan Page Publishers.

Li, F., Larimo, J. and Leonidou, L.C., 2023. Social media in marketing research: Theoretical bases, methodological aspects, and thematic focus. *Psychology & Marketing*, 40(1), pp.124-145.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

| | |
|---------------------------------------|---|
| Divisional Programme Board | Marketing, Innovation, Tourism & Events |
| Assessment Results (Pass/Fail) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

| | |
|--------------------------------|--|
| School Assessment Board | Marketing, Innovation, Tourism & Events |
| Moderator | Dr. Matthew Frew |
| External Examiner | J White |
| Accreditation Details | e.g. ACCA Click or tap here to enter text. |
| Changes/Version Number | |

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 A group presentation based on 2DWeb and 3DWeb marketing plan. The presentation will be worth 40% of the overall grade.

Assessment 2: Write a report on a 2DWeb/3DWeb, metaverse marketing campaign. The report will be worth 60% of the overall mark

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

| Component 1 | | | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | x | x | | | | 40 | |

| Component 2 | | | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| | | | x | | | 60 | |

Change Control:

| What | When | Who |
|---|-------------|------------|
| Further guidance on aggregate regulation and application when completing template | 16/01/2020 | H McLean |
| Updated contact hours | 14/09/21 | H McLean |
| Updated Student Attendance and Engagement Procedure | 19/10/2023 | C Winter |
| Updated UWS Equality, Diversity and Human Rights Code | 19/10/2023 | C Winter |
| Guidance Note 23-24 provided | 12/12/23 | D Taylor |
| General housekeeping to text across sections. | 12/12/23 | D Taylor |

Version Number: MD Template 1 (2023-24)