TECHNO Ad

Teacher Guide

Lessons for Middle & High School Students | Grades 8 - 12

Technology Project using

Blender

Create a video ad for a target audience.

In this project, students gain essential media literacy skills by becoming digital marketers. They produce a video ad to sell a new product. Their campaign begins with an analysis of selling tactics used in media messages. Next, they investigate how their target customer interacts with online advertising. To further prepare for the task, students explore video production techniques. Once aware of how companies manipulate viewers, they team up to create an advertisement using Blender. Upon completion, they summarize their marketing campaign in professional report.

TECHNOKids

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Session 2 Apply Camera Techniques

Session 3 Explore Video Editing Tools

Session 4 Advertise a Product

TechnoAd Overview

Introduction to TechnoAd

In this project, students gain essential media literacy skills by becoming digital marketers. They produce a video ad to sell a new product. Their campaign begins with an analysis of selling tactics used in media messages. Next, they investigate how their target customer interacts with online advertising. To further prepare for the task, students explore video production techniques. Once aware of how companies manipulate viewers, they team up to create an advertisement using Blender. Upon completion, they summarize their marketing campaign in a professional report.

Students complete the following tasks:

➢ In session 1, students investigate their exposure to online advertisers. To start, they consider consumption of media messages. Next, they critically think about how selling tactics, hidden messages, and stereotypes in video ads might influence their behavior or thinking. Afterwards, they build a questionnaire using Forms to discover how people interact with online advertising. These metrics will not only raise media awareness but will also inform placement of their video ad in upcoming sessions. An optional challenge explains how to create a pivot table in Microsoft Excel or Google Sheets to compare groups of data to notice differences in gender or age.

➢ In session 2, students become videographers. To start, they analyze video ads to notice how shots, angles, and movement convey a message. Next, they experiment with a video camera to capture wide, medium, and tight shots. Also, they explore how zoom, pan, and tilt control viewer attention. These operational techniques will be used later to produce their own video ad.

➢ In session 3, students discover how to use Blender tools to create an ad. First, students customize the program window for video editing. Next, they import clips and explore how to arrange media in channels. They trim, split, and overlay strips to produce a 15 second video that will captivate customer interest. These production techniques will be applied in the upcoming sessions to advertise a new product.

➢ In session 4, students design a video ad concept. Working as part of a creative team, they develop an advertisement for a new product. They write a script and storyboard for each shot. Upon completion, they apply their knowledge of marketing and video production techniques to capture the footage.

➢ In session 5, students become video editors. They produce their own unique video ad using the footage captured from the previous session. To start, they import media into Blender. They then apply their editing skills to produce a fifteen-second advertisement. Upon completion, they prepare to write a Marketing Campaign report by exporting the video in different file formats.

➢ In session 6, students summarize their marketing campaign. Using either Microsoft Word or Google Docs they explain how their video targets a specific audience. Based on survey data, they recommend the best time of day and digital channel for the ad. To create a professional-looking document they format the layout to include a table of contents, headings, page numbering, and more.

Implementation and Technology Integration Ideas

In TechnoAd, students become digital marketers. They design a marketing campaign to promote a new product. By analyzing the target audience's online habits, they produce a video ad that effectively attracts their attention. This project blends media literacy skills with data analysis, video production, and word processing.

TechnoAd integrates into various courses of study:

- *Language Arts Unit*: The activities in TechnoAd include analysis of media messages, which is ideal for a media literacy unit. Students learn how advertisers manipulate viewers using selling tactics, hidden messages, and stereotypes. Tasks include critically viewing ads, as well as producing their own.

- *Media Arts Unit*: TechnoAd can be used to teach video production. Students explore how types of shots, camera movement, and camera angles convey a message to the audience. They also develop video editing skills including how to trim, split, and sequence strips to produce an ad.

- *Marketing Unit*: TechnoAd can be integrated into a marketing course. Students assume the role of a digital marketer. They analyze data, create a video ad, and then recommend ad placement. This is an opportunity for students to explore a viable career.

- *Data Analysis and Problem-Solving Unit*: There are several real-world applications of mathematics within the TechnoAd activities. Students conduct a survey and then collect data about online habits. They interpret the results. An extra challenge explains how to build a pivot table to compare groups. This information is used to select a product to advertise, as well as recommend ad placement.

Scheduling Assignments

How long does it take to teach TechnoAd?

Several factors influence the amount of time it takes to teach. Most notably:

- existing student knowledge and skills,
- whether the task is completed independently or as a class discussion,
- length and frequency of classes,
- whether reviews, skill reviews and extension activities are included.

Suggested Timeline

TechnoAd	Timing (1 class=90 minutes)
Session 1 Analyze Online Advertising	3 classes
Assignment 1: You are a Target!	45 minutes
Assignment 2: Analyze Video Ads	45 minutes
Assignment 3: Research Online Users and Video Ads	90 minutes
Assignment 4: Interpret Research Results	90 minutes
Session 2 Discover Camera Techniques	1 class
Assignment 5: Analyze Camera Techniques	30 minutes
Assignment 6: Capture Shots, Angles, and Movement	60 minutes
Session 3 Explore Video Editing Tools	1 class
Assignment 7: Customize the Blender Window	30 minutes
Assignment 8: Edit Shots to Produce an Ad	60 minutes
Session 4 Advertise a Product	2 classes
Assignment 9: Design a Video Ad Concept	90 minutes
Assignment 10: Shoot Footage for the Video Ad	90 minutes
Session 5 Create Video Ad	2 classes
Assignment 11: Produce an Ad	135 minutes
Assignment 12: Gain Peer Feedback and then Edit the Video	30 minutes
Assignment 13: Render Video Ad for Marketing Campaign	15 minutes
Session 6 Report Marketing Strategy	1 class
Assignment 14: Summarize the Marketing Campaign	60 minutes
Assignment 15: Format the Report	30 minutes
	10 classes 900 minutes

How Can I Reduce the Number of Classes?

What if you do not have 10 classes (900 minutes)? Below are some suggestions:

1. Focus on media analysis only. Assignments 1- 6 explore the techniques online advertisers use to manipulate viewers. Complete these activities to teach media literacy skills only.

2. Focus on video production only. Assignments 5-12 apply camera operation and editing tools. Complete these activities to teach video production skills only.

3. Do not create an original ad. Group work is time consuming. Limit TechnoAd to Assignments 1-8. Students learn video production techniques by editing supplied clips.

4. Design the survey yourself. In Assignments 3 and 4 a survey measures online habit. To save time, create a survey and then have students answer it during class instead of designing their own. Analyze the results as a group discussion.

5. Exclude the marketing report. Remove Assignments 14-15. These activities have students summarize their marketing strategy. Also, they include data analysis and word processing skills.

How Can I Increase the Number of Classes?

What if I have more than 10 classes (900 minutes)? Or, what if your students are progressing at different rates and you need to differentiate instruction? Below are some suggestions:

1. Assess learning using reviews. Assign quizzes to evaluate knowledge of media literacy and video production concepts.

2. Consolidate learning using skill reviews. These extra activities are excellent practice.

3. Enrich knowledge of media literacy and video production using extension activities. Many of these tasks challenge students. These develop a deeper understanding about advertising and video editing techniques.

Session 1
Analyze Online Advertising

In this session, students investigate their exposure to online advertisers. To start, they consider consumption of media messages. Next, they critically think about how selling tactics, hidden messages, and stereotypes in video ads might influence their behavior or thinking. Afterwards, they build a questionnaire using Forms to discover how people interact with online advertising. These metrics will not only raise media awareness but will also inform placement of their video ad in upcoming sessions. An optional challenge explains how to create a pivot table in Microsoft Excel or Google Sheets to compare groups of data to notice differences in gender or age.

Assignment 1: You are a Target!

Assignment 2: Analyze Video Ads

Assignment 3: Research Online Users and Video Ads

- Build a Survey Using Microsoft Forms
- Build a Survey Using Google Forms

Assignment 4: Interpret Research Results

- Challenge: Compare Data Using a Pivot Chart in Excel
- Challenge: Compare Data Using a Pivot Table in Sheets

Session 1 Review: Media Literacy and You

Session 1 Skill Review: Spot the Selling Techniques

Session 1 Extension Activity: Control Ads

Assignment 1 You are a Target!

In this project, you become a digital marketer that creates a video ad to target customers. To prepare for this role, you must become media savvy. This means you will be aware of the influence the media can have on people.

To start, read about advertising to understand how it influences viewers. Then, answer the questions.

Advertising Is Everywhere!

Advertisements or ads are messages that let people know about a product or service. Companies advertise to sell products to make money. They hope that people will buy what they see or hear about in the advertised message.

There are many places that companies can place their ads:

Traditional Places for Ads	Brand Logo on Objects	Digital Channels
• billboard	• clothing	• website
• magazine	• shoes	• social media feed
• newspaper	• shopping bag	• search engine result
• flyer	• pen	• email
• television	• water bottle or mug	• podcast
• radio	• key chain	• mobile apps (YouTube, WhatsApp)
• bus shelter	• USB stick	• news story or blog
• park bench	• business vehicle	• online game

1. Look around you. What advertisements do you see?

How Many Ads Might You See in a Lifetime?

Media is all forms of mass communication. This means anything that can be used to communicate with many people. Media can be either in print or digital formats.

2. Which types of media do you use each day? Check all that apply.

☐ network television   ☐ social media   ☐ newspaper

☐ movie or show streaming service   ☐ email   ☐ magazine

☐ radio station   ☐ podcast   ☐ blog

☐ music streaming service   ☐ mobile app   ☐ video channel

☐ website   ☐ video game

3. Count the checkmarks above. How many types of media do you use each day?

4. Most types of media have ads. Let's say each type of media you use in a day shows just two ads. Calculate how many ads you see.

a. ads per day:

	X	2	=	
types of media used daily		ads seen for each media type		ads per day

b. ads per week:

	X	7	=	
ads per day		number of days in a week		ads per week

c. ads per month:

	X	4	=	
ads per week		number of weeks in a month		ads per month

d. ads per year:

	X	12	=	
ads per month		number of months in a year		ads per year

e. ads per lifetime:

	X	75	=	
ads per year		average lifespan		ads per lifetime

4. Why is the number of ads you see in a day likely higher?

You are a Target!

Not every product is for everyone in the world. People want different things. Sometimes you may see an ad you do not like or understand. This is likely because it was not made for you.

When companies make ads, they want to show the right message to the right person. The goal is to attract the attention of their target audience. A target audience is a group of people most likely to purchase the item.

5. You are a "target". Even though you may not have a lot of money, companies know that you influence what your parents buy. For this reason, they make ads just for you.

What information do companies want to know about you?

age:

gender:

race:

country:

hobbies:

favorite show:

favorite music artist:

last item purchased:

How Do Advertisers Target You?

In the past, companies used traditional places for their ads, such as cable television or a radio station. Advertisers would try to reach their target audience based on the type of show or music genre. This meant everyone saw or heard the same ad at the same time.

However, today companies use digital channels. A digital channel is an online method to engage customers. It could be an app such as WhatsApp or a platform like Facebook. Advertisers use technology to track what people watch, read, play, search, or buy. This lets them control who will see which ad on a digital channel.

What information is tracked and then used to target you?			
location	interests	purchases	Complete the Session 1 Extension Activity to learn more!
age	device	likes	
gender	views or clicks	browsing activity	

6. List a pro and con to tracking technology showing personalized ads.

   a. pro: ads are for products or services you want

   b. con: lack of privacy

How Do Advertisers Attract their Target?

Nothing in an ad is accidental. Everything is selected to get you to watch and then want to buy the item. To attract the target audience, advertisers do the following things:

- make the actor look and act just like the consumer.
- show the actor doing things like the consumer.
- use a celebrity or character the consumer will like.
- play music that the consumer will want to hear.
- have the product answer a problem that the consumer faces.
- speak using the language and style that the consumer uses.
- show a place that is like where the consumer plays, eats, lives, or works.

7. Watch an ad. You can find it online or in the Ad folder.
   Target Ad: https://youtu.be/a2gYwo8J804

   Describe two ways the ad targets people your age:

   - looks like an average teenager wearing a sweatshirt and carrying a backpack

   - shows teenager at school, teenager worries about appearance

8. Did the ad work? Do you think this product might be for you? Why or why not?

9. Watch an ad for a similar product. *Teeth* Ad: https://youtu.be/gujoUPRb-Pg

   a. Who is the target audience?   middle aged women who want white teeth

   b. How does the ad target the audience?   answer problem, actor looks like consumer

Assignment 2 Analyze Video Ads

Advertisers use proven techniques to get you to want their products. Their goal is to convince you that life will be better with their item. Learn how to spot selling tactics, hidden messages, and stereotypes.

Read how advertisers try to influence how you think and act. Afterwards, watch video ads. You can find them online or in the Ad folder. Can you spot the techniques?

Selling Tactics Convince You to Buy a Product

Most video ads are only 15 seconds long. Some are even shorter! Advertisers have a limited amount of time to grab viewer's attention, hold it, and then convince them to buy a product. This must happen before a person clicks the *Skip Ad* button or scrolls away.

Find out how they do it!

SELLING TACTICS	
Big Question: Pose a question that the product answers.	**Humor:** Show something funny that makes the viewer smile or laugh.
Made You Look: Catch viewer attention with animation, special effects, or sound.	**Sounds Good:** Use descriptive words that make the product sound amazing.
Fantasy: Create a make-believe world using animation and special effects.	**Slogan or Hashtag:** Use a memorable simple phrase that describes the brand or product.
Torture Test: Expose the product to hazards or extreme conditions.	**Side by Side:** Compare two products, then show one as better than the other.
Be Like Me: Actors do things that make the viewer want to be like them.	**Testimonial:** A real customer shares their story about why they like the product.
Celebrity: A famous person endorses the product.	**Expert:** An expert like a scientist, dentist, or doctor explains benefits often with statistics.

1. Watch each ad. Identify the selling tactic. Often there is more than one!

    a. *Chip* Ad: https://youtu.be/SYzyAx5Tcvg

        humor

    b. *Toothpaste* Ad: https://youtu.be/lYw-g_9M5z4

        expert, made you look (special effects)

Hidden Messages Influence How You Think

Has an advertisement for food ever made you hungry? The answer is likely, YES!

Video ads are powerful. They can change how you think or act. How do advertisers do it?

Advertisers want the main message to be easy to understand. Video ads inform viewers about the product. They describe the item and list the benefits. Some techniques are:

- The narrator or actor says a catchphrase.

- A slogan or hashtag shows during or at the end of the ad.

- A demonstration explains how the product works.

- Product details or price show on the screen, often more than once.

Advertisers imply a person's life will be better if they have the product. Video ads do more than just inform viewers. They have hidden messages. These often exploit people's insecurities or desires. Some techniques are:

- Good things happen to the person who uses the product. Bad things to those that don't.

- Almost everyone is shown using the product. Those that do not are left out.

- People that use the product look great, have many friends, are rich, feel happy, do fun things, or are successful.

2. Watch the ad. Identify both the main and hidden messages.

   Shampoo Ad: https://youtu.be/5CTIH8ZXsDY

   a. What is the main message?

      keep hair sleek with Garnier Fructis

   b. How did the advertiser inform you of the main message?

      the word sleek shows many times on the screen, hair looks straight

   c. What is the hidden message?

      you will be beautiful, have lots of friends, and have fun

   d. How did the advertiser imply the hidden message?

      girls have shiny long hair, are laughing, and have their arms around each other

Stereotypes Can Cause Harm

A <mark>stereotype</mark> is an overly simple way of showing a type of person. They generalize how someone of a specific age, gender, or race looks or behaves. Advertisers use stereotypes to show people in their ads that are like the target audience.

Stereotypes can do harm or cause offence. They become a hidden message that implies value or importance. They can tell viewers what jobs, activities, mannerisms, or image are suitable to a group of people. Over time stereotypes can shape what viewers think about themselves or others.
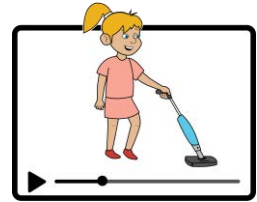
Common stereotypes are:

- job roles – traditional duties are done by females and males.

- family – families are shown as a mother and father with children (often with a dog).

- expert – males are shown in positions of authority or have superior knowledge.

- mannerism – males are seen as dominant and females as docile.

- image – females are shown as slim and flawless, and males as muscular.

- invisible – females or people of color are not present or given a minor role.

In some countries, there are laws to prohibit negative stereotypes in ads. However, they still exist.

3. Watch the ad. *Insurance* Ad: https://youtu.be/g0zJNjGM5Dw

    a. What is the stereotype?
        traditional white family, traditional job roles (mother cooks)

    b. How can you change the ad to remove the stereotype?
        reverse the mom and dad's roles, change the race, remove either the mom or dad

Be Critical of Video Ads

Advertisers want viewers to feel positive towards a product or brand. Be media savvy!
How is the ad trying to influence you?

4. Watch the ad. *Acne* Ad: https://youtu.be/CWuXILEH-80

    a. What selling tactics are used in the video ad?
        be like me, made you look (animation, music)

    b. What is the hidden message?
        you will have lots of friends and be happy if you use acne medication

    c. How is the video ad trying to avoid stereotypes?
        teens are different gender and races, look like average teens

Assignment 3 Research Online Users and Video Ads

Now that you know about selling tactics used by advertisers it is time to become a digital marketer. In this role, you will promote a product to a target audience using a video ad. The first step is to collect data about online users. This will help you create your own ad campaign later.

In this assignment you pair up to complete the following tasks:

- Learn about the job of a digital marketer.
- List survey questions about online users and video ads.
- Create a survey using either Microsoft or Google Forms.

What is a Digital Marketer?

A digital marketer uses digital channels to engage customers. They create ads and post them online to target customers. To pick the right channel a digital marketer analyzes data.

> **A digital marketer…**
> - ✓ studies demographics about the target audience (e.g., age, gender, interests).
> - ✓ creates content such as video ads, blogs, emails, or social media posts.
> - ✓ analyzes data to identify the best channels to engage customers.
> - ✓ schedules ads to display at the ideal time on a digital channel.
> - ✓ monitors the success of an ad campaign.
> - ✓ reports on digital marketing.

1. Check three skills you and your partner have that will make you good at digital marketing. Put a star beside a skill you or your partner need to improve.

☐ creative ☐ problem solver ☐ media savvy ☐ decision maker ☐ organized

☐ analytical ☐ team player ☐ adaptable ☐ resourceful ☐ open minded

About the Survey

A digital marketer tracks what people do online. They also use surveys to learn about customers.

2. Read the survey questions. Add two more questions.

- When are you online the most for fun?
- What type of social media do you use the most?
- Where are you most likely to watch a video ad? (e.g., social media feed)
- What item did you last buy?
- What item do you wish you could buy?
- What is your gender?
- What is your age?
-
-

Microsoft Users: Build a Survey Using Forms

Build a Form

1. Open Microsoft Forms:

   a. Sign in to *OneDrive*. Click the *App launcher.* ⠿ Select *Forms.*

   or sign into https://forms.office.com

   b. Pick *New Form*.

2. Replace *Untitled form* with Video Ads Survey.

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3. Ask about time of day:

   a. Pick *Choice.* ⊙

+	⊙ Choice	Ⓣ Text	👍 Rating	📅 Date	⌄

   b. Replace *Question* with When are you online the most for fun?

   c. Replace *Option 1* with Morning.

   d. Select *Afternoon* and *Evening.*

   1. When are you online the most for fun?
      - ○ Morning
      - ○ Option 2
      - [Afternoon] [Evening]
      + Add option   Add "Other" option

      ○ Multiple answers   ⬤ Required   ···

   e. Click *Required.* ⬤

---

4. Ask about social media:

   a. Click *Add new.*   + Add new

   b. Pick *Choice.* ⊙

   c. Replace *Question* with What type of social media do you use the most?

   d. Replace *Option 1* with Facebook.

   e. Select all the suggestions. Use + *Add option* to add none.

   f. Click *Required.* ⬤

   2. What type of social media do you use the most?
      - ○ Facebook
      - ○ WhatsApp
      - ○ Instagram
      - ○ LinkedIn
      - ○ Snapchat
      - ○ Twitter
      - ○ none

   > Add any other social media that is popular.

5. Ask about digital channels and ads:

   a. Click *Add new.* [+ Add new]

   b. Pick *Choice.* ⦿

   c. Replace *Question* with Where are you most likely to watch a video ad?

   d. Add the options:

      o before video

      o social media feed

      o news or blog post

      o website

   e. Click *Required.* ⬤

   f. Click *More settings.* ••• Pick *Shuffle options.*

   Shuffle options will place the choices in a random order.

6. Ask about purchases:

   a. Click *Add new.* [+ Add new] Pick *Text.* [T]

   b. Replace *Question* with What item did you last buy?

   c. Click *Required.* ⬤

   d. Use your skills to add the question, What item do you wish you could buy?

   You will use these answers to pick a product to sell when you make your own video ad.

7. Collect demographics:

   a. Click *Add new.* [+ Add new] Pick *Choice.* ⦿

   b. Replace *Question* with What is your gender?

   c. Pick *Add all* to add suggestions or pick the options you want.

   d. Click *Required.* ⬤

   e. Use your skills to add the question, What is your age?

   f. Pick *Add all* to add suggestions. Include any additional ages.

   You will use these answers to group data in the following assignment using a pivot table.

8. Use your skills to add your own questions.

Test the Form

9. Take the survey. Check for problems:

    a. Click *Preview*. ◉

    b. Answer each question. Click *Submit*.

    c. Click *Back*. ←

    d. Make any edits to the form.

CHECKLIST
☐ Every question is required. *
☐ There are no spelling mistakes.
☐ Options give a person enough choice.
☐ The order of questions makes sense.

> You can change the order of the questions. Drag the handle.

Delete Test Responses

10. Your test answers are saved. You need to delete them:

    a. Click *Responses.*   Questions   **Responses** ①

    b. Click *More options.* …

    c. Select *Delete all responses.* 🗑

Video Ads Survey

| 1 Responses | Average time to complete | Active Status | 🞂 Open in Excel … |

🗑 Delete all responses
🖶 Print summary
🔗 Share a summary link

    d. Click *Delete*.

Prepare to Collect Responses

You and your partner need to collect data. You must <u>survey</u> at least five people. You want a range of answers. Ask family members, teachers, or students from other classes.

11. Pick a method to collect data:

Use a Mobile Device

    a. Click *Preview*. ◉

    b. Ask a person the questions. Click *Submit* when done.

> The more data you have, the better your decisions.

Copy and Paste a Link

    a. Click *Collect responses.*   Collect responses

    b. Select *Anyone can respond.*

    c. Click *Link*. 🔗

    d. Click *the Copy link.* Click *Close*. X

    e. Paste link into an email, blog post, or other place.
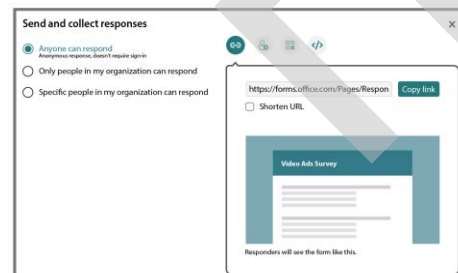
12. **COLLECT RESPONSES**

Google Users: Build a Survey Using Forms

Build a Form

1. Open Google Forms:

    a. Sign in to *Google Drive*.

    b. Click *New*. ➕

    c. Pick *Google Forms*. ▦

2. Replace *Untitled form* with Video Ads Survey.

---

3. Ask about time of day:

    a. Replace *Untitled Question* with When are you online the most for fun?

    b. Replace *Option 1* with Morning.

    c. Select *Afternoon* and *Evening*.
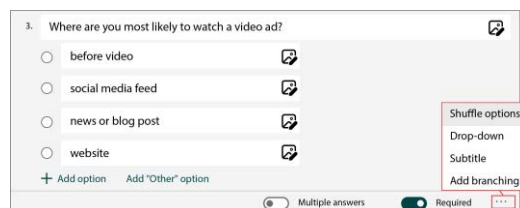
    d. Click *Required*. ⬤

---

4. Ask about social media:

    a. Click *Add question* from the side bar. ⊕

    b. Pick *Multiple choice*. ⦿

    c. Replace *Question* with What type of social media do you use the most?

    d. Replace *Option 1* with Facebook.

    e. Press ENTER. Type WhatsApp.

       Use your skills to add:

       o Instagram

       o LinkedIn

       o Snapchat

       o Twitter

       o none

    f. Click *Required*. ⬤

Add other social media that is popular.

5. Ask about digital channels and ads:

   a. Click *Add question* from the side bar. ⊕ Pick *Multiple choice.* ◉

   b. Replace *Question* with Where are you most likely to watch a video ad?

   c. Use your skills to add the options:

      o before video

      o social media feed

      o news or blog post

      o website

   d. Click *Required.*

   e. Click *More options.* ⋮

   f. Pick *Shuffle option order.*

   Shuffle option order will randomly change the sequence of choices.

6. Ask about purchases:

   a. Click *Add question* from the side bar. ⊕ Pick *Short answer.* ▬

   b. Replace *Question* with What item did you last buy?

   c. Click *Required.*

   d. Use your skills to add the question, What item do you wish you could buy?

   You will use these answers to pick a product to sell when you make your own video ad.

7. Collect demographics:

   a. Click *Add question* from the side bar. ⊕ Pick *Multiple choice.* ◉

   b. Replace *Question* with What is your gender?

   c. Add your first option, such as Male or Female. Press ENTER.

   d. Pick *Add all* to add suggestions or add the options you want.

   e. Click *Required.*

   f. Use your skills to add the question, What is your age?

      Add the options Under 18, 18-24, 25-34, 35-44, 45-54, 55+

   g. Click *Required.*

   You will use these answers to group data in the following assignment using a pivot table.

8. Use your skills to add your own questions.

Test the Form

9. Take the survey. Check for problems:

    a. Click *Preview.* 👁

    b. Answer each question. Click *Submit.*

    c. Close the tab. X

    d. Make any edits to the form.

CHECKLIST
☐ Every question is required. *
☐ There are no spelling mistakes.
☐ Options give a person enough choice.
☐ The order of questions makes sense.

> You can change the order of the questions. Drag the handle.

Delete Test Responses

10. Your test answers are saved. You need to delete them:

    a. Click *Responses.*   Questions **Responses 1** Settings

    b. Click *More options.* ⋮

    c. Select *Delete all responses.* 🗑

    d. Click *OK.*

Prepare to Collect Responses

You and your partner need to collect data. You must <u>survey</u> at least five people. You want a range of answers. Ask family members, teachers, or students from other classes.

11. Pick a method to collect data:

Use a Mobile Device

    a. Click *Preview.* 👁

    b. Ask a person the questions. Click *Submit* when done.

> The more data you have, the better your decisions.

Copy and Paste a Link

    a. Click *Send.*   [Send]

    b. Click *Link.* 🔗

    c. Click *Shorten URL.*

    d. Click *Copy.* Click *Close.* X

    e. Paste link into an email, blog post, or other place.

Send form   ✕

☐ Collect emails

Send via   ✉   🔗   ‹ ›   f ▾

Link

https://forms.gle/XXXXXXXXX

☑ Shorten URL

Cancel   Copy

12. <div style="border:1px solid; text-align:center; color:blue">COLLECT RESPONSES</div>

Assignment 4 Interpret Research Results

Follow the instructions to view a summary report of the survey responses. Use the data to answer the questions below.

Analyze Survey Data to Answer the Questions

▷ Open your Video Ads Survey from OneDrive or Google Drive. Click *Responses*. The summary report might look something like this:
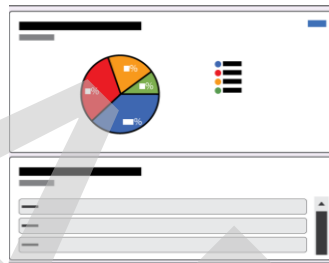
A digital marketer uses data to make decisions.

You will use the survey results later when you make an ad campaign in Sessions 4 -6.

1. Refer to the question, *When are you online the most for fun?*

   When is the best time of day to schedule an ad?

2. Refer to the question, *What type of social media do you use the most?*

   Which is the best platform to post an ad?

3. Refer to the question, *Where are you most likely to watch a video ad?*

   Based on the answers where should you place an ad?

4. Refer to the questions, *What item did you last buy? What item do you wish you could buy?*

   List answers that repeat, are similar (e.g., food, clothing), or that interest you.

5. Look at your own questions. What did you learn about online behavior and ads?

   CHALLENGE! Create a pivot table to compare people of different genders and ages.
   If a Microsoft user, follow the Excel instructions. If a Google user, follow the Sheets instructions.

Microsoft Users: Compare Data Using a Pivot Chart in Excel

Do people of different genders or ages have the same online behavior?
If you use OneDrive, create a pivot table in Microsoft Excel to find out.

- A pivot table groups data by placing values into rows and columns to make the information easy to compare.

- A pivot chart is a graph that summarizes the data in a pivot table.

Open the Survey Results in Excel

1. Open the Video Ads Survey. Click *Responses*. Select *Open in Excel*. 📲 *You may need to click Enable Editing.*
   Each question is a column heading. The spreadsheet will look something like this:

	A	B	C	D	E	F	G	H	I	J	K	L
1	ID	Start time	Completion time	Email	Name	When are you onlin	What type of social	Where are you mos	What did you last b	What product do yo	What is your gende	What is your age?
2	12	2/22/23 10:27:41	2/22/23 10:28:08	anonymous		Evening	Instagram	social media feed	muffin	shoes	Man	Under 18
3	13	2/22/23 10:28:14	2/22/23 10:28:43	anonymous		Morning	Twitter	before video	hamburger	car	Woman	Under 18
4	14	2/22/23 10:28:49	2/22/23 10:29:16	anonymous		Evening	Facebook	news or blog post	book	sweater	Woman	35-44
5	15	2/22/23 10:29:40	2/22/23 10:30:04	anonymous		Morning	Facebook	website	glasses	kayak	Woman	55+

Create a Pivot Chart

2. Create a pivot chart:

   a. Select any cell in the data table.

   b. From the Insert tab, select *Pivot Chart*. 📊

   c. Click *Select a table or range*.

   d. Click *New Worksheet*.

   e. Click *OK*.

Drag Fields into the Pivot Chart Areas to Compare When People Are Online

3. From the PivotChart Fields pane drag the fields into each area:

   o Legend (Series) - What is your gender?

   o Values - What is your gender?

   o Axis (Categories) – When are you online the most for fun?

4. Look at the table. For example:

Each option for gender is in a column.

	A	B	C	D
1	Count of What is your gender?	Column Labels		
2	Row Labels	Man	Woman	Grand Total
3	Afternoon		1	1
4	Evening	4	2	6
5	Morning		3	3
6	Grand Total	5	5	10

Each option for time of day is in a row.   Each answer is counted.

Modify a Pivot Table to Compare Different Genders

Companies make products for specific genders. For example, lipstick for women or shaving cream for men. Use a pivot table to group data by gender. Answer the questions.

5. Look at the data table you just made for *When are you online the most for fun?*

   a. When are men online the most?

   b. When are women online the most?

6. Drag the current question in Axis (Categories) out of the area.
   Replace it with, *What type of social media do you use the most?*

   a. What social media do men use the most?

   b. What social media do women use the most?

7. Drag the current question in Axis (Categories) out of the area.
   Replace it with, *Where are you most likely to watch a video ad?*

   a. Where do men watch video ads the most?

   b. Where do women watch video ads the most?

8. If you were selling women's clothing where is the best place to place a video ad? Why?

Create a New Pivot Table to Compare Different Ages

Companies make products for people of specific ages. For example, acne cream for teens or shower grab bars for seniors. Use a pivot table to group data by age. Answer the questions.

9. From the PivotChart Fields pane drag the fields into each area:

   o Legend (Series) and Values: What is your age?

   o Axis (Categories): When are you online the most for fun?

   When are people under 18 online the most?

PivotChart Fields

Choose fields to add to report:

Search

- ☐ Email
- ☐ Name
- ☑ When are you online the most for fun?
- ☐ What type of social media do you use the most?
- ☐ Where are you the most likely to watch a video ad?
- ☐ What did you last buy?
- ☐ What product do you wish you could buy?
- ☐ What is your gender?
- ☑ What is your age?

Drag fields between areas below:

▼ Filters

▥ Legend (Series)
What is your age? ▼

☰ Axis (Categories)
When are you online... ▼

Σ Values
Count of What is your... ▼

10. Drag the current question in Axis (Categories) out of the area.
    Replace it with, *What type of social media do you use the most?*

    What social media do people under 18 use the most?

11. Drag the current question in Axis (Categories) out of the area.
    Replace it with, *Where are you most likely to watch a video ad?*

    Where do people under 18 watch video ads the most?

12. If you were selling school back paks where is the best place to place a video ad? Why?
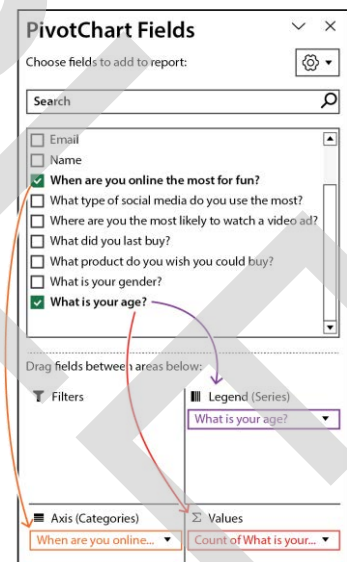
Google Users: Compare Data Using a Pivot Table in Sheets

Do people of different genders or ages have the same online behavior?
If you are a Google user, create a pivot table in Sheets to find out.

- A pivot table groups data by placing values into rows and columns to make the information easy to compare.

Open the Survey Results in Google Sheets

1. View data in Google Sheets:
   a. Open the Video Ads Survey.
   b. Click *Responses*. Select *Link to Sheets*.
   c. Select *Create a new spreadsheet Video Ads Survey (Responses)*.
   d. Click *Create*.

   Each question is a column heading. The spreadsheet will look something like this:

	A	B	C	D	E	F	G	H
1	Timestamp	When are you online the	What type of social medi	Where are you most likel	What did you last buy?	What product do you wis	What is your gender?	What is your age?
2	2/22/2023 11:10:31	Evening	Instagram	social media feed	muffin	shoes	Male	Under 18
3	2/22/2023 11:11:02	Morning	Twitter	before video	hamburger	car	Female	Under 18
4	2/22/2023 11:11:35	Evening	Facebook	news or blog post	book	sweater	Female	35-44
5	2/22/2023 11:12:15	Morning	Facebook	website	glasses	kayak	Female	55+

Create a Pivot Table

2. Create a pivot table:
   a. Select any cell in the data table.
   b. From the Insert menu select *Pivot table*.
   c. Select *New sheet*.
   d. Click *Create*.

Add Fields into the Pivot Table Editor to Compare When People Are Online

3. From the *Pivot table editor* pane click *Add*. Pick a question.
   Use your skills to place the fields into each area:

   o Rows - When are you online the most for fun?

   o Columns - What is your gender?

   o Values - What is your gender?

4. Look at the table. For example:

   Each option for gender is in a column.

	A	B	C	D
1	COUNTA of What is your gender?	What is your gender?		
2	When are you online the most for fun?	Female	Male	Grand Total
3	Afternoon		1	1
4	Evening	4	8	12
5	Morning	6	1	7
6	Grand Total	10	10	20

   Each option for time of day is in a row. *Each answer is counted.*

Compare Different Genders

Companies make products for specific genders. For example, lipstick for women or shaving cream for men. Use a pivot table to group data by gender. Answer the questions.

5. Look at the data table you just made for *When are you online the most for fun?*

   a. When are men online the most?

   b. When are women online the most?

6. Delete the current question in Rows. X
   Add into the *Rows* area, *What type of social media do you use the most?*

   a. What social media do men use the most?

   b. What social media do women use the most?

7. Delete the current question in Rows. X
   Add into the *Rows* area, *Where are you most likely to watch a video ad?*

   a. Where do men watch video ads the most?

   b. Where do women watch video ads the most?

8. If you were selling women's clothing where is the best place to place a video ad? Why?

Compare Different Ages

Companies make products for people of specific ages. For example, acne cream for teens or shower grab bars for seniors. Use a pivot table to group data by age. Answer the questions.

9. Delete Rows, Columns, and Values. X
   Make a new pivot table. Add the questions to each area:

   o Rows: When are you online the most for fun?

   o Columns and Values: What is your age?

   When are people under 18 online the most?

10. Delete the current question in Rows. X
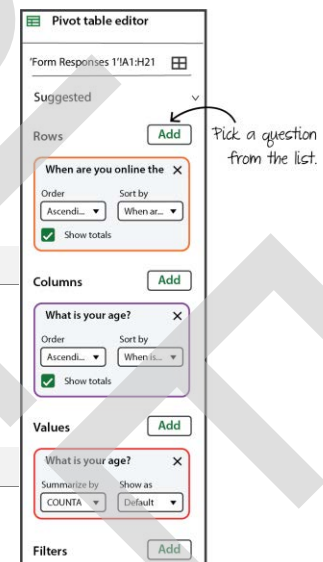   Replace it with, *What type of social media do you use the most?*

    What social media do people under 18 use the most?

11. Delete the current question in Rows. X
    Replace it with, *Where are you most likely to watch a video ad?*

    Where do people under 18 watch video ads the most?

12. If you were selling school back paks where is the best place to place a video ad? Why?

Session 1 Review: Media Literacy and You

Media Literacy Terms

Match the term to its definition.

<u> F </u> 1. ad   A   group of people that are most likely to purchase an item

<u> G </u> 2. media   B   overly simple way of representing a person by generalizing how they look, talk, and act

<u> A </u> 3. target audience   C   an online method to reach customers

<u> B </u> 4. stereotype   D   person that sells a product or service to a customer using digital channels such as social media or blog

<u> D </u> 5. digital marketer   E   aware of the influence media can have on people

<u> C </u> 6. digital channel   F   message that lets people know about a product or service

<u> E </u> 7. media savvy   G   all forms of mass communication

/7

About Digital Marketing

Select if the sentence is true or false.

8. A website can collect data about visitors such as their location.   True   False

9. Everyone sees the same ad on a social media feed.   True   False

10. Digital marketers analyze data to decide where to place an ad.   True   False

/3

TOTAL: /10

Session 1 Skill Review: Spot the Selling Techniques

A company needs viewers to pay attention to their ads. For this reason, advertisers use proven selling techniques to attract and then hold viewer attention.

Select ONE video ad to watch from the list below. You can find them online or in the Ad folder.

- *pizza*   https://youtu.be/Vdq8J0DtXHM
- *juno*   https://youtu.be/eNmrjj_PS1Y

1. What is the product?

2. Who is the target audience?

3. List a selling technique used in the ad:

4. Did the ad hold your attention? Why or why not?

5. What is the main message in the ad?

6. What is the hidden message in the ad?

7. Are there stereotypes? If yes, what are they? If not, how does the ad fight stereotypes?

SELLING TACTICS	
Big Question: Pose a question that the product answers.	**Humor:** Show something funny that makes the viewer smile or laugh.
Made You Look: Catch viewer attention with animation, special effects, or sound.	**Sounds Good:** Use descriptive words that make the product sound amazing.
Fantasy: Create a make-believe world using animation and special effects.	**Slogan or Hashtag:** Use a memorable simple phrase that describes the brand or product.
Torture Test: Expose the product to hazards or extreme conditions.	**Side by Side:** Compare two products, then show one as better than the other.
Be Like Me: Actors do things that make the viewer want to be like them.	**Testimonial:** A real customer shares their story about why they like the product.
Celebrity: A famous person endorses the product.	**Expert:** An expert like a scientist, dentist, or doctor explains benefits often with statistics.

Session 1 Extension Activity: Control Ads

Advertisers have many choices on where to place ads on the Internet. Ads can play before a video. Other times, they can appear on a social media feed, search engine result page, blog post, podcast, news story, and more!

Companies want people who are likely to buy their products to see their ads. One way to do this is to use technology that tracks everyone's actions. It is possible to monitor what a person searches, watches, reads, listens, or plays while online. This information is then used by advertisers to show targeted ads.

What types of technology are tracking you?

- Location Tracking: Your device's IP address identifies your country and general location.

- Traffic Tracking: A Google Analytics code on a website reports your age, gender, interests, location, device, behavior, and more!

- Preference Tracking: A store or platform remembers what you view, like, or buy.

- Advertising Tracking: A company monitors which links you click or ads you open.

- User Experience Tracking: A program notices what you click, tap, or scroll on a page.

- Browser Tracking: A web browser stores your search history and websites you visit.

Take Control!

Laws help to protect your privacy. However, you can take even more control of your data by changing your browser settings.

1. Open Google Chrome.

2. Click More. Select *Settings*.

3. Select *Privacy and security*. Pick *cookies and other site data*.

4. Which options can you select to limit tracking? List two choices.

- turn on Do Not Track

- block third-party cookies, automatically or manually delete cookies