Brenda Hedden
EDCI 572
Fall 2018

Design Document Part 1

Facebook Marketing Tutorial

Project Overview

Building a business is no longer a local focus, it has a global element. Promoting a business has additional components now beyond local advertising with newspaper and yellow pages. An online presence is crucial for today's customer as shopping for product and services is at their fingertips. To build a business with a presence to most shoppers, a website, social marketing plan and knowledge of the process to market the business on the largest social network, could mean the difference between success and failure.

This learning module is the first part of an online workshop created for the sole purpose of understanding and implementing Facebook marketing skills to build a business. There will be numerous steps included in this workshop. The objectives of the workshop are to understand social media as a strategy, crafting high quality content, ad management, page promotion, personal branding, and analytics.

The need for this training lies with those businesses that hire social marketing advertisers to manage their online presence. The desired status is for all businesses to have the option to market themselves on Facebook without the need for an added expense of a social marketing firm. The actual status is that most business owners understand their business, but not how to market their business, especially with the ever-changing social networks. The desired result of this tutorial is to give the business owner step by step instructions. This can be done by the customer if they desire, so this training will give them the sequential steps for effective publication. Whether the business chooses to self-market, will be their option.

Learning Module Topic

Desired Status	-	Actual Status	=	Need
Business owners understand the popular social media platforms, (Facebook for this learning module), social media business promotion, and techniques for measuring and tracking social media success.		Most businesses hire network marketing companies and pay a substantial fee to promote their business and track views and reviews. Many are adept at social media on a personal level, creating a post with pictures or video and sharing a post, but not familiar with the back side of analytics.		A simple process for making Facebook work for businesses. Learn techniques for measuring views and tracking a business's Facebook success. A means by which your average business owner can easily transition from personal management to business management.

The workshop assumes students will have a Facebook business account and profile created prior to beginning. It also assumes one understands basic Facebook navigation. To enhance understanding of the concept, students are encouraged to follow the steps on a laptop or computer as they are explained in the workshop. Facebook is in constant change, so learners must understand that components of this workshop will be updated as needed.

Identification of Instructional Goal

The goal of this workshop is: "The Facebook page owner will follow the necessary steps to develop a strategy for social marketing on Facebook using their own smartphone or computer."

Creation of a Goal Analysis Diagram

This is a procedural analysis for an intellectual goal. The diagram includes the instructional goal, a draft of the main steps and an idea of the subordinate steps learners will follow.

The entry skills are:

1. Creation of a Profile page
2. Navigate Facebook pages
3. Managing Facebook settings

Instructional Goal: the Facebook page owner will follow the necessary steps to develop a strategy for marketing on Facebook using their own smart phone or computer.
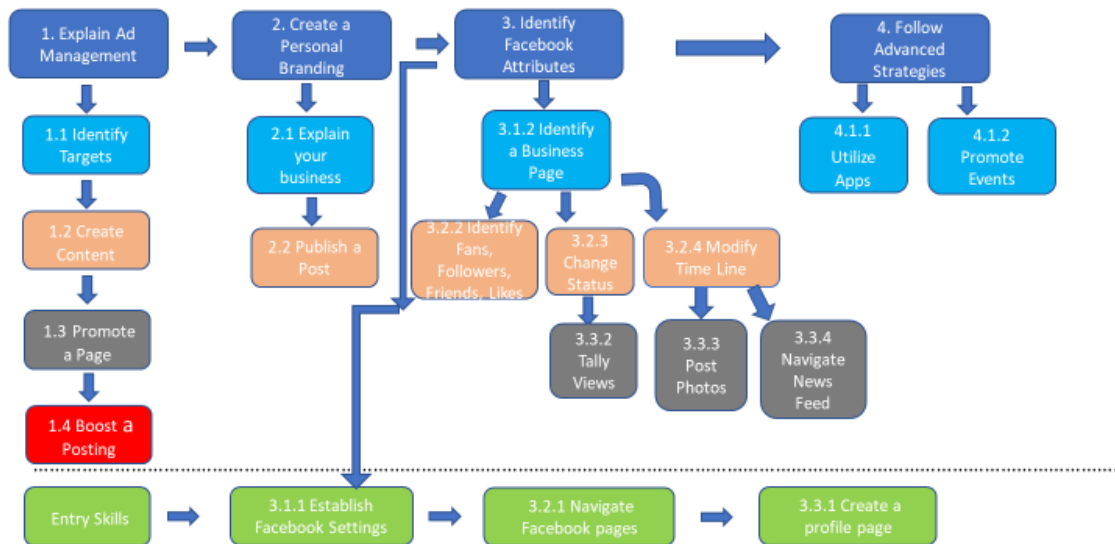
Instructional Designer Reflection

This project is a challenge for what little skills I possess in design, so in turn, I opted to use this challenge to practice my skills and knowledge in a new field for me and many others. Understanding social media in not easy for many and using social media to benefit the business owner can be even more confusing. I love technology and am learning more as time progresses so utilizing my passion for a field that was never taught when I attended public schools, I bring another perspective to the process. I look forward to peer feedback early in this process as following a design model is new to us.

My diagram follows the instructor's directions regarding simplicity, as I realize that as I progress through this process, I will discover omitted information or may reorganize my thoughts. I have not completed the overall thought process and realize that my steps and subordinate steps will change. Rather than strive for absolute perfection in an overwhelming assignment that I know nothing about, I chose to put my ideas out there for peer feedback. A peer review suggested I change paragraphs around, identify the learner and dumb down the steps. I did identify the learner in my instructional goal. I changed and consolidated some of the steps and renamed them for a clearer understanding of the workshop flow chart. Being a K-12 educator, I have not designed a curriculum, only followed a state adopted curriculum and modified content and activities as ideas became teachable moments.

Reference

Dick, W., Carey, L., & Carey, J.O. (2015). *The systematic design of instruction (8th ed.). Upper Saddle River,* NJ. Pearson.

Design Document Part 2

Facebook Marketing Tutorial

Learner Analysis

This training tutorial is designed for business owners (learners) that would like to grow their current business through social media. This workshop was created for the sole purpose of understanding and implementing Facebook marketing skills to build a business. Participants will be business owners that desire skills in the social media marketplace. They will be adults of all ages who have a common interest in growing their business online. This diversity creates an open forum for many learners. Learners may come from all geographic locations, as this will be an online or a face to face tutorial, and materials will be made available for local teachers to administer the tutorial. Learners must be able to create a basic Facebook profile page, understand basic navigation of Facebook and manage Facebook settings. A pretest assessment will be given online to determine a learner's readiness level for this tutorial. (Tryout learners will be solicited through FB business page advertising in an attempt to find the target learner to test the modules. This data was used to identify the characteristics of the target audience.)

Information Categories	Data Sources	Learner Characteristics
1. Entry Skills	Checklist-provided at course registration Online assessment- a short entry skills or pretest will be administered to determine skills. Interview target learners- learners will be asked to pull up their FB page/profile	Learners will understand prerequisite skills upon registration. Target population members must have already mastered: 1. Creation of a Profile page 2. Navigate Facebook pages 3. Managing Facebook settings

2.	Prior knowledge of topic area	Online assessment to determine current skills Interview target learners by asking them to produce a FB page Observations of learners initially to determine if there is any experience or foundation for this course. Interview learners between modules Learner survey at the completion of the tutorial	Learners will have prior knowledge of the basic commands of Facebook. The online assessment will determine prior knowledge and any misconceptions that the learners may have. The instructional designer will determine the range of knowledge, any prior experience with Facebook and common misconceptions of learners.
3.	Attitudes toward content	Observation of learners Progress measurement through modules Interview learners between modules Learner survey at the completion of the tutorial	Learners will have a great attitude toward content as this is not a required training. Attitudes of learners toward content will be determined through observation of learners in the classroom setting and their progress through the learning modules.
4.	Attitudes toward potential delivery system	Observations of learners Progress measurement through modules Interview learners between modules Learner survey at the completion of the tutorial	Since Facebook is an online format, learners will have a positive attitude toward the delivery system, as they will be using technology to access Facebook in and out of the classroom. Designer will be cognizant of technology issues learners may face and have options available for learners.
5.	Motivation for instruction (Academic Motivation)	Observation of learners Progress measurement through modules Interview learners between modules Learner survey at the completion of the tutorial	Like attitude, motivation will be high for learners as this is not a required training. People choose this training as they have a high interest in learning this content. Success stories will be shared demonstrating an improvement in Facebook Analytics.
6.	Educational and ability levels	Observation of learners Progress measurement through modules Interview learners between modules Learner survey at the completion of the tutorial	Learners will come from all education backgrounds and ability levels. Some may be older and well educate but not familiar with technology. Some may be younger with no post-secondary education and possess excellent technology skills.
7.	General learning preferences	Observation of learners Progress measurement through modules Interview learners between modules	Because of the online nature of the training and the training is an online focus, the general learning preferences for training will be on a computer, on the internet in a Facebook format. The expectations for

		Learner survey at the completion of the tutorial	instruction will be measured through successful progress though modules.
8.	Attitude toward training organization	Observation of learners Progress measurement through modules Interview learners between modules Learner survey at the completion of the tutorial	Learners need an outside training organization of they request training in this capacity. Attitude is expected to be high if the context for learning is satisfactory and the facilitator is receptive to questions and providing support.
9.	General group characteristics a. Heterogeneity b. Size c. Overall Impressions	Observation of learners Progress measurement through modules Interview learners between modules Learner survey at the completion of the tutorial	Learners will be a minimum of 18 years old and will be a very diverse adult group of learners with varying technology skills and knowledge. The size will be determined by the access to technology at the site. They will all be business owners or representatives of business owners and have a desire of marketing for profit.

Performance Context

This performance context is based on a needs assessment and an opportunity to grow a marketing tactic/skill that has made business owners dependent on professional marketing teams. The main goal of this tutorial is: the Facebook page owner will follow the necessary steps to develop a strategy for social marketing on Facebook using their own smartphone or computer. Since this training will be held at a public library, there is no managerial team that exists. The public library has a computer lab and internet access which is sufficient for this tutorial. Prior to the beginning of the course, I plan to observe other classes that learn in the same location and meet with the Librarian. I will also meet with the facilitator to gain a better understanding of the performance context for both the learner and the facilitator. Data collection will be limited to observations in this learning environment, closely looking at the technology, the internet service and the comfort of the room. The Instructional Designer understands that the content of the tutorial will be completed in this space, but any modifications to the content will be completed in the learner's home or place of work. The learner is encouraged to print the pages of the tutorial for future reference.

Information Categories	Data Sources	Performance Site Characteristics
1. Managerial/Supervisor Support	Not applicable	This is a public, voluntary training with no manager or supervisor overseeing the learners.
2. Physical aspects of site	Observations: Observe room available at site.	Facilities: public library Resources: public room Equipment: public computers and public internet connection
3. Social aspects of site	Observations: Observe learners performing skills at selected site	Interaction with facilitator and learners. Large room with

		learners sitting next to each other at their own computer work station. A table will be provided for those learners who bring their own laptop.
4. Relevance of skills to workplace	Observations: Observe learners performing skills at selected site	Site meet identified needs Equipment function and applications working currently and acceptable for future

Learning Context

The context for this learning module will take place at the public library. The location will have public computers, or the learner is welcome to bring their own technology which can access the internet. This tutorial is not location focused but online focused, so the location needs only technology and online access. There should be no congruency issues as every learner will experience the same material in the same manner. Data used to create this context was made through site observations and communication with library personnel and meets the performance context requirements. The instructional designer was able to visit the local site, communicate with the librarian and evaluate the learning environment.

Information Categories	Data Sources	Learning Site Characteristics
1. Number/Nature of Sites	Interview facilitator and librarian	One public computer lab with internet access Public internet lines for private computers
2. Site compatibility with instructional needs	Interview facilitator and librarian	Providing computers function and internet access is available, site is compatible with instructional needs
3. Site compatibility with learner needs	Interview facilitator and librarian Learners will respond to a course survey	Learners have technology and internet access available. Chairs are comfortable, and facilities offer water and restrooms. Facilitator will be in the room to initiate, lead instruction and offer support.
4. Feasibility for simulating workplace	Interview facilitator and librarian Learners will respond to a course survey	Since the true workplace is online, the access provided at the site meets the requirement

Assessment Plan

Between objectives, learners will answer numerous questions about process and content, and create work that will stand as a visual or job aid in determining their next steps. They will also follow outlined steps in sequence with facilitator monitoring the room. This is a part of the practice test process and will

provide feedback to the learner and the facilitator. This module is performance based and will not focus on a traditional posttest at module completion. The focus of the module is to develop an effective marketing strategy and page/post views, responses and followers will determine the effectiveness of the training. Creating steps along the way and measurements to ensure an understanding of the practices for developing a plan, will be the focus of assessment.

Entry Skills Test

During registration, learners will be given a checklist of expected entry skills for this course. This will be reviewed at the first session and there will be a brief online assessment of twelve questions which will be administered to determine skills. It will be the first step of the module and required completion prior to the Introduction module opening. Data from this assessment will determine if Entry Skills must be taught.

Pretest

Following the Entry Skills Test, and prior to the introduction to the learning modules, learners will be asked to pull their FB page/profile on to the computer screen. Target population members must have already mastered:

1. Creation of a Profile page
2. Navigate Facebook pages
3. Managing Facebook settings

Facilitator will monitor the room to determine if all participants have created a page in which to build upon, as well as understanding navigation and Facebook settings. This will give us a starting point for the introductory module. This is not a test, but an activity to determine qualification of skill set.

Practice Test

Between objectives, learners will answer numerous questions about process and content (short quizzes) that they may relearn and retake as many times as needed. Answers will be provided after the activity. These self-checks, and other checks for understanding will be embedded in the tutorial and keep the learners actively engaged and informed with continuous feedback. Learners will also have matching criteria self-checks, create diagrams, lists, and flow charts that will stand as a visual or job aid in determining their next steps. Active participation is expected through classroom discussion as well as postings and reviews. Engagement in conversations in the classroom promotes clarification and learning. Do to the nature of the customer, the foundation of this course is learner management of their own accounts. Mastery and competency are key to learning.

Post Test

The post test will be project and performance based, other than a short quiz identifying the learners target audience. The focus of this module is to develop an effective marketing strategy and page/post views, responses and followers will determine if the learner has been effective in the course. Identifying criteria by listing services and benefits, creating diagrams, active participation, page analytics and practical measurements will ensure an understanding of the practices for developing a marketing strategy. The final assessment will be their product, the marketing strategy with a flow chart including the steps they will take and tie in with their survey results.

Performance Objectives:

Main Instructional Goal	Terminal Objective
The Facebook page owner will follow the necessary steps to develop a strategy for social marketing on Facebook using their own smartphone or computer	Through the modules created for Social Marketing Strategies on Facebook, (CN), the learner will follow the steps to develop a strategy (B) to promote their business online using their own technology and following their identified strategies (CR).
Main Step	**Performance Objective for Main Step**
1.Explain Ad Management	1.Given that the business owner wants to advertise on social media (CN), learner identify types of awareness and engagement criteria (B) to ensure effective use of an advertising campaign on the Facebook platform (CR).
Subordinate Skill	**Subordinate Objective**
1.1 Identify your Target	1.1 Given that the business was created for a specific customer (CN), learners will list their target audience demographics (B). Target audience demographics could be age, type of business owner, gender, or any other criteria they establish (CR).
	1.1.1 Given that the business owner can list the demographics (CN), they will identify (B) who their audience will be, based on criteria and demographics identified on the Facebook platform (CR).
	1.1.2 Using the target audience (CN), the learners will explain why to use Facebook (B) based on the audience's characteristics (CR).
	1.1.3 After the target audience is identified (CN), the learners will answer "What am I trying to accomplish" (B) by identifying criteria for posting with this ad promotion (CR).
1.2 Create Content	1.2 Using the demographics of their audience (CN), the learner will write content(B) that is appropriate for that audience (CR).
	1.2.1 After stating the WHY, WHO and WHAT of their plan, (CN) the learner will be able to identify types of content (B) to ensure effective marketing strategies to their Facebook customer (CR).
	1.2.2 Given that the learner can identify content for promotion (CN), the learner will fulfill the standard of promotional content development (B). The standards are relevance, engagement, value and quality in their content (CR).
1.3 Promote a Page	1.3 After identifying the four standards of promotional content (CN), the learner will

	implement the standards (B) to promote a page for publication on the Facebook platform (CR).
1.4 Boost a Posting	1.4 After building the page with the promotional content (CN), the learner will boost the post (B). Choose a **post** to **boost**. Draft a **post**, click the grey **Boost Post** button in the lower-right corner of the **post** box. Target your audience. Set your budget. Set the **boost** duration. Preview the **post**. Select a payment option. **Boost** (CR).
Main Step	**Performance Objective for Main Step**
2.Create a Personal Branding	2.Given that the business owner can identify personal content for publication (CN), the learner will identify five crucial points of their business (B) to promote in their posts (CR).
Subordinate Skill	**Subordinate Objective**
2.1 Explain Your Business	2.1 Given that the owner knows their business (CN), they will define themselves (B) by their online presence will be authentic on the Facebook platform (CR).
	2.1.1 Given that the business owner can articulate their mission and reason for existence (CN), the learner will explain why they created the business and what they have accomplished (B) and clarify their business practice (CR).
2.2 Publish a Post	2.2 After the business owner can define their business and articulate their mission (CN), the learner will draft a post (B) for publication on the Facebook platform (CR).
Main Step	**Performance Objective for Main Step**
3.Identify Facebook Attributes	3. After the business owner has chosen Facebook as their social media platform (CN), the learner will meet the entry level skills prior to the tutorial, as well as identify the attributes (B). Steps for page creation associated with the largest social media platform (CR).
Subordinate Skill	**Subordinate Objective**
Entry Skills (in Orange print)	
3.1.1 Establish Facebook Settings	3.1.1 Given that Facebook is a common platform and a page is needed for this tutorial (CN), the learner will have a Facebook Business page created (B). Business page on Facebook platform will comply with the entry skill and the checklist will be completed (CR).
3.2.1 Navigate Facebook Pages	3.2.1 Given that Facebook is a common platform (CN), the learner will demonstrate the skill of logging in and switch from news feed to post (B). Click "What's on your mind", type text, click

	video or picture, click share on the Facebook page (CR).
3.3.1 Create a Profile Page	3.3.1 Given that a face book page is a requirement for this workshop (CN) the learner will have created a profile page (B). The profile page will be on the Facebook platform (CR).
3.1.2 Identify a Business Page	3.1.2 Given that the entry skills have been met and the business owner created a profile page (CN), the learner will identify the characteristics (B) of a Facebook business page. Business page profile, timeline and status are part of the business page (CR).
3.2.2 Identify Fans, Followers, Friends and Likes	3.2.2 After the Facebook business page has been created (CN) the learner will identify public feedback components(B). Manage the followers, fans, views and likes on their Facebook Business page. (CR)
3.2.3 Change Status	3.2.3 After the Facebook business page has been created (CN), the learner will change their status (B). Follow steps to change status on the Facebook business page (CR).
3.2.4 Modify a Timeline	3.2.4 After the business owner can change status and identify the clientele they are attracting (CN), the learner will post and make updates to the business timeline (B). Follow steps on timeline to update customers on Facebook business page (CR).
3.3.2 Tally Views	3.3.2 After making changes to timelines, status and identifying clientele (CN), the learner will follow the outlined steps to tally their views(B). Follow outlined steps to determine if marketing strategies have reached the client base (CR).
3.3.3 Post Photos	3.3.3 Given that photos are a part of the business promotion (CN), the learner will follow the outlined steps (B). Post a photo on their Facebook business page timeline (CR).
3.3.4 Navigate News Feed	3.3.4 Given that news will be shared on a regular basis (CN), the learner will follow the outlined steps (B). Post news, updates and links to their news feed on their Facebook business page (CR).
Main Step	**Performance Objective for Main Step**
4. Advanced Strategies	4. After following the previous steps (CN) the learner will identify strategies (B). Use the strategies in the analytics portion of their Facebook business page (CR).
Subordinate Skill	**Subordinate Objective**

4.1.1 Utilize Apps	4.1.1 When entering in to the analytics part of Facebook pages, (CN) the learner will choose the apps that they desire (B). The learner will promote, make modifications and manage the strategic plan for business promotion (CR).
4.1.2 Promote Events	4.1.2 After completing the previous tasks (CN), the learner will articulate the type of promotion, type of app, and customer base (B). Using these apps, promotion to the customer base will grow their business clientele with event planning (CR).

IDer Reflection

I actually enjoyed putting this DD2 document together. Never did I think I would utter those words during this class, but it came together and made sense. Note: (If I were overseeing the learning strategies of this course, I would create smaller bites, such as a DD 1, 2, 3, 4, 5, 6, and have one small project due weekly as we read the material, to inform the learner as each chapter progresses. This would keep anxiety lowered, make it more meaningful as the contexts would be completed sequentially, not have as much point value, and give the learner a task-based project to incorporate learning, rather than rote memorization for two weeks and four chapters.)

I believe writing learning objectives went well for me. I enjoy that process and identifying behavior in the objective. This process felt a bit smoother than the fog I felt in creating other assignments since the DD1 submission. In reading initially, I felt I clearly understood the differentiation between the Performance context and the Learning context, but it became a bit foggier during this exercise. I reread and highlighted this area in the text for more clarification. Still a bit foggy. In submitting my Performance and subordinate objectives, I was a bit nervous, but thought I understood the expectation. Peer feedback clarified the CR for me, which I implemented the suggestion. Submitting the Learning Components, Considerations and Instructional Strategies was complete confusion for me. My peer feedback and your feedback in my submissions provided clarity with sequencing and expectations, and I followed each and every suggestion. I also used feedback in making changes to my DD1 which guided me in moving in to the DD2 phase. Following the sequential steps and ensuring congruence in my objectives, activities and assessments is important and was enlightening to hear from my peer group members. I sometimes feel I was so close, but just could not get there without feedback. Utilizing those suggestions and rereading helped the product come together for me in a much more meaningful fashion.

I have had substantial training in brain study methods and was a principal of a placed-based learning school for six years and a director of alternative education for five years. This taught me the value of alternative assessments and how today's learners really grasp concepts. I incorporated that into my tutorial, rather than the traditional style of rote learning and testing. It is my hope that the learner will actually walk away with tools to use in the future, rather than scores on quizzes or tests.

I feel good about my DD2 and realize this is a first for me, so the learning curve is straight up. I now see the bigger picture, and wish it was clearer to me while taking the path to arrive at this submission.

Design Document Part 3

Facebook Marketing Tutorial

Design Evaluation Chart

Main Instructional Goal	Terminal Objective/Performance Objectives	Parallel Test Items
The Facebook page owner will follow the necessary steps to develop a strategy for social marketing on Facebook using their own smartphone or computer	Through the modules created for Social Marketing Strategies on Facebook, the learner will follow the steps to develop a strategy to promote their business online using their own technology and following their identified strategies.	Learners will be given a checklist of expected entry skills for this course. The checklist will be completed at the initial session in addition to a brief online assessment of twelve questions to determine skills. See appendix A
Main Step in Instructional Goal	**Subordinate Objective**	**Parallel Test Items**
1.Explain Ad Management	1.Given that the business owner wants to advertise on social media, learners will identify types of awareness and engagement criteria to ensure effective use of an advertising campaign on the Facebook platform.	The facilitator will have learners identify what ad management means in a simple paper response to a prompt.
Subordinate Skill	**Subordinate Objective**	**Parallel Test Item**
1.1 Identify your Target	1.1 Given that the business was created for the identified customer, learners will list their target audience demographics. Target audience demographics could be age, type of business owner, gender, or any other criteria they establish.	Learners will follow a three-step process to identify their target audience, focusing on the demographics. They will list the criteria by which they will analyze their audience.
	1.1.1 Given that the business owner can list the demographics, they will identify who their audience will be based on criteria and demographics identified on the Facebook platform.	Once the demographics are listed, the business owner will finalize (identify) their target audience by gender, age range and other criteria they establish.

	1.1.2 Using the target audience, the learners will explain why to use Facebook based on the audience's characteristics.	Learner will list one reason "Why" social media will be effective in promoting pages and posts to this identified target audience.
	1.1.3 After the target audience is identified, the learners will answer "What am I trying to accomplish" by identifying criteria for posting with this ad promotion.	Learner will list "What" their needs are in pursuing social media marketing to this identified target audience. They will create the basis for a later exercise by listing their product or service and how this product or service benefits their identified target audience. (Appendix B)
1.2 Create Content	1.2 Using the demographics of their audience, the learner will write content that is appropriate for the audience.	Following these steps, the learner will create their first piece of ad content: 1. Headline will be a Call to Action statement. 2. Learner will connect What they are doing with Why they are doing it and Who they are marketing in one simple statement.
	1.2.1 After stating the WHY, WHO and WHAT of their plan, the learner will be able to identify types of content to ensure effective marketing strategies to their Facebook customer.	State your campaign objective in Appendix C. Learner will list their preferred types of content: 1. Photos 2. Video 3. Ads 4. Personal status 5. Tips 6. Infographics 7. Promotional Content 8. Polls
	1.2.2 Given that the learner can identify content for promotion, the learner will fulfill the standard of promotional content development. The standards are relevance,	Learner will list on a separate sheet of paper: Relevance: all of your content posted must be relevant to the target audience Engagement: your posts must be engaging for your target

	engagement, value and quality in their content.	audience. Ask questions, create a poll or respond to comments. <u>Value:</u> Your readers want value with the content they read. Will your posting help them? <u>High Quality:</u> Ensure images are clear, content is grammatically correct with high quality information
1.3 Promote a Page	1.3 After identifying the four standards of promotional content, the learner will implement the standards to promote a page for publication on the Facebook platform.	Learners will take class time to log in to their Facebook page, identify content to be created and create a post. Facilitator will monitor the room for support and encouragement.
Boost a Posting	1.4 After building the page with the promotional content, the learner will boost the post. Choose a **post** to **boost**. Draft a **post**, click the grey **Boost Post** button in the lower-right corner of the **post** box. Target your audience. Set your budget. Set the **boost** duration. Preview the **post**. Select a payment option. **Boost**.	Learner will follow the steps identified in objective 1.4 Choose a **post** to **boost**. Draft a **post**, click the grey **Boost Post** button in the lower-right corner of the **post** box. Target your audience. Set your budget. Set the **boost** duration. Preview the **post**. Select a payment option. **Boost** **Learners will watch a video.**
Main Step	**Performance Objective for Main Step**	**Parallel Test Item**
2.Create a Personal Branding	2.Given that the business owner can identify personal content for publication, the learner will identify five crucial points of their business to promote in their posts.	Learner will list five crucial points of their business: 1. 2. 3. 4. 5.
Subordinate Skill	**Subordinate Objective**	**Parallel Test Item**
2.1 Explain Your Business	2.1 Given that the owner knows their business, they will define themselves by their online presence will be authentic on the Facebook platform.	Learner will write two sentences identifying the purpose and strengths of their business. Appendix D
	2.1.1 Given that the business owner can articulate their mission and reason for existence, the learner will explain why it matters and what	Learner will complete the criteria in objective 2.1.1 by entering the information in to Appendix D.

	they have accomplished and clarify their business practice.	
2.2 Publish a Post	2.2 After the business owner can define their business and articulate their mission, the learner will draft a post for publication on the Facebook platform.	Learner will draft a business post for publication. This is relevant and should be exciting for the learner.
Main Step	**Performance Objective for Main Step**	**Parallel Test Item**
3.Identify Facebook Attributes	3. After the business owner has chosen Facebook as their social media platform, the learner will meet the entry level skills prior to the tutorial, as well as identify the attributes. Steps for page creation associated with the largest social media platform.	This will not need a second test item, as the checklist will serve as meeting this objective.
Subordinate Skill	**Subordinate Objective**	**Parallel Test Item**
Entry Skills (in Orange print)		
3.1.1 Establish Facebook Settings	3.1.1 Given that Facebook is a common platform and a page is needed for this tutorial, the learner will have a Facebook Business page created. Business page on Facebook platform will comply with the entry skill and the checklist will be completed.	Learners will be given a checklist of expected entry skills for this course. The checklist will be completed at the initial session. See Appendix A.
3.2.1 Navigate Facebook Pages	3.2.1 Given that Facebook is a common platform, the learner will demonstrate the skill of logging in and switch from news feed to post. Click "What's on your mind", type text, click video or picture, click share on the Facebook page.	Learners will be given a checklist of expected entry skills for this course. The checklist will be completed at the initial session. See Appendix A.
3.3.1 Create a Profile Page	3.3.1 Given that a face book page is a requirement for this workshop the learner will have created a profile page. The profile page will be on the Facebook platform.	Learners will be given a checklist of expected entry skills for this course. The checklist will be completed at the initial session. See appendix A
3.1.2 Identify a Business Page	3.1.2 Given that the entry skills have been met and the business owner created a profile page, the learner will identify the	Learner will log in to their Facebook page and identify each of the characteristics in

	characteristics of a Facebook business page. Business page profile, timeline and status are part of the business page.	objective 3.1.2 to their facilitator.
3.2.2 Identify Fans, Followers, Friends and Likes	3.2.2 After the Facebook business page has been created, the learner will identify public feedback components. Manage the followers, fans, views and likes on their Facebook Business page.	Learner will log in to their Facebook page and identify each of the characteristics in objective 3.2.2 to their facilitator.
3.2.3 Change Status	3.2.3 After the Facebook business page has been created, the learner will change their status. Follow steps to change status on the Facebook business page.	Learner will log in to their Facebook page and identify each of the characteristics in objective 3.2.3 to their facilitator.
3.2.4 Modify a Timeline	3.2.4 Given that the business owner can change status and identify the clientele they are attracting, the learner will post and make updates to the business timeline. Follow steps on timeline to update customers on Facebook business page.	Learner will log in to their Facebook page and identify each of the characteristics in objective 3.2.4 to their facilitator.
3.3.2 Tally Views	3.3.2 After making changes to timelines, status and identifying clientele, the learner will follow the outlined steps to tally their views. Follow outlined steps to determine if marketing strategies have reached the client base.	Learner will log in to Facebook Analytics and identify to the instructor: 1. Number of page views 2. Number of likes 3. Facebook audience growth 4. Engaged users 5. Video stats if a video was used 6. Page impressions, by day 7. Audience engagement, by day
3.3.3 Post Photos	3.3.3 Given that photos are a part of the business promotion, the learner will follow the outlined steps. Post a photo on their Facebook business page timeline.	Learner will log in to Facebook, open timeline, click "make a post", enter text in to "what's on your mind", click photo or video if an image is desired, and click "share." Then click Print

		screen for the facilitator to view.
3.3.4 Navigate News Feed	3.3.4 Given that news will be shared on a regular basis, the learner will follow the outlined steps. Post news, updates and links to their news feed on their Facebook business page.	Learner will log in to Facebook, open news feed, click "make a post", enter text in to "what's on your mind", click photo or video if an image is desired, and click "share." Then click Print screen for the facilitator to view.
Main Step	**Performance Objective for Main Step**	**Parallel Test Item**
4. Advanced Strategies	4. After following the previous steps the learner will identify strategies. Use the strategies in the analytics portion of their Facebook business page.	There is not a test item for this performance objective, but the subordinate objectives will have a test item.
Subordinate Skill	**Subordinate Objective**	**Parallel Test Item**
4.1.1 Utilize Apps for Ads	4.1.1 When entering in to the analytics part of Facebook pages, the learner will choose the apps that they desire. The learner will promote, make modifications and manage the strategic plan for business promotion.	Follow these steps: 1. Open Facebook page 2. Scroll down page to small link titled "Advertising" 3. Click "Create Ad" 4. Personal page will open as you need to set up and pay for ads through this page 5. Choose a campaign: Boost a post Send people to your website Promote your page 6. Let's click "Promote your page". 7. All of your pages will appear 8. Select a page 9. Select audience 10. Select budget 11. Select schedule 12. Select media/text 13. Click "launch" Click Print Screen and share with facilitator.
4.1.2 Promote Events	4.1.2 After completing the previous tasks, the learner will	1. Open facebook page

	articulate the type of promotion, type of app, and customer base. Using these apps, promotion to the customer base will grow their business clientele with event planning.	2. Click the Events button underneath your cover photo. 3. Click "Create event" 4. Enter the event name, description, date and time 5. Click "Create" 6. Visit the event page 7. Invite your friends 8. Click Print Screen 9. Share with facilitator The events system within Facebook will automatically track who responds and whether they plan to attend.

Instructional Strategy Alignment

Learning Component	Instructional Strategy Plan

Cluster 1
 	
 Explain Ad Management
	Objectives
	
	 1.Given that the business owner wants to advertise on social media, learners will identify types of awareness and engagement criteria to ensure effective us of an advertising campaign on the Facebook platform.
	
	      1.1 Given that the business was created for a particular customer, learners will list their target audience demographics. Target audience demographics could be age, type of business owner, gender, or any other criteria they establish
	
	      1.1.1 Given that the business owner can list the demographics, they will identify who their audience will be based on criteria and demographics identified on the Facebook platform.
	
	      1.1.2 Using the target audience, the learners will explain why to use Facebook based on the audience's characteristics.
	
	      1.1.3 After the target audience is identified the learners will answer "What am I trying to accomplish" by identifying criteria for posting with this ad promotion.
	
	 1.2 Using the demographics of their audience, the learner will write content that is appropriate for the audience.
	
	 1.2.1 After stating the WHY, WHO and WHAT of their plan, the learner will be able to identify types of content to ensure effective marketing strategies to their Facebook customer.
	
	 1.2.2 Given that the learner can identify content for promotion, the learner will fulfill the standard of promotional content development. The standards are relevance, engagement, value and quality in their content.

	1.3 After identifying the four standards of promotional content, the learner will implement the standards to promote a page for publication on the Facebook platform. 1.4 After building the page with the promotional content, the learner will boost the post. Choose a **post** to **boost**. Draft a **post**, click the grey **Boost Post** button in the lower-right corner of the **post** box. Target your audience. Set your budget. Set the **boost** duration. Preview the **post**. Select a payment option. **Boost**. **Content Presentation** *Content*- Creating an ad management plan by following simple steps is a far easier process when it is broken down in to steps. Identifying a target audience is necessary for the content of ad promotion to be effective. Learning to write content, promoting a page and boosting a post are critical factors in designing an effective ad campaign. *Examples*- Outlining the necessary steps will allow for effective ad promotion and save time. Learners will understand that simple steps gives them an outline to follow and makes the task much more conducive to positive outcomes. The tutorial will take the learner through the steps and the facilitator will monitor progress of the learner. *Student Grouping and Media Selection*- Learners will not be grouped but at their own computer. There will be a checklist provided to determine entry level skills. The facilitator will have learners identify what ad management means in a simple paper response to a prompt. Learners will follow a three-step process to identify their target audience, focusing on the demographics. They will list the criteria by which they will analyze their audience. **Student Participation** *Practice Items and Activities*- Learners will be given a checklist of expected entry skills for this course. The checklist will be completed at the initial session in addition to a brief online assessment of 12 questions to determine skills. The facilitator will have learners identify what ad management means in a simple paper response to a prompt. They will then identify a three-step process to identify their target audience, focusing and finally identifying the demographics. They will proceed through activities to identify needs of the business, why they are creating an ad campaign, who their audience will be and why their identified service or product will benefit their target audience. Learners can share with each other for ideas. *Student Grouping and Media Selection*- learners will be in a computer lab, each at their own computer station working independently or in groups.
Cluster 2	**Objectives**

Create Personal Branding	2.Given that the business owner can identify personal content for publication, the learner will identify five crucial points of their business to promote in their posts.
	
	   2.1 Given that the owner knows their business, they will define themselves by their online presence will be authentic on the Facebook platform.
	
	     2.1.1 Given that the business owner can articulate their mission and reason for existence, the learner will explain why it matters and what they have accomplished and clarify their business practice.
	
	   2.2 After the business owner can define their business and articulate their mission, the learner will draft a post for publication on the Facebook platform.
	
	Content Presentation
	
	Content- Personal branding is critical for any business and this part of the tutorial, learners will now create content in small chunks, aligned with the criteria identified in the previous cluster. They will articulate their mission and reason for the business, clarifying their business practices to ensure clear communication when implementing the ad management plan.
	The learner will identify purpose and strengths of their business. This will ensure effective posts which will communicate their focus on a specified target audience.
	
	Examples- Establishing a plan initially will keep the focus for the learner on their target. Posts will be sent to an audience identified in their initial planning and their careful articulation will ensure that the REACH the audience.
	
	Non-example- a social media site analytics could be shared to demonstrate a lack of planning. This will outline very few views, comments or likes and signify a loss of expenditures.
	
	Student Grouping and Media Selection- Students will work individually to identify criteria in establishing their mission, purpose and strengths of their business.
	
	Student Participation
	
	Practice Items and Activities- Learner will draft two sentences identifying the purpose and strengths of their business. They will articulate their business practices, clarifying their business practices and culminating in the creation of a business post to be sent.
	
	Student Grouping and Media Selection- students will be working individually at their own computer station. Media selection will be the tutorial and Facebook platform.

Cluster 3 **Identify Facebook Attributes**	**Objectives** 3. After the business owner has chosen Facebook as their social media platform, the learner will meet the entry level skills prior to the tutorial, as well as identify

the attributes. Steps for page creation associated with the largest social media platform.

3.1.1 Given that Facebook is a common platform and a page is needed for this tutorial, the learner will have a Facebook Business page created. Business page on Facebook platform will comply with the entry skill and the checklist will be completed.

3.2.1 Given that Facebook is a common platform, the learner will demonstrate the skill of logging in and switch from news feed to post. Click "What's on your mind", type text, click video or picture, click share on the Facebook page.

3.3.1 Given that a face book page is a requirement for this workshop the learner will have created a profile page. The profile page will be on the Facebook platform.

3.1.2 Given that the entry skills have been met and the business owner created a profile page, the learner will identify the characteristics of a Facebook business page. Business page profile, timeline and status are part of the business page.

3.2.2 After the Facebook business page has been created the learner will identify public feedback components. Manage the followers, fans, views and likes on their Facebook Business page.

3.2.3 After the Facebook business page has been created, the learner will change their status. Follow steps to change status on the Facebook business page.

3.2.4 Given that the business owner can change status and identify the clientele they are attracting, the learner will post and make updates to the business timeline. Follow steps on timeline to update customers on Facebook business page.

3.3.2 After making changes to timelines, status and identifying clientele, the learner will follow the outlined steps to tally their views. Follow outlined steps to determine if marketing strategies have reached the client base.

3.3.3 Given that photos are a part of the business promotion, the learner will follow the outlined steps. Post a photo on their Facebook business page timeline.

3.3.4 Given that news will be shared on a regular basis, the learner will follow the outlined steps. Post news, updates and links to their news feed on their Facebook business page.

Content Presentation

Content- Creation of a business Facebook page can be a superb avenue for building contacts and customers. Managing the page ensures the learner will have the opportunity to make informed decisions regarding promotion and the knowledge to effectively grow their business through social media. The learner will have completed the entry skills checklist to ensure they may begin the tutorial. The business page will be the focus of this section of the tutorial, covering opening the page, identifying and working through a change status,

	timelines, views, likes, followers, posting a photo, tally views and understanding their newsfeed. *Examples-* As the learner progresses through this portion of the tutorial, they will be exploring all the criteria that the Facebook business page offers. They will be able to share what all of the page attributes can do for their business. *Student Grouping and Media Selection-* Students will work individually practicing the prompts and understanding the links Facebook offers to Business page owners. **Student Participation** *Practice Items and Activities-* learners will log in to their Facebook page and explore the links on the task bar on the left side, as well as their Home, Profile and other links across the top bar. They will identify seven criteria to the facilitator and follow all of the steps to create and publish a post, possibly with an image, click print screen and show to the facilitator. *Student Grouping and Media Selection-* Students will work individually practicing the prompts and understanding the links Facebook offers to Business page owners.

Cluster 4
 	
Advanced Strategies
	Objectives
	
	4. After following the previous steps the learner will identify strategies. Use the strategies in the analytics portion of their Facebook business page.
	    4.1.1 When entering in to the analytics part of Facebook pages, the learner will choose the apps that they desire. The learner will promote, make modifications and manage the strategic plan for business promotion.
	    4.1.2 After completing the previous tasks, the learner will articulate the type of promotion, type of app, and customer base. Using these apps, promotion to the customer base will grow their business clientele with event planning.
	
	Content Presentation
	
	Content- Learners will be able to identify strategies in their approach to Facebook marketing. They will spend time in the backside of their Facebook business page, understanding the ad/apps, event promotion and additional information on promoting a page. The learner will enter in to Facebook Analytics and the tutorial will take them step by step through ad apps, event posting and promotion, as well as advanced page promotion and boosting.
	
	Examples- In Facebook Analytics, learners will identify the steps, practice the steps and understand the terminology for prompts. Without this understanding, there would be no Facebook page promotion that was effective.

| | *Student Grouping and Media Selection-* Students will work individually in the backside of their own business Facebook Analytics page.

Student Participation

Practice Items and Activities- learners will follow thirteen steps to create a promotional page and launch it. They will also follow an additional nine steps create an event and share it with their followers.

Feedback- learners will give immediate feedback to the facilitator as classroom monitoring takes place. Feedback will also be soliciting through questions during the step by steps processes.

Student Grouping and Media Selection- Students will work individually in the backside of their own business Facebook Analytics page working to create events and promote pages. |
|---|---|

Implementation Plan

For the implementation phase of this tutorial, I plan to work with members of my peer group in my 572 class. They give great feedback as well as my professor, who asks questions and makes me think and reflect on best practices. This is not my identified target audience, but are professionals and learners in the process, rather than the content. I do not have a career contact that I may use to test this tutorial, so will use a marketing manager that is a family member, a friend that has two public Park City Facebook pages and my husband that does not believe in having a Facebook page. This will give me three test students of various abilities, educational backgrounds and willingness levels, but all English speakers. I will then take any suggestions for the workshop and make changes. This will be done in person with two individuals, and online with the third individual.

Evaluation Plan

My evaluation plan will focus on the data collected from the observations of learners in the workshop as well as interviews and surveys. I will specifically be collecting questions that are asked, complaints or struggles with the steps that are outlined and the timing of progression from one component to the next in comparison with other learners. Between objectives, I am sure learners will ask numerous questions about process and content, they will have short assessments that they may relearn and retake as many times as needed and documented within the module. These self-checks, and other checks for understanding will be embedded in the tutorial and keep the learners actively engaged and informed with continuous feedback while giving me feedback from the analytics from the tutorial, such as the matching criteria self-checks, diagram creation, lists, and flow charts that will stand as a visual or job aid in determining their next steps. Active participation is expected through classroom discussion as well as postings and reviews and I will be present initially to monitor feedback.   As stated earlier, due to the

nature of the customer, the foundation of this course is learner management of their own accounts. Mastery and competency are key to learning.

This is primarily a project and performance-based tutorial culminating in job aides and activities rather than a grade. The focus of this module is to develop an effective marketing strategy and page/post views, responses and followers will determine if the learner has been effective in the course. Identifying criteria by listing services and benefits, creating diagrams, active participation, page analytics and practical measurements will ensure an understanding of the practices for developing a marketing strategy and observing the learner using these tools will give me crucial feedback. The learner will have a tutorial survey upon completion to give me tangible feedback for additional changes.

Instructional Designer Reflection

The tutorial comes together beautifully in some aspects, yet is so new to me that every step is a challenge. I have struggled through this course with the scope and sequence being so new and different that what I learned in my previous two education degrees. When the alignment was familiar, it was a joy to create. I love job aids and creative production of infographics and feel that maybe I should be in Graphic Design instead of Instructional Design. My background in education and working in curriculum and instruction at the state level, is very little help to me in this coursework. I thought it would be a natural flow. The clustering of components came a bit easier, as we cluster objectives in unit practices in K-12. This DD3 document had clearer components for me but identifying the final components in the cluster sometimes seemed repetitive and a bit unclear. I feel there is much needed work to do with a graphic designer to create the modules for my content, as I do not understand many learning platforms.

My peers gave great advice on structure, clear identification and sequencing material. They caught typographical errors and helped me with wording that I had made previous assumptions regarding. Their perspectives were appreciated, and I took nearly every suggestion and implemented it in to my work. They were honest in their approach, yet very supportive. Behind the scenes we would call or email each other, not only for moral support, but for advice in organization, and that also helped me. I am not as hesitant to put information out to my peer group, but still a bit more hesitant to the entire class, as there are those that give me the impression that they know much, and I feel I know very little. My professor made excellent suggestions in my DD2 document. I made all of the suggested changes and I ended up making CR changes back to what I had originally posted, but had changed due to peer advice.

I would like to be a bit more confident in my work, and I think with additional classes and a smaller focus into these steps, this will become much easier with time. It would have also been fun to have access to Adobe Captivate or Storyline 360 and learn the technology as we progressed through the model.

Design Document - Final

Facebook Marketing Tutorial

Implementation Plan and Formative Evaluation Report

Pilot Phase: For the implementation phase of this tutorial, I had planned to work with members of my peer group in my 572 class. As stated, this is not my identified target audience, but are professionals and learners in the process, rather than the content. I do not have a career contact that I may use to test this tutorial, so in addition to two students in this program, I also sought the input from a family member who is a marketing manager, one is a speech pathologist and another who has her International MBA and is a consultant. This provided me five test students of various abilities, educational backgrounds and willingness levels, but all English speakers. Two test students took the tutorial in person, the other three, online. The pilot students took the tutorial online and were given the evaluation tool. One had a hard copy, the other three had electronic copies in both pdf and docx formats to accommodate either type of computer. In response, I received one email with feedback but no form from a co-student, one email with a completed form, one picture of a form in a text message, which is a poor copy but I printed, and one completed in person.

Suggestions and Changes: The consistent suggestion was that the links did not work in a pdf format. I had practiced them in the Google Slides format, and in a downloaded pdf format out of a separate file, and both worked for me. I then shared the presentation via Google Drive and their Gmail address with three test students, but only one used it to see the links. Other suggestions were rewording sentences, eliminating text in busy slides, using more bullet points and changing my link from the words CLICK HERE to a red button. To make the links work effectively to access a website I created, I downloaded all of the slides from Google Slides to Microsoft PowerPoint. Links were jumbled but I re-linked the slides to the website.

Formative Evaluation Data for Future Use: Future use will include gathering an understanding of needs for those taking a formative assessment in person rather than online. Ages varied greatly from 28-72 years old and technology was a barrier for the older student. Everyone was given the same materials, but ability to access varied. I also will use a different program in the future, as Google Slides was not as user friendly for distance learning as PowerPoint appears to be.

Overall, the tutorial ran smoothly. The two students were prompt and efficient. Another test student is older and struggled with technology so called me twice and communicated a lot. Then could not send me the evaluation document, so I spent a few hours trying to make the process more user-friendly for those with technology issues. Hence, the PowerPoint conversion.

Attached are the copies of the feedback forms I received.

Instructional Designer Reflection

I really did not think I would make it through this section and even calculated my grade without the final. It was extremely tough with two full days spent researching technology to create the true workshop I envisioned. It appears I will have to use my formatting skills to learn how to create my own quizzes, charts and materials as there is a true need for creative formative assessment tools. I believe wrapping my head around the "unknown" and how to make it a reality was my greatest challenge. I was trying to think big, but once I backed off and returned to a traditional slide presentation, my comfort level was restored.

Creating the presentation in Google Slides took a full four days of work. I followed my DD3 to the exact point, as it was a great tool for guiding the creation of the program. Although it took a great length of time, creating a meaningful tutorial would probably take longer unless there was a team effort with graphic design skills, that I do not possess. I understand why instructional designers often contribute to parts of a model and then turn the creation over to graphic designer subcontractors. End to end is rewarding and exhausting.

I don't consider myself an instructional designer as this is only my second class, but regarding growth, wow! This course tapped my current knowledge and past experience combined with a great deal of research. I now see the full picture of design, albeit this is only one example. I am intrigued with the comprehensive process and I am a bit more self-confident than I was a week ago. The biggest takeaway for me is the fact that I can face adversity, confusion and total loss of vision and turn it into something that could benefit others. I think it makes me relatable to learning situations for future clients.

See Appendices on the following pages:

APPENDIX A:

ENTRY SKILLS CHECKLIST

Name of Learner _____

Learner is able to:	YES	NO
Login in to and pull up a Profile page		
Navigate through:		
Home page/timeline		
Creating a post		
Like a post		
Edit a post		
Respond to a post		
Delete a post		
Save a post		
Hide a post		
Snooze a post		
Give feedback to a post		
Add a comment		
Edit a comment		
Delete a comment		
Add a photo		
Add a video		
Create an album		
Add a friend		
Request a friend		
Post a message on Messenger		
Create a group		
Managing Facebook settings:		
Privacy settings		
Personal settings		

To exit, close internet tab.

Facebook Entry Skills Assessment

1. What is a main reason for using social media to promote your business?
    a. To socialize online
    b. To develop connections in the industry with business prospects or customers
    c. To share videos, blogs, or pictures with anyone
    d. To buy paid advertisements that build your business

2. What are qualities of effective social media content?
    a. Entertaining with shock value
    b. Encouraging and inspirational
    c. Funny and witty
    d. Informational with high quality content

3. What is a strategy that is effective in social media?
    a. A plan outlining the content you are going to post on a social media platform
    b. A list of your social media platforms
    c. A plan that lists the ways in which you will use social media platforms to build your business
    d. A meeting of your team to determine what you will post on social media

4. How many Facebook pages can you create?
    a. One
    b. Ten
    c. As many as you like
    d. Five

5. Name a reason to track your business's social media performance
    a. To determine how many "Likes" your page is receiving
    b. To determine how many people view your posts
    c. To compare your business to other businesses
    d. To ensure you produce the finest results with the least amount of effort

6. What is a preferred way to manage social media without having to do the work yourself?s
    a. Create a team to collaborate on postings
    b. Let Facebook manage your page for you
    c. Delegate the work to an individual or company
    d. It is not necessary to manage your Facebook page

7. Why would you use Facebook Analytics?
    a. Measure your results and make decisions based on results
    b. Measure the quality of your ad campaign and place as many ads as possible
    c. Measure the number of customers who liked your page
    d. Measure the amount of time customers spend reading your posts

8. Why choose Facebook for a social media platform?
   a. It is the easiest platform to learn
   b. It has over 1.2 billion users
   c. It is a business-related platform only
   d. It has the fastest post speeds of all platforms

9. What is boosting a post?
   a. A free massive post sponsored by Facebook
   b. Targeting who sees your post
   c. The same as Ads Manager
   d. Widget advertising in the side bars

10. What is a newsfeed?
    a. A link to Reddit
    b. Posts you create to share your ads with others
    c. Status updates from people who follow you and those you follow
    d. New from the largest publications nationwide

11. What is one of your initial challenges when setting up a Facebook page?
    a. Identifying how to market your page
    b. Determining your target audience
    c. Writing your business plan
    d. Adding lots of pictures to attract views

12. What is the most effective way to promote a page?
    a. Send emails to everyone you know
    b. Create Facebook ads
    c. Advertise on other social media platforms to direct them to your Facebook page
    d. Add a link on your website to your Facebook page

To exit, click on the X to the right of the logo tab at the top of the page.

Determining Target Audience Activity

Step One: Identify your needs for Facebook advertising.

Awareness?

Engagement?

Sales?

Step Two: List your services or products that your business provides:

1.

2.

3.

4.

5.

Step Three: List the benefits these products or services provide to your customer:

1.

2.

3.

4.

5.

Step Four: Identify your target audience characteristics:

Gender	Response	Tool used to determine
Gender ratio: male/female		
Primary age range		
Annual household income		
Marital/Family Status		
Location		
Education Level		
Occupation		
Interests		

WHY do you feel social media will be effective in promoting pages and posts to this target audience?

Step Five: Write your GOAL (What are you trying to achieve)

_____ (Business) is creating a Facebook (Where) Marketing Plan (What), to increase _____ (Need identified above-Why), by identifying the target audience (Who), creating and managing ads, posts, and pages (How) on a published schedule (When) and using Facebook Analytics to monitor activity. (Measurement)

Great Job. Return to the presentation by closing the tab. Click the X to the right of the logo tab at the top of the page.

.

Appendix C: **Campaign Objective**

The first selection you're going to make is choosing your campaign objective. Are you ready? Facebook Ads Manager provides a list of campaign objectives for you if desired:

AWARENESS	ENGAGEMENT
• Brand Awareness	• Reach (targeted views) Video Views
• Local Awareness	• Traffic
SALES	• All Installs
• Product catalog sales	• Video views
• Store Sales	• Other forms of engagement
• Lead Generation	
• Conversions-turning site visits to customers	

The above copy/paste is from Facebook: Retrieved from:
https://www.facebook.com/adsmanager/creation?act=218483242350110&filter_set

How do you choose your campaign objective? This will be based on the need that you identified previously. Restate your need here:
_____
The reason Facebook's asking about your campaign's objective is because it will determine the campaign's ad formats, bidding options, and auto-optimization.

Appendix D:

Branding: Identifying your Business

Define Your Business	
List Five Crucial Points for the Purpose of Your Business	1. 2. 3. 4. 5.
In two sentences, state the purpose for your business. Why did you create this business?	
State why this was important to you:	
What has your business accomplished?	

Appendix E: **Facebook Page Attributes Review**

Components	Questions for Facilitator	Facilitator Initials
Identify Followers		
Identify Likes		
Identify Page Views		
Tally Views		
Change Status		
Modify Timeline		
Post a Photo		
Facebook Audience Growth		
Engaged Users		
Videos Stats if Applicable		
Page Impressions by day		
Audience Engagement, by day		
Promote Page Tab		
Boost Tab		
Insights Tab		
Publishing Tools Tab		
Video Library		
Published Posts		
Create a Newsfeed Item for Facilitator to Observe		

Appendix F

Call To Action

What is a Call To Action (CTA)? It is one catchy phrase that intrigues the viewer to take the next step. Generally it will be a button to click or a link, but could also be a heading. Think of one catchy phrase that will call your page viewers in to your site. *Examples: Get Started, SALE, Try for Free, Start My Free Trial, Open an Account, Sign Up, Get the Details, Buy Now. If you them to read further in text, a heading could state: Why Wait? This is What You Have Been Looking For, The Answer Lies Below, etc.*

Write down one Call To Action that you could use on your Facebook Page. (Think about the need you chose: Awareness, Engagement or Sales)

After you have completed this task, return to the presentation.

Content Matching Game

Instructions: Read each definition and decide what type of post is being described. Then read the second column to find out the correct answer.

Definition	Type of Post
Posts that contain something funny	Quotes
Posts that share something that really happened or that provides results of data that has been collected.	Videos
Posts that focus on what you are doing (or are about to do).	Poll
Posts that are visual rather than written text.	Promotional
Posts that contain moving images as well as audio.	Tips
Posts that include an image that has been designed to communicate specific information.	Infographics
Posts that include information about a product or service that you offer.	Facts and Statistics
Posts that consist of a statement that you or someone else has made.	Humor
Posts in which you ask a question and request your audience to provide an answer.	Videos
Posts that tell someone how to do something or to make something easier to do.	Personal Status

Facilitator Guide:

Facebook Marketing Strategies Tutorial
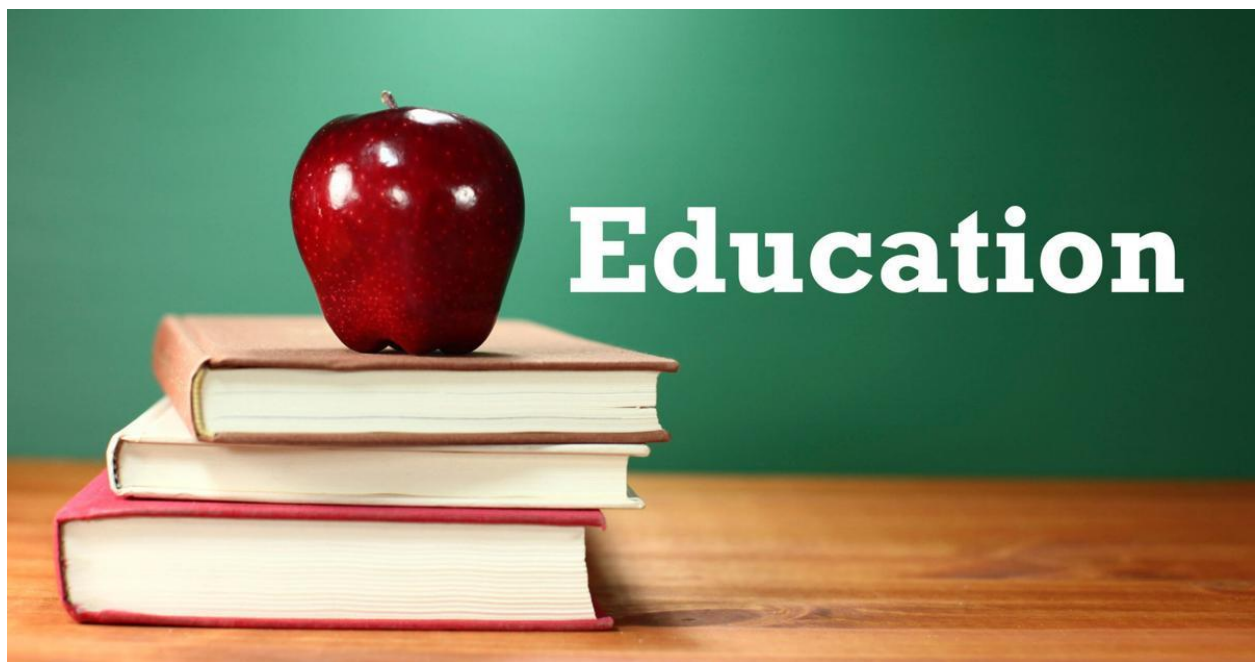
Park City Library
December 2018

Facilitator Guide

Preparation – 60 minutes

Read through this Facilitator Guide

Print 20 copies of the documents in the attached file and sort in to packets:

Entry Skills Checklist
Facebook Entry Skills Assessment
Campaign Objective
Determining Target Audience Activity
Call To Action
Content Matching Game
Branding-Identifying Your Business
Facebook Attributes
Evaluation Survey

Include three sheets of lined paper in each packet

Have writing utensils available if needed

Ensure each computer boots up has internet access

Ensure each student has a chair in front of their computer station

Write the web address for the tutorial on the white board

AGENDA

8:00 AM- Doors will be unlocked for Facilitator access.

9:00 AM- Tutorial begins

Entry Skills Check list and Assessment

9:20 AM- You will begin collecting the checklists

9:30 – 11:30 AM- Monitor the room. Respond to request for questions and review sign offs.

Prior to each student leaving:

Collect their tutorial survey

ENJOY!

Building a business is no longer a local focus, it has a global element. Promoting a business has additional components now beyond local advertising with newspaper and yellow pages. An online presence is crucial for today's customer as shopping for product and services is at their fingertips. To build a business with a presence to most shoppers, a website, social marketing plan and knowledge of the process to market the business on the largest social network, could mean the difference between success and failure.

This FACEBOOK MARKETING STRATEGIES online tutorial was created for the sole purpose of understanding and implementing Facebook marketing skills to build a business. The objectives of the workshop are to understand social media as a strategy, crafting high quality content, ad management, page promotion, personal branding, and analytics.

The need for this training lies with those businesses that hire social marketing advertisers to manage their online presence. The desired status is for all businesses to have the option to market themselves on Facebook without the need for an added expense of a social marketing firm. The desired result of this tutorial is to give the business owner the sequential steps for effective publication.

This Tutorial

This tutorial is designed as a self-paced workshop. Students will need materials: A computer, internet access, access to the tutorial, the packet you copied and compiled and a writing utensil.

The first 30 minutes they may need assistance logging in and accessing the website. Their first activities:
Entry Skills Checklist
Facebook Entry Skills Assessment

will require assessment from you and a decision made as to whether they meet the entry skills to progress.

As they progress at their own speed, they will ask you to check their reviews.

Upon completion, please collect the tutorial surveys.