| | **Master of Science (M.S.) in Innovative Education & Teaching** |
|---|---|
| **Specialization:** | Innovative Education & Teaching |
| **Module Code & Module Title:** | EDUC520: Mini Curriculum Creation |
| **Students' Full Name:** | Nancy Anjaria |
| **Word Count:** | 3374 |
| **Date of Submission:** | 30ᵗʰ March 2022 |

# TABLE OF CONTENTS

**MINI CURRICULUM CREATION**

European International University EDUC520:

Curriculum & Instruction Planning & Development March 22, 2022

# Mini curriculum document on Consumer Behaviour in Auditory Media

## Preliminaries

### EDUCATION PHILOSOPHY

Education is a term that might be difficult to define at times. Nelson Mandela said, "Education is the most potent weapon you can use to change the world." (Ellis, 2019) It is the first step toward gaining the knowledge, critical thinking, empowerment, and skills necessary to improve the world. The first thing that can be said with regard to the curriculum is that it takes a constructivist perspective. The focus in a constructivist classroom tends to shift away from the teacher toward the students. (Martin, n.d.). In a constructivist classroom, knowledge is viewed as a dynamic, ever-changing picture of the world we live in, as well as the ability to successfully stretch and explore that vision - rather than as inert facts to be memorized - by both the instructor and the students. The thesis behind this curriculum is that society may be remade through complete control of education. The purpose of constructivist learning for students is for them to imagine a better future for themselves and use their education to prepare for their part in that future. More specifically the development of this program is due to recent advancements in mass communication technology, which have paved the door for new mediums to enter the advertising market. The cornerstone of intellectual inquiry is academic integrity, honesty, quality, open-mindedness, and openness to criticism, logic, and thinking.

Furthermore, an application to life is predicted as a result of thorough research and forming conclusions. Jean Piaget, the most prominent child psychologist of the twentieth century, places it in a larger context. "The primary goal of education," he insists, "is to produce men and women who are capable of doing new things, not simply repeating what previous generations have done—men and women who are creative, inventive, and discoverers," with "minds that can be critical, verify, and not accept everything they are offered.

### DESCRIPTION OF TARGET AUDIENCE

The following curriculum is intended to assist advertising professors in helping their students become aware of the rising auditory medium, podcasts. To explain, how brand integrations and collaborations with podcasts are benefitting them along with the effects of auditory stimulus on consumer behavior with related marketing implications.

To illustrate the economic theory which states that "the value of a given product or service is determined by the amount people are willing to pay for it," (Beal & Frodson, 2008) and its relation to mediums relying on audio as a medium of communication. Recent research shows that consumers are more likely to consider brands that are advertised on their favorite shows or by their favorite program hosts. (Buzzspot, 2021)

After thorough research and analysis from the academic perspective, I hope that the present syllabus will help students step into the world of opportunities to deepen their understanding of brand adverts and their conventional mediums. Students seeking to take the program should: (1) have a fair knowledge of basic advertising techniques, (2) be familiar with basic consumer behavior; and (3) be cognizant of basic branding.

## **GOALS**

The main goal of this curriculum is to ensure that students are aware of and understand the ever-changing mediums of advertising for brands to choose from and collaborate with. The students will acquire the ability to introduce and ideate new methodologies and strategies to improve brand reach through auditory mediums. They will also touch upon upcoming applications like clubhouse, Spotify, etc. serving as a medium of reach to consumers.

Consumer behavior and branding techniques and their relation with advertising styles and techniques will be covered ensuring development skills that will greatly benefit students entering the upcoming advertising industry.

In more specific terms, the goal of this curriculum is for students to be able to:
  i.     understand if auditory stimulus leaves an impact on consumer attitude.
  ii.    understand how effective podcast advertising is in young adults.
  iii.   understand if podcast advertising brings a positive attitude to consumer behavior.

## **LEARNING OUTCOMES**

Upon reaching the end of the program, the student will have the capacity to demonstrate all or most of the following outcomes:

  i.   **Theoretical approach to the concept**:
       a) Students can demonstrate the important factors driving consumer behaviour.
       b) Students can compare the old mediums like radio to upcoming mediums like podcasts and clubhouse.
       c) Students can make their cases in favor or against brands collaborating and innovating further into the auditory medium.

  ii.  **Practical approach to the concepts:**
       a) Students will be able to ideate and innovate for various brand adverts in the auditory medium.

b) Students can follow various models to come up with marketing implications of the rising mediums.

c) Students will understand and be able to demonstrate the working of various auditory medium applications, mainly Spotify and Clubhouse.

## SUBJECT MATTER/ CONTENT

In terms of content, the units of this program have been organized thematically and in a logical order, with the most critical information in the first modules, and a gradual build-up toward connecting that new information to prior knowledge of consumer behavior and branding, in consequence, to new insights. Therefore, it is essential that professors follow the pre-determined order of the program.

On top of that, while each module in the curriculum relates, for the most part to a single discipline, the content is organized in an integrative and progressive manner. Thus, the overall picture of the program shows elements borrowed from a variety of subject matters: consumer behavior, branding, advertising – mediums and techniques, marketing, and auditory stimulus building.

Evidently, consumer behavior and auditory stimulus are central to this syllabus, and, although basic consumer behavior is at the core of the first module, branches of the discipline are present throughout the program, namely, consumer purchase intention, consumer behavior techniques, auditory mediums. Below is the overview for the program:

**Module 1: Emergence of Podcast & Podcast advertising:** This module aims to introduce the concept of podcasts and the recent adaptations by brands to podcast advertising along with the key points of the radio-podcast relationship.

**Module 2: Auditory stimulation and Consumer Behaviour:** This module aims to explain that auditory stimuli have a positive impact as sounds can attract attention and help in product/brand recall. Along with this, the module will also focus on the drivers of consumer behavior and purchase intention.

**Module 3: Podcast advertising effectiveness and recent adaptations:** This module will introduce the students to recent adaptations with case studies and live examples. It will also include the practical knowledge required.

# SCOPE, SEQUENCE, AND INTEGRATION

The scope and sequence section was designed in accordance with Bloom's Taxonomy (as cited in Patricia Armstrong, n.d.)

| | Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|---|
| | **Recall the history and development of radio as an auditory medium.** | **Explain the drivers of consumer purchase intention and audio stimuli.** | **Use new insights to bring positive consumers attitude through podcasts.** | **Draw connections between radio and podcast. Analyze market implications.** | **The brand reach and impact of adverts on podcasts.** | **Further scope of the medium and podcast advertisement ideation.** |
| MODULE 1 | Radio is the primary mass medium of communication. | The transition from radio to the podcast. **Invalid source specified.**. | | The key similarities and differences between radio and podcasts. | | |
| MODULE 2 | | Key factors driving consumer behavior and purchase intention. | Auditory stimuli can bring a positive impact on consumer attitudes. | | | |
| MODULE 3 | | | | | Case studies and live examples to evaluate the | Ideate and strategize podcasts from a brand's perspective for better reach and impact. |

| | | | | | current market position. | |
| --- | --- | --- | --- | --- | --- | --- |

## **IMPLEMENTATION**

## **IDENTIFICATION OF CONSTRAINTS**

Constraints in implementation will probably never be lacking, and the reason for that is, it is impossible to control all factors involved in the educational enterprise. Nevertheless, it is important to identify as many potential problems as one can and to design possible solutions early on.

For this particular course structure, students, as well as teachers, will come across various constraints in the technical, and pedagogical aspects mainly. Action plans to minimize these are identified for ease in reaching, grasping, and preparing the students for this particular digital medium. (Clinton, Purushotma, Robison, & Weigel, 2008)

## **ACTION PLAN TO MINIMIZE CONSTRAINTS**

| Constraint | Solution 1 | Solution 2 |
| --- | --- | --- |
| Pedagogical | Use existing research papers as references. | Try to imbibe podcast listening in their daily lives to understand its influence. |
| Technical | High-quality speakers and audio recording rooms. | High-speed internet and editing software. |

## **LEARNING EXPERIENCE (RESOURCES, ACTIVITIES, INSTRUCTIONAL STRATEGIES)**

The purpose of this paper is to understand the effects of brand integration in podcasts on consumer attitude and behavior. Given the increase in consumption of podcasts, this research aims to study the aided and unaided brand recall value and impact on consumers and how it affects the consumer's brand loyalty.

Learning materials are only effective if they are readily available to students in the classroom, are pitched at the appropriate level and in the appropriate language, and teachers are trained to use them.

The institute will have to provide high-quality resources for students to work on their own podcasts. These will include basics like an audio recording room, editing booth with recording and editing software, high-quality microphone, headphones, and an internal, or external if possible, publishing platform to share the work done.

Note: Each module of the curriculum has been divided up into 3 units, which, in turn, focus each on a single learning outcome. Although teachers are encouraged to add their personal touch to the learning experiences, it is imperative that the units be introduced in their order of appearance.

The students are encouraged to do research before the onset of the program. A pre-test in MCQ format can be administered to gauge how much the students already know about podcasting and to get a glimpse of the areas of interest that would require special emphasis. The test should contain at least 20 questions. Here are some sample questions:

- Do you listen to podcasts frequently?
- Have you come across brands and advertisements while listening to podcasts?
- Do you think brand integration in podcasts is effective?
- Should brands continue their collaborations on audio platforms?
- Do you think podcast ads are believable and have a positive impact on consumer purchase decisions?

These questions will help understand students' perspectives and awareness on the given topic.

Recommended read –

Fischer, V. K. (2019). Unaided and aided brand recall in podcast advertising. 46.
Kjaerland, L., & Jacobsen, T. (2018). Consumer Responses to Sponsorships in Podcasts. 40.
Estay, B. (2021, July 8). *Podcast Advertising - The Ultimate Guide*. Retrieved from Castos:
     https://castos.com/podcast-advertising/
Consumer Behavior by Michael Solomon
Digital Marketing Strategy by Simon Kingsnorth

## MODULE -1: EMERGENCE OF PODCAST & PODCAST ADVERTISING

**Target learning outcome**: Introduce the concept of podcasts and the recent adaptations by brands to podcast advertising along with the key points of the radio-podcast relationship.

**Expected Study Time**:      30 hours

**Activity**: Organize the study by making them do research work on the below questionnaire.

How do podcasts change radio?

How does a podcast differ from other forms of media?

Are podcasts more popular than radio?

Why would you listen to a podcast?

**Discussions**: Recent studies show podcasts came into the picture as the portable audio version of radio with a very specific and targeted niche audience. Recent research also shows a huge transition from radio to the podcast as home-produced podcaster programs have gained popularity over those produced by professional radio journalists.

The students evaluate the result of their research in light of the topic of the discussion. This discussion is an open activity, and its topic serves as a starting point for the conversation that ensues. The intended strategy here is the Socratic Method. In other words, teachers should allow students to take the conversation where they wish to take it.

**Summative Assessment**:- 2000 word essay on technologies has paved the way for new mediums to take over the advertising market.

## MODULE - 2: AUDITORY STIMULATION AND CONSUMER BEHAVIOUR

**Target learning outcome -** Explain that auditory stimuli have a positive impact and also focus on the drivers of consumer behavior and purchase intention.

**Expected Study Time -** 30 hours

**Activity** –Assign a few podcasts to the students. Ask them to pen down whatever ads they remember. This will help them understand the auditory stimulation on consumer minds.

**Discussion**-With the help of the activity, the students will understand the effects of auditory stimulation on consumer mindsets and its relation to consumer purchase intention. They will discuss aided and unaided brand recall.

**Summative Assessment-** Conduct research on a particular target audience on brand recall through auditory stimulation.

## MODULE - 3: PODCAST ADVERTISING EFFECTIVENESS AND RECENT ADAPTATIONS

**Target Learning Outcome -** This module will help the students understand the recent adaptations through case studies and live examples which will help them gain a practical perspective on its effectiveness.

**Expected study time**- 30 hours

**Activity**- Students will be divided into groups and given particular topics to thematically script podcasts, host them, and release them internally with the help of examples presented.

**Discussion**- With the help of the activity they will understand the basic principles of scripting recording and releasing under faculty guidance. This will make help understand the impact and effectiveness it has today.

**Summative Assessment**- They will submit the themes and scripts and the final podcast.

## EVALUATION

Assessing student growth is critical for determining a curriculum's effectiveness. In truth, the rubric should encompass not only the evaluation of knowledge but also the evaluation of abilities and values that have been formed throughout the course of one's studies. (Stabback, 2016). It aids in the formulation of goals, the design of learning experiences, and the evaluation of learner performance in the classroom. Apart from that, it is quite beneficial for improving and for the curriculum. It provides accountability to society, parents, and the education system. Performance assessment asks students to use their knowledge and abilities in creating some type of product, presentation, or demonstration focusing on key components of academic learning rather than requiring them to choose a response from two or more options... Extensive writing, research papers, presentations, works of art, performances, and other types of products are all possible.

The students will be evaluated throughout the three modules on the following aspects -

Understanding, and implementation of concepts,

Research methodology

Marketing implications

Creativity

Brand integration

Technical skills.

# TEACHER PERFORMANCE ASSESSMENT

Instructor evaluation fosters collaboration between the teacher and the evaluator, as well as self-development, instructional effectiveness, and overall work success. It provides kids with the finest possible learning environment. Teachers use self-reflection to assess the effectiveness and adequacy of their performance, effects, knowledge, and beliefs in order to improve themselves. Every year, all the teachers should reflect on their work.

Student accomplishment test results, observable pedagogical methods, or student surveys can all be used to illustrate a teacher's impact on students' learning.

Mastery of the subject or skills to be taught, as well as knowledge of pedagogical concepts, are some of the most basic qualifications for becoming a teacher. On one hand, a professional teacher will teach a subject that he or she is knowledgeable about. With the rise of integrated and interdisciplinary curricula, having a second field of knowledge is becoming increasingly valuable in current educational environments. On the other side, pedagogy, or teaching knowledge and skills, is another essential qualification for success in the area. Teachers benefit from PD as it allows them to stay current on curriculum requirements and teaching practices. When it comes to school-wide efforts, PD improves individual skill sets, which in turn improves the total worth of departments and grade-level teams. Planning professional development is one of the changes brought about by the results of teacher assessment. Indeed, conscientious schools recognize the importance of the teacher in the learning process, thus it is critical for school managers to analyze the needs of their staff members and organize appropriate sessions. One technique to evaluate the teachers for this program is to have them participate in symposiums and conferences. These gatherings usually involve talks, presentations, and sometimes demonstrations, all of which are based on peer-reviewed sources and materials. It is also possible to enroll for a more official assessment. It is also feasible to enroll the teachers in a graduate university course and have them complete it for a more formal assessment. Teachers, like students, must establish a life-long habit of learning, which is why there is no such thing as a "permanent" teaching license.

# SUMMATIVE EVALUATION

"The primary responsibility of evaluators," according to Stabback (2011), "is to ensure that the objective and scope of the evaluation are clear and understood."

Summative assessments are an important part of the assessment process that is valuable to both students and educators. By delivering summative exams at key points in the curriculum, ensuring that these high-stakes tests are secure, and providing students with performance feedback, educators can gain insight into how successfully students have grasped the material and how well instructors have presented it.

The review should look at the whole curriculum's efficiency, correctness, relevance, and coherence. One approach to accomplish this is to have students complete a survey at the conclusion of the program. For instance, the questionnaire could contain a majority of close-ended questions and ends with a few open-ended ones:

- Does auditory stimulus leave an impact on consumer attitude?
- How effective is podcast advertising in young adults?
- Does podcast advertising bring a positive attitude to consumer behavior?

To expand, the examiner should approach assessing the curriculum with specific questions that address the key areas highlighted in the purpose and scope of the evaluation. Following is an example of relevant questions:

**On efficiency:** Have the students understood the concepts? What is the evidence?
The final quiz can account for student progress.

**On accuracy**: Is the coursework accurate and up-to-date? What is the evidence?
The research activity in which experts can provide near-instant feedback is a way to appraise the accuracy of the information used to formulate the submitted questions.

**On relevance**: Does the program fill a creativity void in students or help them to answer some of their complex technical questions? What is the evidence?
The post-completion survey is a direct way to get student testimonies, on the condition that it includes open-ended questions.

**On coherence**: Are the modules organized logically? Do they transition well from one to the next? What is the evidence?
Given the progressive, integrative and technical nature of the program, the students completing a module and being able to continue their progression into the next module at the same pace would be proof that the curriculum is well-balanced.

## NEED FOR REVISION

Should the program be updated on a regular basis? The answer, according to a number of experts, is yes. "Evaluation is a stage of the curricular cycle that is usually ignored or undervalued," writes Stabback (2011). It's impossible to approach curriculum implementation in any professional or meaningful way without thinking about how the program's performance will be measured."

While it does not need to be entirely reconstructed on a regular basis, the obvious explanation for the requirement to review is the rapid emergence of new information.

Finally, by the end, of the curriculum, the students should

(1) have a fair knowledge of basic advertising techniques

(2) be familiar with basic consumer behavior

(3) be cognizant of basic branding.

# References

Beal, & Frodson, Q. (2008). Manager Tools Podcast: A Study of Podcasting's Effectiveness with profit potential. 20.

*Buzzspot*. (2021, January 24). Retrieved from Podcast Advertising: Ultimate Guide to Podcast Ads in 2021: https://www.buzzsprout.com/blog/podcast-ads

Clinton, K., Purushotma, R., Robison, A., & Weigel, M. (2008). Confronting the Challenges of Participatory Culture: Media Education for the 21st Century . *Building the FIeld of Digital Media and Learning* , 72.

Ellis, P. (2019, March 28th). *Cambridge International Education Assessment*. Retrieved from Changing the world through Education: https://www.buzzsprout.com/blog/podcast-ads

Martin, D. J. (n.d.). *Building Teachers*. Retrieved from https://www.amazon.com/Building-Teachers-Constructivist-Introducing-Education-ebook/dp/B00CXA9UUG

Stabback, P. (2016, march). *UNESCO INTERNATIONAL BUREAU OF EDUCATION*. Retrieved from What makes a quality Curriculum: https://eric.ed.gov/?q=source%3A%22UNESCO+International+Bureau+of+Education%22&id=ED573609