

Scenario title

Instagram Marketing – How to gain & engage more followers

Target audience

Vocational Education and Training at EQF 5 is gaining special attention across Europe and beyond, thanks to its relevance for the labour market and consequently high rates of employability. Specialized technicians combining digital skills with strong sector-specific expertise.

The scenario is intended for people working in the hospitality industry and to them mainly working back office at the Sales Department of a hotel/ resort. That is to say, stuff like the Sales Development Representative (SDR), the inside & outside sales representative, the Sales Manager, the Customer Success Manager (CSM), the Sales operation manager, the sales operation and regional sales manager, as well as the Director, Vice President Manager, and the Chief Sales Officer (CSO).

Problem to solve - Learning Situation

How to engage the targeted audience/ followers of your profile on Instagram

The activity plan is articulated around the structure of a hotel's digital marketing, especially on its Instagram profile and its presence on social media in general.

During the learning phases, we offer trainers several insights and concrete proposals to co-develop their digital skills and build foundations of key digital skills among learners.

Overview of scenario

EQF 5 Hospitality & Tourism

In this learning scenario, we propose a set of interrelated activities aimed at, from one side, developing the digital and marketing competencies, namely, how to create engaging posts and find creative and unique ways to engage your audience on Instagram, and from another side, based on DigCompEdu, fostering vital digital skills, among trainers and learners.

IDC Self-Assessment Tool

As a trainer who wishes to develop digital skills for education, we invite you, before integrating this learning scenario into your teaching practices, to undertake the [IDC-VET Self-Assessment tool](#), which may help you to map your strengths and weaknesses.

Our ambition is that once you implemented this learning scenario and re-assessed your digital skills with our self-assessment tool, you will be able to observe improvements on the following DigCompEdu dimensions and competencies.

Competencies covered from DigCompEdu

Target level of Digital Skills according to DigCompEdu progression levels necessary for this training.



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1. Professional engagement

1.3. Reflective practice. To reflect on individually and collectively, critically assess and actively develop one's digital pedagogical approach and that of one's educational community.

1.4. Digital Continuous Professional Development (CPD). To use digital sources and resources for continuous professional development.

2. Digital Resources

2.3 Managing, protecting, and sharing digital resources. To organize digital content and make it available to learners. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licenses and open educational resources, including their proper attribution.

3. Teaching and learning

3.3 Collaborative learning. To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments to enhance communication, collaboration, and collaborative knowledge creation.

3.4 Self-regulated learning. To use digital technologies to support self-regulated learning processes, i.e., to enable learners to plan, monitor, and reflect on their own learning, provide evidence of progress, share insights, and come up with creative solutions.



4. Assessment

4.2 Analyzing evidence. To generate, select, critically analyze, and interpret digital evidence on learner activity, performance, and progress, to inform teaching and learning.

5. Empowering learners

5.3 Actively engaging learners. To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking, and creative expression. To open learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

6. Facilitating Learners' Digital Competence

6.2 Digital communication & collaboration. To incorporate learning activities, assignments and assessments which require learners to use digital technologies effectively and responsibly for communication, collaboration, and civic participation.

6.3 Digital content creation. To incorporate learning activities, assignments, and assessments which require learners to express themselves through digital means and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources, and attribute licenses.



6.4. Responsible use. To take measures to ensure learners' physical, psychological, and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.

Curriculum Construct(s)

According to Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001), the learning scenario applies to four areas of the Revised Bloom's Taxonomy:

- Understanding: Understanding the needs of people in the sales department, especially in the digital part of their work
- Applying: Applying knowledge gained through theory to practice in hospitality in real contexts (to create engaging posts and promotion campaigns on Instagram)
- Analysing: Analysing the needs of promoting the hotel and engaging or acquire new guests through social media (Instagram). Analyzing the needs of the staff in the sales department to gain the proper knowledge and skills.
- Evaluating: Evaluating and reflecting on own performance in practice



Scenario description

Digital marketing covers a huge area of different sectors and in this case, we focus on hospitality. Additionally, digital marketing consists of various aspects, and in this course, we will focus on how to enhance the hotel's presence on Instagram.

There are many reasons why Instagram has recently gained attention across various sectors; these include monitoring and understanding characteristics of competitor's products and promoting your own product which will have as result in to increase in the direct bookings in your property and increase the annual revenue.

The specific added value of this scenario consists in providing concrete and actionable examples to support teachers and trainers in the integration and deployment of digital skills while working on the implementation phases of digital marketing in the hospitality sector.

Scenario Objectives

The aim of this learning scenario is to adopt a structured and effective approach to your teaching strategies related to reverse engineering in VET at EQF 5.

More specifically, we have identified the following steps or phases, described in detail in the following section with specific references to DigCompEdu activities and skills. The whole curriculum aims of creating content relevant to the hospitality sector and suitable for potential hotel properties.



- How to create a successful post
- Which is the best time & day to post
- Ideas for daily posts
- Content tips
- Hashtags
- Content for leads
- User Generated Content (UGC)
- Instagram stories
- KPIs
- Targeting options
- Insta contests
- Instagram tools

Requirements

To accomplish this scenario, it is necessary that students are already prepared from a theoretical point of view, and that they possess adequate digital skills. In this way, specialist skills can be integrated into the overall process and transversal skills can be developed, thanks to a scenario-based approach, collaborative work, and feedback from teachers and peer groups.



The practical part to be produced should not be too complex, so that the pedagogical focus does not shift from digital and transversal skills to practical ones.

As for the trainers' pre-requirements, we suggest implementing the activities suggested in this learning scenario to those who have already mastered basic digital skills in the DigCompEdu as referenced above.

It is therefore essential to undertake, beforehand, the IDC-VET self-assessment tool, to ensure consistency with this requirement.

Equipment and Support

Main technologies required across the multiple phases described above are:

- A smartphone, laptop, or tablet
- The installed application of Instagram
- Microsoft Excel or Numbers for Mac
- An account on Google Drive
- An account on Canva
- A camera or a mobile phone with a high-definition camera with the latest equipment & updates
- PowerPoint for presentations



Outline plan

Activity 1	How to post on Instagram
Timing	3 hours
Methods	<ul style="list-style-type: none"> ● 1st phase: Individual assignment – Each learner is tasked to get a grasp of how Instagram works. ● 2nd phase: Peer learning is adopted by dividing participants into small groups (max 3 learners per group). Each group undertakes all phases of the learning scenario
What the tutor is doing	<p>1st phase: The tutor introduces the evaluation criteria for this phase, based on the activities assigned to each learner. Tutor demonstrates and explains:</p> <ul style="list-style-type: none"> ● the whole process of how to create an account & profile on Instagram and how to use the app according to the tested curriculum ● Evaluation criteria and procedure, by showing grid analysis and sharing a checklist to be used by each learner to evaluate own activity <p>2nd phase: Tutor introduces the overall process and workflow and highlights key evaluation criteria for this phase, based on the activities assigned to each group.</p>
What the learners are doing	1st phase. Learners individually perform the following



	<p>activities:</p> <ul style="list-style-type: none"> - the process of creating an account on Instagram, exploring the application and its abilities, exploring further opportunities (tricks for writing content and taking/ choosing photos & topics) - Brainstorming potential topics & content for posts <p>2nd phase. Learners in the group perform the following activities:</p> <ul style="list-style-type: none"> - Creating a content calendar - Choosing the topics & content for the daily posts for one week - Choosing the final photos for the posts - Generating & choosing the suitable hashtags according to the content - Selecting the right content for leads - Creating engaged Instagram stories & making use of the features (e.g., polls, questions, add crucial links & mentions, gifs, hashtags, stickers, etc.)
Reference to DigCompEdu	<p><u>Teaching and learning</u></p> <p>3.3 Collaborative learning</p> <p>3.4 Self-regulated learning.</p> <p><u>6. Facilitating Learners' Digital Competence</u></p> <p>6.3 Digital content creation</p> <p>6.4. Responsible use</p>
<ul style="list-style-type: none"> ● Equipment and Support 	<p>https://basecamp.com/</p> <p>https://www.canva.com/</p>



<ul style="list-style-type: none"> Resources/links/relevant content/Examples 	<p>https://cmp.falcon.io/unionmetrics/ https://top-hashtags.com/Instagram/</p>
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Activity 2	How to gain/ engage followers through contests on Instagram
Timing	3 hours
Methods	Individual assignment Each learner is tasked to create an Instagram contest to promote their own property
What the tutor is doing	Tutor introduces the evaluation criteria for this phase, based on the activities assigned to each learner. The tutor explains: <ul style="list-style-type: none"> The steps to create a successful contest on Instagram Evaluation criteria and procedure, by sharing a checklist to be used by each learner to evaluate own activity
What the learners are doing	Learners individually perform the following activities: <ul style="list-style-type: none"> To gather data from similar contents of other profiles To set the target group (location, demographics, interests & behaviors, custom & lookalike audiences, automated targeting) To search for influencers and categorize them by the numbers of their followers (if applicable for the



	<p>contest they will choose)</p> <ul style="list-style-type: none"> ● To set realistic goals (e.g., increase of direct bookings) ● To create a unique and special hashtag for the contest ● To opt for a special application that chooses the winners of the contest ● Write in clear manner the terms and conditions of the contest ● To monitor analytics
Reference to DigCompEdu	<p><u>Assessment</u></p> <p>4.2 Analyzing evidence</p>
<ul style="list-style-type: none"> ● Equipment and Support ● Resources/links/relevant content/Examples 	<p>https://top-hashtags.com/Instagram/</p> <p>https://cmp.falcon.io/unionmetrics/</p> <p>https://www.quintly.com/instagram-analytics</p> <p>https://www.susurrus.io/</p>

Assessment of/for learning

As outlined above, assessment is implemented at each phase above via different methods and approaches aimed at ensuring both validations of competencies, exploitation of digital tools and skills, engagement of learners and peer-learning.

Tutors are accompanied to exploit digital skills to implement assessment of learning via several methods and tools, including:



- Evidenced-based evaluation
- Peer-review
- Checklist
- Spreadsheets & Slides on Google Drive
- Jamboard on Google for giving feedback and peer -review

Our notes from practice

This learning scenario is proven to be very attractive to learners as it proposes multiple hands-on activities which are interconnected. We propose to alternate both groups as well as individual assignments and tasks to improve engagement and retention among learners, as well as to co-develop multiple skills, including the ability to work in teams.

The learning scenario is scenario-based and should be focused on presenting and promoting the main product related to concrete techniques which may appeal to participants.

The key dimension here is how a tutor may blend his/her own digital skills into his/her own teaching and assessment strategies.

In this scenario, we handle with internet and shared sensitive personal data. For this reason, trainers ought to comply with the GDPR policies. In order to do this though, trainers should prepare a consent form in advance and distribute it to their students, and students should sign this form; In this way, they agree with the terms and policies of the courses and are aware that their tutors and peers may make use of their personal data for teaching purposes



Resources and more info:

- <http://digitalpedagogycookbook.eu/>
- https://digitalent.gr/?gclid=CjwKCAiA9tyQBhAIEiwA6tdCrBsyIS2RqdPTNLED1-15807ALVojh8hpEqwoISbjzZTdsgUq0arTYxoCVv0QAvD_BwE
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