

**How did you learn about the Google Online Marketing Challenge?**

Category	Sub Category	N	%
Online method (83/ 56.1% )			
	Listserv / Newsgroup	33	22.3
	Google	20	13.5
	Email	15	10.1
	Other Website/Blog	15	10.1
Recommendation / WOM (59/ 39.9% )			
	Colleague /Friend/Uni	31	20.9
	Student	17	11.5
	Global Academic Panel	9	6.1
	ANZMAC Conference	2	1.4
Other Promotion		3	2
Other		3	2
<b>Total</b>		<b>148</b>	<b>100</b>
No response		2	

**ONLINE (80 responses)**

**Listserv / Newsgroup (33)**

- \*Misc listserv (14)
- \*ELMAR listserv (7)
- \*General (4)
- \*Association of Internet Researchers listserv (2)
- \*Via an announcement on the ISWORLD listserv
- \*notice to the ASIST listserv
- \*Post on AIS World
- \*Discussion list about Web Marketing
- \*through the trinet listserv (tourism academic listserv)
- \*I was sent a message on an academic listserv directed to IS professors in the US.

**Google (20)**

- \*google press release
- \*Googling
- \*Email from Google
- \*I saw it following the Google AdWords help website.
- \*Colleague at Google
- \*online Google search
- \*Google reader blog
- \*Received an email from Google.
- \*From google country rep XXX in Malaysia
- \*XXX (Google.hu) wrote a letter to the university.
- \*By e-mail from Google (XXX)
- \*From an ex-student of mine working for Google in Dublin
- \*through Google's local PR agency
- \*Email forwarded from a colleague, who got it from XXX at Google.
- \*I received notification from my area director. He received the invitation directly from Google Mexico
- \*A student forwarded a mail from a colleague who worked in Google

- \*Received email from a friend that was in conversation with a Google employee and thought I would be interested.
- \*Trough a former student working in Google team.
- \*The XXX learned about the GOMC from internet marketing company, XXX, and was contacted by local representatives from XXX.
- \*In an Article I read checking Google News

**Email (11)**

- \*e-mail
- \*E-mail to my school address
- \*received an e-mail (I think)
- \*Email
- \*I received an email and the visited the website.
- \*E-mail
- \*Info received by e-mail
- \*email
- \*An email to me
- \*e-mail message
- \*on-line and email

**Other Website/Blog (15)**

- \*General (4)
- \*From XXX
- \*via a web 2.0 blog: webisztan.blog.hu
- \*I was reading a weblog.
- \*I knew it on having read a news in a web.
- \*XXX
- \*Saw an article on the web.
- \*local online news
- \*rss feed from blog
- \*I knew it on having read a news in a web.
- \*Online ... but can't remember, think I was searching for an academic paper.
- \*I found a reference to it online by accident

**RECOMMENDATION / WOM (67 responses)**

**Colleague / Friend/ Uni (31)**

- \*General (20)
- \*WOM (3)
- \*By our school coordinator
- \*I've got your message from our Dean.
- \*The Program Director at the University sended an email
- \*by my son
- \*A firm suggested us to participate
- \*from an other business school
- \*Through the University Computer Center
- \*With a proposal to university

**Student (17)**

- \*General (12)
- \*My students asked me to take a look to explain them, once they don`t speak English.

- \*From former student working in e-marketing agency in XXX
- \*A friend of one of my students told me about the Challenge and showed me the website of the challenge
- \*Through students and an email from an academic colleague
- \*A student team presented me with their idea to compete.

**Global Academic Panel (9)**

- \*XXX (6); XXX and XXX (1)
- \*I'm also a GAP.
- \*I am a member of the Academic Panel

**OTHER PROMOTION (3 responses)**

- \*ANZMAC Conference (2)
- \*Information was in a local business newspaper. (1)

**OTHER (3 responses)**

- \*Leading 8 teams to learn AdWords bidding & report analysis
- \*The Google On line Challenge for student it's excellent
- \*Importance of team work by bthe students, and the complexity of a good marketing strategy

**NO ANSWER (2 responses)**

**Class / Unit**

Title	N	%
E-Marketing/Internet Marketing/Online Marketing/Internet Adv.	27	29.3
E-Commerce/E-Business	13	14.1
Independent Study/Special Topics/Directed Study/Seminar	10	10.9
IMC/Advertising/Promotion	8	8.7
Information Systems/Rich Web Applications/Web Analytics	8	8.7
Mktg. Management/Mktg. Strategy/Management Strategy	6	6.5
Hospitality/Tourism	5	5.4
Principles of Marketing/Introduction to Marketing	5	5.4
Media/Design/Creativity/Media Arts	4	4.3
Consumer Behavior/Buyer Behavior	3	3.3
Economics	2	2.2
Retailing	1	1.1
<b>Total</b>	92	
No response	44	

**Client recruitment – for example did you or your students have problems or develop strategies for success when first approaching organizations?**

Category	Sub Category	N	%
Little or no problems (77/ 61.6%)			
	No problem	53	42.4
	Students sorted it	10	8.0
	Professor helped	6	4.8

	University or External Contact	6	4.8
	Other	2	1.6
Had problems (38/ 30.4%)			
	General problems	13	10.4
	Challenge SME Criteria	8	6.4
	Website content or control	7	5.6
	SME Cooperation	5	4.0
	Recruiting clients is new	5	4.0
Future plans/ suggestions			
	Strategies	4	3.2
<b>Total</b>		<b>12</b>	<b>100</b>
		<b>5</b>	
No response		21	

**LITTLE OR NO PROBLEMS (77 responses)**

**No problem (53)**

**Students sorted it (10)**

\*I left recruiting the businesses totally up to my students. I did not get involved other than to give them information for two businesses who had contacted me about getting marketing assistance. I am not aware of many problems other than a business deciding to redesign their website and backing out at the last minute.

\*One of my students had worked at the local EDC and talked with contacts there to identify potential clients.

\*it was special: they were boosting an own commercial site (they are web programmers)

\*leading students to self-selecting clients improves commitment

\*The client was an Association where my students were also involved.

\*Some did have initial problems, but they managed to recruit the company on their own.

\*I made the students responsible for finding their clients.

\*One of the students in my grad class had the bright idea of talking to a group that is a small business development center. They had several suggestions for potential clients who might participate in this, making client recruitment relatively easy.

\*they were pretty much on their own. this is a hard part of this

\*For our foreign student group, it was hard because the locals here dint want to believe. Besides that it was easy since the name Google is huge.

**Professor helped (6)**

\*One group was turned down twice by companies (both restaurants, so I set them up with a market research agency)

\*I had a contact for another class project that suggested that one of their subsidiaries would be a good candidate. (They were.)

\*I talked to two business owners I know who agreed to participate.

\*Minor problems, I helped to teams to find an appropriate company. Rest did it alone

\*I organised the companies for the students through contacts and existing links with local community organisations.

\*We took one class meeting where businesses presented to the students after which the students selected the business they wanted to work with.

**University or External Contact (6)**

\*We did not contact directly the firm, but we approached their associations. This strategy has been very powerful

because it lowered the cost of trust building and enable us to do some pre-selection on the basis of association of knowledge of their associates.

\*Not the university provided us a client

\*We used the university's small business development center to identify clients. However, if a client didn't have a web developed web site, or if the client wasn't marketing a product the undergraduates would easily understand, it wasn't a good match. Also, if the target market wasn't a broad base of consumers (rather than targeted to businesses) it wasn't a good match.

\*Yes, we used a local Chamber of Commerce meeting where we advertised the ability to participate in this challenge, and many companies took us up on the offer. It was terrific! Partnering with the local chamber made all the difference.

\*One of the students in my grad class had the bright idea of talking to a group that is a small business development center. They had several suggestions for potential clients who might participate in this, making client recruitment relatively easy.

\*we worked with alumni business

### **Other (2)**

\*Too many clients for number of teams but needed to specify numbers of teams before the class commenced

\*Since I did not teach this year, I had no class. However, I pre-tested Ad Words myself. I did not have any problems finding an organization and developing a strategy.

### **HAD PROBLEMS (38 responses)**

#### **General problems (13)**

\*Other (6)

\*the hardest problem was to to find the right organization, after this everything was ok

\*Yes, they had difficulty finding a local retailer that had a decent web site (that made using Google Adwords worthwhile). Two of our 7 teams had great clients and had an excellent experience. The other 5 had poorer fitting clients.

\*Yes, many companies were skeptical.

\*Our university is in a rural area so it was a bit difficult.

\*We had some diffcluties because we are in a small town and people here are not so interested in marketing, they don` t believe it realy works at all.

\*Yes because the community is not aware of the importance of digital marketing.

\*Partly, because it's difficult to evaluate whether a industry is suitable or subject to intense competition. But in the end, it wasn't too difficult.

#### **Challenge SME Criteria (8)**

\*Yes. Students initially struggled to get companies to agree to come on board - the restrictions put up by Google gave an impression that this was a business development exercise from Google where they were trying to make inroads into new markets.

\*Yes. It's incredible, but most of the potencial clients was already working with adwords or similar mkt tools

\*The main problem was finding a small business that was selling goods online but had not previously used Adwords.

\*The problem was not recruiting but finding appropriate clients in term of size, having an interesting web site, having no or little experience with adwords,...

\*Got clients, but did not know that you were not supposed to be past or current users

\*Yes. In the hospitality and travel sector, getting eligible clients who fit the rules was difficult.

\*No problems. But students got confused about Google's instructions to not select certain businesses. It is a tourism class. I needed to recruit tourism businesses. You can't tell students that it is not a good idea to compete in

the travel arena. If tourism, travel and hotels are expensive keywords and there is a lot of competition for them, that's part of the learning.

\*It was somewhat challenging to find an institution not currently using AdWords. Several initial contacts at medium-sized companies did not know that their firms were using AdWords when they actually were.

### **Website content or control (7)**

\*it was hard - either potential clients didn't respond or had primarily Flash-based sites

\*Clients were happy to participate, but it was sometimes difficult to get them to be willing to make changes in their websites. Thus, teams were often hampered by working with websites with poor landing pages. That hurt them in the competition, BUT was a good learning exercise!

\*Some organizations were not convenient, e.g. because of their focus or bad websites.

\*We have also learned that the key is to first determine whether the business has a true control over their website. Often times websites were supported by a closed-source CMS and neither the client nor us were able to make any changes to the code, which made implementing Analytics impossible. So the strategy was to determine, if we would be able to control the website, re-do it if necessary and how much time would the business like to spend working with us.

\*The main problem was selecting a client with a website in HTML, with different landing pages and different products and services to make it "easier" to create different Ad Groups and landing pages.

\*Another issue was that small business owners often outsource their web presence and web marketing to a third party, and these third parties were often less cooperative.

\*no problems to find clients but difficult to identify the conversion page, especially problems to insert the JavaScript code into web pages that were sometimes maintained but web agencies that were absolutely not interested in our activities.

### **SME Cooperation (5)**

\*They generally did not have any challenge getting people to say yes, but did have challenges getting clients to follow through and provide information.

\*Some potential customers were initially enthusiastic about the project but at later stages it appeared that they could not devote enough time for my groups.

\*Had some problems with receiving information from organizations. Some companies were interested in advertising but do not understand profits coming from online marketing and search marketing.

\*Yes, to advise some clients, convincing them to use AdWords was a little difficult, but when they realized that they don't have to spend any money they were agree

\*Some businesses were not enthusiastic first but when the campaign started to run and they saw some data, they became very excited.

### **Concept of recruiting clients is new or difficult (5)**

\*Students didn't really know where to start -- the hardest part was developing a short list of businesses to target.

\*It was difficult because the students are not used to look for an organization, and they were afraid that the business said no. The responsibility was another factor because some of the students don't have the skills required by some organizations.

\*yes, as this was the first time our students were involved with an actual client for online marketing. Online marketing in XXXX is still in its infancy stages. The XXXX or the XXXX market has a lot of potential. This market has yet to be developed.

\*This method for recruiting clients is unusual in XXXX yet. Because of this students have made a lot of efforts for getting a partner.

\*the first approach on organizations was too hard

### **FUTURE PLANS/ SUGGESTIONS (6 responses)**

- \*Business loved the idea and several continued to use Ad words after the campaign. While the strategies were not hard, I would do a better job next time of facilitating this project now that I know what is going on.
- \*An AdWords presentation might have helped the students when approaching the client.
- \*More guidelines about what type of clients would benefit most would be helpful
- \*A possible prospect list would be a good start
- \*need more lead time to understand adwords and challenge BEFORE signing up client
- \*It could be easily if was focus in products and not in companies. A company could have three or more different products, each one could be an opportunity for students.

#### STRATEGIES (4 responses)

- \*word of mouth
- \*Strategy was to recruit traditional retail business and businesses targeting university students. One international student group of Chinese students faced several rejections initially and the team members were demoralized at first.
- \*Sales strategy usually used.
- \*We tried to sell it as a free service to organizations and we made them see the advantages of free online advertising

#### NO ANSWER (21 responses)

### What was the involvement of other faculty and the administration at your institution in implementing the Challenge?

Category	Sub Category	N	%
Little or no support		99	72.8
Some involvement (24/ 17.7%)			
	General involvement	9	6.6
	Colleague support	6	4.4
	Client recruitment support	4	2.9
	Promotional support	4	2.9
	Technical support	1	0.7
Laissez faire/neutral involvement		9	6.6
Future plans/ suggestions		4	2.9
<b>Total</b>		<b>13</b>	<b>100</b>
		<b>6</b>	
No response		16	

#### LITTLE OR NO SUPPORT (99 responses)

- \*No support (75)
- \*Not much/weak/poorly/limited/low/little /hardly/minimal (17)
- \*People thought I was nuts. I tried to invite other faculty and they did not respond.
- \*Initially, the plan was to have tutors in each class to be involved but it would take too much time for tutors to familiarize themselves with AdWords, so I took over the launch, the recruitment, the mentoring, the reviewing, etc.
- \*I recommended the challenge to some colleagues but there was no interest.
- \*Poorly coordinated -- faculty were approached individually by student teams, so economies of scale were terrible. There should have been a single focal point (preferably a student group) for the school.

\*Unfortunately. I did contact Marketing and other MIS faculty, but no takers.

\*Relatively lower since many faculty felt that it was a commercial exercise by google (I too felt the same and hence decided to run it as a non credit, optional course which would not be graded). Since I felt that the learning for students would be good, I decided to participate.

\*There were no collaboration between faculties. Participating in the online challenge was an individual effort of enthusiast teachers.

### **SOME INVOLVEMENT (24 responses)**

#### **General involvement (9)**

\*Supportive /Full commitment (3)

\*I am a professor and a member of the administration team of this institution and we had full support. The only thing is that our students did not want to engage on the challenge.

\*We had total support on the complementary studies department of the college

\*Not much -- but Deans of two colleges at the university were very supportive

\*I communicated my intention to participate to the Dean of my faculty, who encouraged the me to participate.

\*It was higher, as other faculty members teach more.

\*A very good work managing the information from google to the teams

#### **Colleague support (6)**

\*One other faculty member (also teaching marketing communications) participated

\*Other faculty who had expertise came to deliver guest lectures.

\*I ran the project jointly with the Marketing professor in my department, as a largely independent, out of class time project in the course. I had tremendous support from that other professor; we enjoyed running it as a marketing/MIS project.

\*Other colleagues interested in the competition and supported students for their efforts

\*I am luck that I had a colleague who is also running google and more experienced in this field than me. He has given a lot of support. Other faculties or administration were not involved as far as I knew.

\*None -- other than the two of us who team teach the course (myself from the marketing department and a colleague from the Computer Information Systems department).

#### **Client recruitment (4)**

\*I used the outreach department to provide the clients.

\*The department sent out an email to notify other faculty members that the challenge was going on and to ask for help identifying clients.

\*Administration assisted with company recruitment

\*One helped with recruiting businesses; no other involvement

#### **Promotional support (4)**

\*Only internal promotion

\*No involvement, except our PR-Manager, who informed the regional newspaper about the activity

\*Only School advertising and multimedia

\*Press releases

**Technical Support (1),** Technical support (blog, hosting, computers)

### **LAISSEZ FAIRE INVOLVEMENT (9 responses)**

\*Only had to inform of change of normal class structure.

\*Other faculty were interested in the program, but I did all the administration.

\*It was also something new for my faculty. So I was the pioneer, the others were waiting what could happen?

\*Because this was an individual initiative, there was minimal interactions regarding the specifics of the challenge.

But they were very interested in how the challenge progressed

\*I was the faculty and I explained to the students about the competition. As my students were already aware of Google ADWords my task was easier. Since the class that was participating in the competition was a senior level e-commerce course.

\*I was only supported by the coordination of the course so the ones interested in participating could have a single person responsible.

\*Marginal. preferred not to be bothered

\*They were supportive but not involved

\*Interested Spectators

#### **FUTURE PLANS/ SUGGESTIONS (4 Responses)**

\*May use additional university resources next time

\*in future I'll use other faculty more (now that I know how it works), mainly for business recruitment

\*We actually didn't really understand much and we hope it will be better next time. Besides the timing was a little wrong as it was approaching near the mid sem when we started, it was kind of hard actually.

\*I went ahead and called newspapers and such. I intend to do a research paper on the journals I collected from the groups on their work on the project.

#### **NO ANSWER (16 responses)**

#### **Student Reactions –What were some of the student reactions to the Challenge at the onset of the project? For example, does anything stand out as surprising given your experience with course projects?**

Category	Sub Category	N	%
Positive reactions (66/ 52.4%)			
	Enjoyed/Excited/Positive	21	16.7
	Real business/Real money	19	15.1
	Enthusiastic/Engaged	17	13.5
	Competition and prizes	5	4
	Organized by Google	4	3.2
Concerns (36/ 28.6%)			
	Workload, grading or content	9	7.1
	Student anxiety	6	4.8
	Challenge Rules / Regulations	6	4.8
	Execution / Implementation	5	4
	Challenge Resources	4	3.2
	Google backlash	3	2.4
	Language Problems	3	2.4
Mixed reactions (13/ 10.3%)			
	Concept is new or difficult	8	6.3
	Excited then disliked	3	2.4
	Disliked then liked	2	1.6
No surprises		9	7.1
Future plans/ suggestions		2	1.6
<b>Total</b>		<b>12</b>	<b>100</b>

		6	
No response		24	

**POSITIVE REACTIONS (66 responses)**

**Enjoyed/Excited/Positive (21)**

\*General (3)

\*They enjoyed it. It was optional, since I also taught a lot about online marketing/consumer behavior.

\*Very excited. I gave them an option of the traditional class project or the GOMC. The GOMC was clearly more work for the same amount of credit and 70% of the student groups opted for GOMC, because it was fresh and exciting.

\*They were excited to do it -- it became the highlight of the class and really energized the entire class experience.

\*excellent feedback, students thoroughly enjoyed the challenge

\*Student interest

\*The majority of students were excited. They felt this made the class more dynamic than other classes based on tests.

\*They were happy to participate in it and learn about AdWords

\*Excited, but they had no idea how much work it would be.

\*not everyone was pretty excited

\*They were very proud to be able to partake in the project

\*Students liked it, although they had a steep learning curve.

\*The students were very excited at the beginning. Those students in the entrepreneurship course did well - they could see direct application to their future concepts.

\*my students are excited to participate

\*fun and challenging

\*if I was surprised at anything, it was that most, or many, of my students realized that they would learn a lot through the challenge

\*the students have a good reaction to the challenge

\*We asked them explicitly for feedback. It has been very positive.

\*Students appreciated this possibility.

**Real business/Real money (19)**

\*students were excited about the chance to do real world marketing with real money and real clients

\*The "real budget" and the "real world thing" is very appealing as well.

\*Great - real life experience

\*Students were initially pleased it was part of an international competition and that it was practical and real world. Eventually, after all the hard work, some students said it was the best assignment they had ever been given! They were less concerned later about the international competition and really pleased with their learning.

\*The students really responded to the ability to have their projects actually MATTER in the real world. Having a real life client to answer to made them pay more attention to their performance on the project.

\*Wow! Real money, online, Google and real world.

\*interested and excited with working with real money and real business

\*\$ 200, competition

\*exciting real-world opportunity

\*Sounds great, something new. Real-life and not class-room based.

\*It was new for all of them, for the first time they had opportunity to work in real life marketing environment.

\*Yes they were surprised about the results on every day, we were working on improving strategies every day

\*The low cost of this kind of advertising and the return of investment

\*Students got a good impression how difficult conversions can be reached. Students got a feeling for how important is to think about keywords.

\*adwords is very helpful to SMEs

\*Student reactions varied. Most students were very enthusiastic and thought this was a very hands on feature which they can use in real-life.

\*Students had very positive interactions with the client, who seemed to genuinely appreciate their efforts (and got a nicely redesigned website, too).

\*Excitement of "real" project

\*Students were excited about the chance to do something real, with real resources. It was also a bit of an eye-opener for them in dealing with real business clients, who were not always as responsive as the students hoped they would be.

### **Enthusiastic/Engaged (17)**

\*General (2)

\*The most enthusiastic that I have seen for any course

\*not really - they were enthusiastic

\*More engaged than they often are. Partly because it was Google and partly because it was a self-selected and self-directed team.

\*Tended to be brightest and motivated students who got involved.

\*enthusiastic....but I made it optional as a replacement project as the course had already started

\*Student involvement was addictive

\*Motivation was higher, although some students probably would have preferred an assignment that is more structured.

\*In the beginning students were very motivated to participate in the challenge.

\*They seemed eager to do it. One had a small business and asked if it could be a client.

\*Students were enthusiastic, but, as they often are with regard to group projects, they were wary about the group aspect.

\*They were motivated during the course of the project.

\*The motivation increase on having passed the days.

\*Very enthusiastic and committed.

\*As they warmed in, they were pleasantly surprised to see how intuitive most things were and were extremely engaged with their projects once the campaign started. A couple of real successes mentioned during the campaign (that the clients represented by different student groups had) seemed to positively motivate the entire group. Several students did mention that "they had no idea that people clicked on these" until they actually ran their campaigns :-)

\*They were gung ho ... but I ran a competition to select the team of 6 from about 40 students. I had 8 serious applicants and rejected 2. The ones who made the team were very pleased.

### **Competition and prizes (5)**

\*The prizes are very appealing

\*\$ 200, competition

\*students were very excited and enthusiastic to participate in the competition

\*They got very interested because it was the first international challenge they took part in.

\*They were excited to take part in a global competition

### **Organized by Google (4)**

\*The students were attracted by the fact that the challenge was organised by GOOGLE itself

\*Google as a brand

\*More engaged than they often are. Partly because it was Google and partly because it was a self-selected and

self-directed team.

\*Wow! Real money, online, Google and real world.

### **CONCERNS (36 responses)**

#### **Workload, Grading or Content (9)**

\*Too much work, hard to find links to send reports, google book was useful (too much white space when they printed it out)

\*Too many work, not academically remunerated

\*Students in the Principles of Marketing course had a 50% drop out rate. Too much work for a basic course mentality.

\*The students are thinking that they have spent too much time for the challenge.

\*Some wanted it to count for more than 50% of total assessment marks. However, I was locked into 50%.

\*All the students were invited. Most part of them preferred not to participate because it would be graded.

\*About 10% of 180 students in my Integrated Marketing Communications class showed initial interest despite the requirements that I set: to read the Challenge text and the materials, to form a team, and to have sustained commitment from beginning to the end of the project. Majority of the class opted for alternative assessments, such as individual learning portfolio and group XXX Strategy.

\*A lot of students were reluctant, they wanted to focus more on their studies and not on this.

\*Some fear of workload and that they would miss out on content given they were doing alternative assessment.

#### **Student anxiety (6)**

\*Many of them were anxious about this project. So they were a bit stressed, but it wasn't much more than a usual live client project.

\*They did not know if they would be at the level of other teams.

\*Students were intimidated by the project; felt that it is too challenging and that they stand of no chance against competitors from leading foreign business schools.

\*They were afraid how they can solve the problems. This faith caused also the leaving the second team.

\*Apprehension. The course was a hybrid (online and F2F) and students were worried about how to get everything done.

\*Student groups first feared that this would be a lot of work involving client recruitment, discussions, learning how to use Adwords, mastering the manuals etc.

#### **Challenge Rules / Regulations (6)**

\*The only problem was the time - because here in XXX the Semester starts in March - so we had to start earlier and that was for some students a great problem.

\*Some students were not happy with the group size. They thought 4-6 is too big and they prefer 2-4. In the end, only one or two group members were playing the key role in this project.

\*Most of the students complained about the small length of the reports and that they would have preferred to test the tool with the account before running the campaign

\*unclear metrics for evaluation

\*Too complex and guidelines are vague

\*The worse part was choosing a client with a product and website that would suit the Challenge rules. We had to discard a lot of clients because of that. Or because they were in a similar sector than another group. Or because they had used AdWords before.

#### **Execution / Implementation Problems (5)**

\*they were in different countries and had not factored in things like time differences and communication problems when working in distributed teams

\*some took to it, but others found it technically demanding. The interface itself to one's AdWords account is totally

opaque.

\*Not very smooth introduction

\*Cost per click was much higher than anticipated by the system

\*The lack of responsibility with the organizations was a serious problem.

#### **Challenge Resources (4)**

\*Many students did not utilize the resources provided

\*They wanted a hard copy of the book. They looked at the number of pages in the pdf file and got scared.

\*At the beginning of the project, a lot of students felt overwhelmed. They did the quizzes and readings leading up to the challenge, but I don't think they absorbed it and I should have had more practice using the online tools. When they ran the campaigns, they felt they were learning as they were going along, which frustrated some of them. Personally, I think that's good for them to learn that way sometimes. I will say that the textbook sometimes asked questions that were not answered in the chapter. I was searching for unavailable answers (since I did not have an answer key), which was frustrating for me.

\*Nothing surprising usual comments...Too much work, hard to find links to send reports, google book was useful (too much white space when they printed it out)

#### **Google backlash (3)**

\*Commercial exercise by google for business development. Will involve a lot of time and effort.

\*substantial anger about Google's abuse of student teams to attract new business - some students boycotted the Google Challenge, indicating that they will not help a huge, profit-oriented organization collect even more data and earn even more money

\*Moreover, some they said that the intent of the project is 'transparent'.

#### **Language Problems (3)**

\*Actually, for my students, english language is not easy to understand. It was a problem for them.

\*They are not use to create campaign reports (and less in english), for some of them was their first time doing such kind of report.

\*They were at first suspicious and didn't enjoy the fact of having to write in English

#### **MIXED REACTIONS (13 responses)**

##### **Challenge concept or content is new or difficult (8)**

\*They had NO idea about search, search engines and search advertising. They didn't care much about the competition. Acquiring skills and getting a job is more important for them.

\*they actually were not used to on line mkt, nor its tools, so for most of them it was news. I was only teaching over their doubts.

\*They knew nothing about adwords, they had a live client, etc. They weren't exactly sure how this would work.

\*lack of good understanding despite previous theoretical descriptions in class

\*None of the students had familiarity with Google Adwords.

\*Many students didn't understand the concept.

\*students knew less about it than i thought they would

\*As this challenge was launched in a new media class; students of journalism found the idea of developing a marketing campaign anathema to their ideal of the role of the digital journalist or multimedia producer.

##### **Excited then disliked (3)**

\*They were excited -- but this tapered off.

\*High level of motivation in the beginning. Tapered somewhat over time

\*At first they were excited about it. But after a while they just abandoned the project.

##### **Disliked then enjoyed (2)**

\*They hated the project in the beginning. I would have to talk to you directly to explain the changes that went

through these students from the onset to the end. The HATED it. and in the end they LOVED it. This was a Problem Based Learning experience.

\*students were unfamiliar with the competition and had some hesitation at start. Later they got familiar with the project and even they got to be an expertise in the field.

#### **NO SURPRISES (9 responses)**

\*General (6)

\*Not really - the students knew what was expected of them.

\*Not any surprise, for them was a team work more.

\*As this is Online marketing class we didn't have these problems

#### **FUTURE PLANS/ SUGGESTIONS (2 responses)**

\*would have been good if they could have reached the Google certification as part of the project.

\*Since the course outline was finalized before, i could not put this as graded. I wish I could make it graded.

#### **NO ANSWER (24 responses)**

#### **Factors that attracted to Challenge–What factors attracted you to the Challenge?**

Category	Sub Category	N	%
Real client/ real money/real experiences		71	44.7
Student benefits and interest		27	17
International competition and prizes		21	13.2
Challenge is novel/want to learn AdWords		17	10.7
Organized by Google		14	8.8
Made sense		7	4.4
Previous experience		2	1.3
<b>Total</b>		<b>159</b>	<b>100</b>
No response		16	

#### **REAL CLIENT/ REAL MONEY/REAL EXPERIENCES (71 responses)**

\*Real world experience, real budget. (30)

\*Three factors really excited them: working with real companies; spending real money; the Google name

\*real-world,Google, real money, online marketing, world-wide, the competition

\*The fact that this would be a real-world project where we would see the back-end mechanics of our clients' campaigns and get to change them/upgrade them was very exciting.

\*structure;real-life clients;team projects;a real campaign;Adwords

\*Exactly what I want to teach. Always have real world group projects - this fit right in.

\*That it is a real world, real time challenge

\*The real cash/credit for the students. I thought it would be very important for them!

\*The opportunity to run real campaigns

\*real money, real clients, real marketing--great experience for the students.

\*The possibility to use real money in a real problem.

\*I felt that doing this challenge was the closest way for me to show the students the real world of Internet marketing.

\*A chance to learn more (with real dollars) about the process.

\*real world experience,applying the "nuts and bolts" of online marketing

- \*Real life. Working with companies. Great experience for all involved.
- \*applied....live
- \*A real LIVE project where students find a client, understand the business, prepare the strategy and the ads, implement the campaign, monitor the results, change the campaign, re-monitor the results, write a post-campaign report, and learn to work with clients and team members.
- \*Real world aspects and the Google brand
- \*Real life experience, relevant skill
- \*Students got to work with real-life clients and apply some of the skills practiced in class. It supported case analysis and critical thinking skills.
- \*Real world learning, workign with a business, they see instant results to their action but not in a simulation, stuff they can see online! I would LOVE to do this again, the competition part is not critical, let faculty do it every semester!!
- \*the real life experience where the theory could be actaully applied in practice attracted me to the challenge
- \*real world application, real dollars
- \*It is a real world project with real money and real companies. I find that very attractive for students and will definitely participate next year.
- \*opportunity to teach in a real business setting
- \*It provided an oppportunity to form relationships with the local business community - key factor. It was also a chance to have a real-world marketing project, as opposed to a group project that was merely an academic endeavor - key factor. Also, it seemed cool and an easy sell to students.
- \*Working in a real scenario.
- \*online and real-time marketing opportunity
- \*The ability to work "for real" with Google AdWords and the opportunity for students to get the hands-on experience. The competition aspect was somewhat motivating; the real-world aspect, however, was the primary motivator for us.
- \*to do something together with a real company, with real money and just to do something - not only to talk about
- \*The ability to use real money on a real client.
- \*Interesting format of teaching: It is the real world
- \*the fact that students would get to work on actual clients and do an actual online marketing campaign
- \*The opportunity to approach my students to te real worl, working with real money in a real context.
- \*Real life project work capability.
- \*The involvement with the REAL online marketing processes
- \*Real-life opportunity to dabble with online media management - I've had a lot of experience in managing the traditional promotion mix.
- \*always looking for ways to engage students in real world projects and i wanted to learn more about Google AdWords and SEO
- \*The experience of working with real organizations in a real campaign. The use of Adwords and the experience
- \*the chance to actually get to implement a Google adwords campaign
- \*Hand-on Experience, nice colleagues
- \*I always try to include some hands-on activities in this class, and have worked on e-commerce projects for real local clients in the past. This was a great opportunity to provide some resources for students and to create a context for a real project that taught them useful and practical strategies.

#### **STUDENT BENEFITS AND INTERESTS (27 responses)**

- \*I thought this would be a great edge for my students entering the marketplace, too.
- \*I thought it was a great opportunity for students to learn and something that looks wonderful on their resume.

- \*I think it's important for the students to have different skills in their toolbox, and understanding how to "Google-ize" a website might help them differentiate themselves in the market place. I liked the idea of having them work with SMEs. The students have responded well to competitions in the past
- \*Search advertising is important for students to understand. I wanted the students to view the analytics and budget a campaign.
- \*For internet marketing, it was the ability to provide students with hands on skill in google adwords
- \*I felt it would benefit the students tremendously.
- \*Our school has a lot of students and they do not easily get jobs as perhaps students from IVY leagues do. The prospect of giving my students an edge in the job market due to this experience was a strong plus.
- \*the opportunity to let students explore online marketing and to become expert in this field
- \*I think it is very important to offer my students all opportunities to know something new as only I can
- \*Opportunity for the students
- \*Student excitement.
- \*I have a hard time saying no when students ask me to do stuff like this :-)
- \*Mostly the experience the students can gain and the industry contacts for them.
- \*And paid search advertising is obviously a very hot topic right now. I thought it would be great for both my students and I to get experience in that.
- \*The possibility to work with students with the tools offered by Google and to deal with online marketing.
- \*Giving practical experience about online marketing to the students.
- \*I wanted to offer real experience with PPC campaigns to my students.
- \*A very practical case so students learnt industrial experiences.
- \*The opportunity the students could have to apply what they already knew.
- \*I have always been a strong believer in search-based advertising and spend a lot of time in class going through revenue figures to explain this to students. This challenge was an easy way to get this point across.
- \*Opportunity to learn by doing.
- \*always looking for ways to engage students in real world projects and i wanted to learn more about Google AdWords and SEO
- \*Novelty. Students enthusiasm.
- \*Opportunity to expand learners' knowledge of core marketing concepts related to media management using an interactive learning experience.
- \*I wanted the students to learn more about adwords and see how they compared to other schools.
- \*I like challenges in general. Secondly I wanted my students to have some international experiences in this field.
- \*always looking for ways to engage students in real world projects and i wanted to learn more about Google AdWords and SEO

#### **INTERNATIONAL COMPETITION AND PRIZES (21 responses)**

- \*General (9)
- \*students were mainly attracted with the fact it is an international competition.
- \*It's a worldwide competition
- \*the challenge with another universities
- \*It was an international competition based on working on a real world problem and it would form part of the students assessment. And it would be an opportunity for learning for the students and the lecturer!
- \*That is provided the students with a global competition.
- \*given a chance to my students to compete in a global competition;
- \*I am very competitive and wanted to compete with the best.
- \*I like challenges in general. Secondly I wanted my students to have some international experiences in this field.

- \*Ability to participate in a global challenge.
- \*To learn more about G.Adwords, to get involved in a global challenge.
- \*the possibility of winning
- \*I wanted the students to learn more about adwords and see how they compared to other schools.

#### **CHALLENGE CONCEPT OR CONTENT IS NOVEL/WANT TO LEARN ADWORDS (17 responses)**

- \*Like to be on the cutting edge. I won the 2008 Teaching Innovation Award based on what I did in 2007.
- \*The novelty and a right competition.
- \*This was an area I was weak on and I thought that this could fill the void I had in online advertising. The project ended up taking over the entire lives of these kids. Some were getting in trouble for "text messaging" in other classes. It turned out all they were doing is checking their "clicks" HA
- \*encouraging use of online technologies, especially metrics
- \*I wanted to learn about how to use Google Ad Words in practice.
- \*Need to extend our curriculum. Knowledge of student interest.
- \*Novelty. Students enthusiasm.
- \*That it involved and opportunity to learn search optimization.
- \*To learn more about G.Adwords, to get involved in a global challenge.
- \*the opportunity to learn adwords without spend money
- \*learning factor
- \*I also wanted to improve my management/mentoring skills, learn more about AdWords, make professional contacts with other professors (I failed in this regard), meet Googlers and improve my resume.
- \*The challenge itself and the learning about AdWords
- \*a new way for marketing online
- \*always looking for ways to engage students in real world projects and i wanted to learn more about Google AdWords and SEO
- \*I knew very little about online advertising and adwords - wanted to learn.
- \*I like it as a way to improve learning and learning new things by myself.

#### **ORGANIZED BY GOOGLE (14 responses)**

- \*General (8)
- \*It was from Google.
- \*AdWords as dominant eMarketing instruments
- \*appeal of the brand
- \*financial support of Google;
- \*I am fascinated by Google technology
- \*Google certificates to participating students

#### **MADE SENSE (7 responses)**

- \*No risk for students (money or poor campaigns) and no risk for businesses (even with a poor campaign).
- \*win-win situation - students get real life experience, companies get real advertising
- \*Critical aspect of digital marketing.
- \*timeliness, fit with curriculum for this course
- \*The timing was adequate. We have an online component to our residential teaching. The challenge was ideal for that part. It's hard to teach targeted advertising without showing how it actually works!
- \*everything!
- \*The possibility to have a free amount to real test one or more AdWords campaigns.

### PREVIOUS EXPERIENCE (2 responses)

\*We had practiced adwords before, so I wanted my students to do their best in all mean

\*I have been attracted by my previous experience with a firm specialized on the management of key words campaign and organic positioning. Together we develop a thesis project finalized to evaluate how premium position have an impact on the distribution of click between organic and premium position especially when users make search using the brand as key word. This has been the opportunity to develop a research interest on the subject.

### NO ANSWERS (16 responses)

### How resources affected Challenge- How did the resources provided by Google affect your ability to run the Challenge? What specific suggestions do you have to improve these materials?

Category	Sub Category	N	%
Positive responses (64 / 47.1%)			
	Great/very useful/ helpful	38	27.9
	Average/Sufficient	26	19.1
Negative responses (16/ 11.8%)			
	Unclear/complicated	6	4.4
	Operation problems / Rules	6	4.4
	Too much information	4	2.9
Suggestions (56/ 41.2%)			
	Different languages	11	8.1
	Consolidate / trim materials	9	6.6
	More / better materials	7	5.1
	Special tools for professors	7	5.1
	Video / interactive resources	7	5.1
	More Examples	6	4.4
	Better online support	5	3.7
	Darker print on guides	2	1.5
	Future ideas	2	1.5
<b>Total</b>		<b>136</b>	<b>100</b>
No response		34	

### POSITIVE RESPONSES (64 responses)

#### Great/very useful/ helpful (38)

\*General (15)

\*The course materials were fantastic! The Adwords account great! The administration easy.

\*Very good idea to provide resources. In the mean time the resources on Internet were very useful.

\*I think you have it laid out fairly well and this is coming from someone who had ZERO knowledge.

\*Resources assisted process of teaching and learning and provided important references.

\*The supporting material was really good, well written and very specific.

\*For year 1 the resources were good....manuals, grading criteria, structure....

\*The resources really made it easy to set up the contest.

\*It helped me to delegate most of the start up learning to students with the advantage to focus more on the actual

management of the campaign

\*Best thing Google did for me was running the beta competition. This was truly great.

\*The resources provided by Google were exactly what was needed.

\*the resources were extremely helpful - without the "free" budget all students would have boycotted the Challenge

\*It made it possible. Without those very specific instructions and instructional materials, the Challenge would be almost impossible and of little value to my students.

\*I was impressed by all of the communication from Google, which was exceptionally clear, coherent, professional, and helpful.

\*Yes -- thought they were excellent

\*I think the resources were well coordinated and available.

\*The guide and other information was good.

\*I had no clue on how adwords worked and also many of the terms like CTR, CPC, conversions etc. The guides sent by google were very useful.

\*the resources provided were well written and helpful

\*the resources were so useful to make easier our participation in the challenge.

\*Good support. I relied heavily on the videos of your learning center. excellent material.

\*They were overall well done

\*They were just fine, even a bit more than expected

\*Worked well

#### **Average/Sufficient (26)**

\*General (9)

\*Resources were fine (4)

\*These were appropriate. No change recommended.

\*were OK, the best learning was by doing

\*Materials were sufficient.

\*The guides were fine and the on-line help provided for Google AdWords is ok as well. We also purchased a couple of commercial webinar transcripts for the students to watch and that was a good supplement.

\*yes all is right

\*Things were not always spelled out easily but we managed through the steps.

\*They helped, but not enough.

\*Materials are introductory - how to setup account and so on.

\*I think it was quite enough, but I know that my students used more information about Adwords from Google site itself than from given papers

\*Allowed me to conduct the challenge with confidence.

\*Resources guided me for my lectures.

\*I really don't have any suggestions because I recognize I still need to study.

\*What I liked best was the frustration and anger I received in the beginning (ok that wasn't great) but I would not let them stop. I told them it's the journey not the end of this project that is important.

#### **NEGATIVE RESPONSES (16 responses)**

##### **Unclear/complicated (6)**

\*The materials were very helpful but they are long and complex and far from step-by-step. They require a great deal of cross-referencing and sometimes are not all that clear.

\*Test them on business students first. They are not reader friendly.

\*Make the rules (deadlines) more clear!

\*Resources were good but their structure was different from ours .Sometimes they were too "light" while in other cases even the axiomas were for discovery.

\*Some parts (e.g. point distribution/guidelines) a bit unclear/misleading/seemingly repetitive

\*It's been difficult to explain the importance of the account structure. My students are quite output-oriented, thus they think only in terms of key words but not about their structure

#### **Operation problems / Rules (6)**

\*Not enough time (2)

\*The time is too short.

\*I would suggest that instructors backoff from giving too much information too fast.

\*Businesses involving alcohol were summarily denied without any warning in any of the materials

\*Also, accessing some of them [resources] is very difficult and involves accessing Google via a proxy and using a tampered browser. Really unfair.

#### **Too much information (4)**

\*The other supplements helped me, but may have had too much information for the students.

\*Overwhelmed by the quantity of information

\*Too many emails and steps. The entire challenge should be simplified.

\*the multiple e-mails with different attachments and links became a bit much

### **SUGGESTIONS (56 responses)**

#### **Different languages (11)**

\*Spanish (4)

\*Translate them into differents languages such as spanish.

\*Materials in Spanish

\*Materials should be translated into different languages and the challenge should be run in different languages so that all the students would be in similar conditions to participate. Spanish -or other language speaking students can never write and express in the same way natives do.

\*It would be very helpful if there were videos in Spanish. The textbook "Marketing and Advertising using Google" is OK because it keeps it short and simple. But I wish there was a Spanish version. And I also wish it were more extended in certain topics (for instance, tracking tools, ROI, Google Analytics overview...)

\*Maybe your local offices can translate the guides to local language :-) but as online marketing is mostly in English we didn't have big problems

\*If there was a translation of the materials it would be very nice.

\*Again more language than english in the tools and in the documents

\*translate

\*As I said before, it is unfair that the resources in English are much better than the ones in Polish.

\*The problem, I guess, is that our students were not interested on the challenge at all. The language problems were a complement to our difficulties.We translated the resources in a meeting and discussed about it with the students. The students then only took notes about it. I guess that was our mistake.

\*Materials not only in english.

#### **Consolidate / trim materials (9)**

\*provide everything in one go on an easy to search/retrieve microsite....

\*Reduce repetition.

\*Consolidate materials so students have one reference document instead of three separate handouts.

\*The only observation was that there was lots of overlap between teh various packets. things in teh "textbook" were also in the academic guide, student guide, etc. Try to find a way to streamline and not have as much repitiion mgith make the amoutn of materials smaller??

\*Avoid verbosity. Be brief.

\*I would suggest putting everything together in the guide (for example, how to upload doc or manage ad words)etc. Maybe all these documents can be combined to one.

\*Google provided a tremendous number of resources. To be honest, I'm not sure which resources my students relied upon most. I think that it might be helpful if Google was able to cut down a bit on all the materials that they provide. I think it can be a bit overwhelming to the students, and it made it hard for me to make specific recommendations about what the students should read. There may be some redundancy across these materials that would allow Google to eliminate some.

\*perhaps make them more modular/concise

\*Reduce the text to include only Ad Text items central to the competition (the text book size must have scared many students).

### **More / better materials (7)**

\*As I said before, it would be very helpful if you could put together some basic classroom materials, recognizing that we can't devote tons of hours to this in the course of a regular class.

\*Perhaps links to news articles and other sources would help.

\*Again, make sure the quizzes match up with the chapters

\*The only suggestion I have is to add two pages on the web. One would be an overview of the due dates and one would be an overview of the checklists provided.

\*It should be more specific in terms of impact ("what if situations", for example), to help out the process of decision making.

\*The Academic guide was a bit too simple - lack of some important info.

\*You need student input on the materials. Some of the information (e.g., Marketing Mix versus Promotional Mix) was not correct.

### **Special tools for professors (7)**

\*Account for professors to learn. Ability to track student group submissions.

\*I just wanted to have reports on my students results

\*Allow late registrations for professors, as some relevant classes were after the deadline for professor registration

\*I would like to be able to login to the team's accounts to see what they are doing. I felt disconnected from them and wasn't able to view their campaigns. Professors should be able to do so.

\*The "better you can make the professor look" the better. It's hard to keep up with this stuff, books don't have it, etc. so Profs can look pretty dumb in class; some of the students have more experience since they work parttime.

\*The only thing I wish I had was a way to view when the groups were registered and when they were funded. As a faculty member I need a way to track this. I had groups that were funded and didn't know it, others who had issues with getting registered and there was no way for me to simply log into a website and view all the accounts associated with my class. I would also like to be able to track the groups. I didn't know that one of my groups never upgraded to the Standard Edition and their entire project was a bust. I had no way of seeing their accounts. I had too many to manage in class and they never brought it to my attention.

\*Provide more tools for professors to monitor students progress

### **Video / interactive resources (7)**

\*Provide a CD with the online video presentations on the use of Adwords for low bandwidth countries.

\*I would like to see more video step-by-step in creating the campaigns and using the sandbox style applications.

\*it should be made more interactive

\*a DVD on the online video clips would have been helpful

\*An on-line tutorial, or a trial run at setting up the accounts and the parameters.

\*Perhaps, a "dummy" account to play around with would have been nice.

\*interactive tutorial for students

**More examples (6)**

\*Examples would be helpful

\*It would be helpful if Google could provide us with some examples for average results of AdWords-campaigns.

\*A well-practiced campaign can be given as an example to visualise novice people to get the idea of the competition and its phases.

\*The text book should be more detailed. There should be more examples, case studies etc so that students grasp the material well.

\*More information of how to do the post-campaign, some examples.

\*steps to overcome problems

**Better online support (5)**

\*Maybe send us a book and have an online discussion community.

\*Provide daily/weekly FAQ email updates so that staff and students are aware of common issues (I am not sure how many students access online blogs on questions-answers).

\*No on-line Q&A service is a pity.

\*The materials were supportive however an online webinar and/or access to elearning or EPSS would support students better.

\*Maybe a message board would be better than (only) the tons of emails.

**Darker print (2)**

\*Some guides were hard to read. The print was too light.

\*Biggest suggestion: the manuals are all done in gray type that does not copy well!!! This is a problem! Please redo them in black and white!As I said before, it would be very helpful if you could put together some basic classroom materials, recognizing that we can't devote tons of hours to this in the course of a regular class.

**Future ideas (2)**

\*It would be interesting to have something more advanced for next year - as some students that they want to do it once more. Especially about strategies, campaign planning, testing, CTR optimization.

\*Focus the materials and the Challenge to obtain Google Certification later.

**NO ANSWERS (34 responses)**

**Factors that found frustrating–What factors frustrated you with the Challenge?**

Category	Sub Category	N	%
Operational factors (35/ 24.5%)			
	Implementing / using AdWords	16	11.2
	Too much work / demanding	10	7
	Challenge timing	5	3.5
	Competition window	4	2.8
Support materials / Regulations (34/ 23.8%)			
	Language	11	7.7
	Challenge guidelines/rules	9	6.3
	Confusing information	8	5.6
	Too much information	6	4.2
Generally satisfied		15	10.5
Want professor access		11	7.7

Students lack of interest		10	7
Instructor training		10	7
Poor communication		9	6.3
Suggestions/future plans		8	5.6
Clients Issues		7	4.9
Miscellaneous		4	2.8
<b>Total</b>		<b>143</b>	<b>100</b>
No response		21	

## **OPERATIONAL FACTORS (35 responses)**

### **Implementing / using AdWords (16)**

#### \*Keyword pricing / costs (3)

\*Pricing of key words seemed to spike to unreasonable levels near the middle of the challenge - went from \$0.10 to \$5.00

\*increasing keyword prices

\*First the process of the Challenge seemed to be difficult. After looking at (and thorough) the guidelines the only thing remaining questionable was the calculation of costs.

#### \*Campaign started early (2)

\*having students make unhelpful mistakes (not learning ones) like starting to spend inadvertently

\*My students' campaign started before they intended.

\*some confusion over creating the teams/AdWords account vs. beginning the campaign - please squash that bug with clear messaging or a better UI for faculty

\*Some of the initial setup was a bit confusing. Students did not know if they were doing the right thing

\*technical problems with AdWords account

\*The low CTR-Rates in my student teams were frustrating. We did not know if the results were good or bad - we had no comparison.

\*Registration and the regular account requirement to create funding, and US dollars, were a problem for a few groups.

\*in my own account (free voucher), I had a hard time figuring out how much money I had spent and ended up overspending my budget. It seems that you should be able to set a hard cap on the spending, not have to monitor it like crazy to ensure that you don't go over.

\*somewhat difficult to learn new tools for non-IS or non-marketing majors

#### \*Conversions

\*Also, the students weren't reacting fast enough to slow moving words. Several teams did not spend much of the total budget, while others burned it up quickly.

\*We have also created the shop for the organizations, so the number of pages view was very small at beginning. And it was difficult to know if the problem comes from the age of the shop or from the choice of keywords.

\*Students could not find things in the AdWords interface.

### **Too much work / demanding (10)**

\*Too much work and maintenance on my part.

\*the too many hour working for the students

\*Many inquiries (more than running my other assignments) from students particularly those with little internet background.

\*Too much reliance on instructions from me

\*time-consuming

\*The challenge requires a great effort of study to understand and to succeed.

\*Limits of class time

\*That it was hard to get enough out of class time with my students to help them with the nuisances of online marketing and search engine marketing. I knew that my students would probably not be competitive with all of the other entrants in the Challenge because of this.

\*it was a complete outlier of normal teaching schedule, so I had to divide my attention over "regular" issues and the Challenge

\*Only one professor could administer the students. Since the focus is across a couple of courses and professor's time is limited, it is a good idea to allow at least two professors to help the students with their work

#### **Challenge timing (5)**

\*Not in sync with the semester

\*co-ordinating all the teams and keeping them on the same timeline.....

\*Timing

\*Too long.

\*only time shift on my course

#### **Competition window (4)**

\*the timing. I would like to see a one month long challenge.

\*Also the three week window is a short one especially because by the time students get the hang of the challenge, the three week window would have already passed.

\*It also would have been good to run the challenge for a longer time (instead of three). By the time that students became familiar with the analytics and figured out the importance of a "call to action" in the AdWord heading and the importance of the connection between keywords and ads, the competition was over. It would have been beneficial to have had an extra one or two weeks so that they could put their insights into action.

\*The fact that this had to be run only for a short duration. Would have been great to let students decide how long they wanted to run this as well.

### **SUPPORT MATERIALS / REGULATIONS (34 responses)**

#### **Language (11)**

\*The reports. We have English as a second language, quite a few students speak enough for writing their mind.

\*There is no portuguese documentation. A lot of students wished to participate, but didnt know English very well.

\*Some students do not have English as a first language and tend not to read.

\*The language of the instructions

\*their should be a handicap for students from less developed countries and for non-natives due to scarcity of Adwords resources in langauges other than English - American students were able to afford buy books, use online Google resources and read blogs that my students were not able either to read or to purchase; Google resources in english are much more better - I spent a lot of time translating documents, explaining certain issues, etc.

\*Such as I said before, english is not easy for average Colombian student.

\*the language for the report

\*That not all of my students know very well english and they had a real trouble for writting the campaigns.

\*Competition is in English and classes are in Polish - some students didn't want to prepare post campaign report in English. And I can only demand to grade it in Polish.

\*Some language problems. It is a disadvantage for spanish speaking students -even if they speak english to learn, read material and write reports in a foreign language.

\*The Challenge was not available in Spanish (or any other local language) this was especially difficult for my

students.

### **Challenge guidelines/rules (9)**

#### **\*Client recruitment (3)**

\*Too strict rules. For instance: businesses who have used AdWords before are not allowed. Since we had to look for "results" it took us a loooooong time to find the proper clients.

\*It was frustrating to learn also that clients must not have run an AdWords campaign within the last six months (this was not mentioned in the guide), thus limiting client choices. I felt the frustration when students were rejected by clients.

\*the fact that only "new" businesses were allowed to participate - Google's intention to use student and university connections to attract new clients was too obvious

\*Some of the rules were also ambiguous.

\*unfavorable rules

\*the only thing that I was mildly frustrated with was that I thought there was some redundancy in what the students had to report about in the post-campaign summary

\*For graduate students, the reports were short and did not allow them demonstrate the extent of research undertaken. The assessment, as it is built on analytics, does not reflect some of the work and learning achieved.

\*The requirement that the post campaign had to be handed in three weeks after the end of the campaign. This put a lot of stress on me and the students. It shouldn't have mattered when the report was handed in after the end of the campaign. Also, I was so concerned that the students might not understand how to deactivate their campaigns once they signed up I didn't allow them to sign up for AdWords until after the Pre-Campaign and just before the Post-Campaign. This put them at a disadvantage in understanding the project.

\*Problems adapting to Challenge deadlines

### **Confusing or complicated information (8)**

\*sometimes it was cumbersome to find relevant information on the web site, the navigation wasn't easy to use

\*The text book was inadequate.

\*It was hard to find specific answers to questions because information was spread across so many different documents.

\*URL to upload forms was not clear; should be in handbook; handbook should have all instructions from soup to nuts;

\*Supporting material by google was not very useful sometimes.

\*complicated instructions that students could not follow.

\*I answered this earlier - the quizzes in the text book were not always answered in the chapters.

\*support material

### **Too much information (6)**

\*Support materials for the students frustrated me. The textbook was a great resource, but I ran this challenge in a class that is not Internet Marketing or IS, so I had no time to devote lecture time to the topic. After talking with students, they stated that they did not have time to invest in a supplement of 120 pages. a 10 page overview of the interface and strategies may work better.

\*TOO MUCH INFORMATION in the beginning. Definitely I will not do that again. I gave them all the links too quickly because I didn't know how to do it either. In the end it was ok and I explained very "real world"

\*The materials provided were long and complex. While AdWords is not rocket science, there is a great deal to learn and cross-reference. I feel we only scratched the surface.

\*the amount of material to master

\*Too many information on the web site. Most of the places and guides repeated the same things, but when you needed information that you before hand saw somewhere, it was almost impossible to find it.

\*there were a lot of resources available to help students (textbook, online learning center, etc.) but it would have

been nice to have a more condensed set of materials for use in class. It was hard figure out what to spend classtime on, given that I definitely could not cover everything. I had to leave a lot of the learning up to the students, which is fine, but they really struggled at times. Some terminology seemed inconsistent (placement, content, site targeting all seem to be the same thing?)

### **GENERALLY SATISFIED (15 responses)**

\*General (13)

\*You know, there wasn't much. I was very impressed with how well it ran. XXX and XXX deserve a LOT of credit for this.

\*very few, maybe I spent a lot of time reading all the post summary documents

### **WANT PROFESSOR ACCESS (11 responses)**

\*I couldn't see student accounts, I had to send emails to Google when accounts weren't working/activated. Money was spent before some groups realized it.

\*I had no control over student submissions in the sense that I couldn't see whether they had submitted their reports. I also didn't have access to an account myself. Couldn't answer specific questions since I didn't have the opportunity to play around with it. Had no access to the campaign statistics for individual groups.

\*Not having access to the students results. I would like to have reports on my students daily and weekly results. Also the setup of the teams had to be done at a single time.

\*Instructors had no access to accounts.

\*Maybe the ability to check how my teams are doing (online in real time)

\*my inability to keep tabs on groups as teh campaigns were progressing. I wish I could get into each of their accounts adn "look around." next time I think I may require them to give me access??

\*I would have liked to see what the students were doing. I would have like access to their accounts.

\*That I could not manage the 9 student accounts via the Client Manager function. For me to have individual access to each account, I would have needed 9 different email sign ons and passwords. Really quite unreasonable. So, I used the team captain's access (their email/passwords) to access the accounts.

\*I could not help because I did not automatically have access to their campaigns.

\*Also the professor had very little monitoring tools on student campaigns.

\*Group management. It would be great if we could automate the creation of a client center for the faculty, so all student teams were automatically created using accounts that were set up under the Professor's clinet management umbrella. This would greatly facilitate monitoring.

### **STUDENTS LACK OF INTEREST (10 responses)**

\*Reluctance from the students as this was not graded. They dint see the opportunity, they only cared about their marks.

\*some students got disinterested and were not very involved in the team.

\*Some students didn't give it the necessary attention.

\*Lack of interest or efforts from some students.

\*Some students just did not participate. They were hiding within their team but this is a general problem of project work.

\*Students dropping out. Initially we started off with 8 student groups - when it was time to get a client, a lot of them met prospective clients and when the going got tough, they dropped out. We were finally left with 2 teams.

\*The students did not complete their tasks.

- \*my students failed to keep me informed of their progress or results
- \*accept perhaps that the once the class was over, the team members moved on to other things and are hard to contact at this point.
- \*Students did not provide regular feedback on keyword strategies

### **INSTRUCTOR TRAINING (10 responses)**

- \*Also, I would have felt more comfortable teaching the material if I had more training.
- \*To always check what information is specially for the teachers, and what have I post to my students.
- \*I didn't know enough to offer strategy ideas to students. I would know more now. More "teaching notes" would help.
- \*Not enough pre-material for learning the technology prior to implementing the challenge. The online video clips were good, but I would have liked some hands-on tutorials (for faculty!).I also would have liked some case studies. (Maybe you can get some from this challenge!)
- \*I was unsure of strategies/tactics to increase CTR for keywords and adgroups. More guidance was necessary.
- \*getting Qs from students that I could not answer and were not obviously findable on the google site
- \*Not knowing Google's algorithm or how they would evaluate the students' work.
- \*Very little documentation on campaign procedure. For example how to submit the reports, who submits the reports.
- \*I missed in the instructions the professor password - I took it to be an example and thought I would be emailed my password separately not realizing it was in the instructions. Was solves easily enough.
- \*having the first time experience got me some hesitations

### **POOR COMMUNICATION (9 responses)**

- \*insufficient information abt what other college are doing especially in terms of what businesses have they selected etc
- \*Poor communication with Google, little interaction with other academics
- \*to be able to get in touch with the google team
- \*All communication sent to team captains from Google should have gone to the Professors, too. (example note on how to covert accounts to business owners).All students should have been registerd and have received all email communication (don't rely on the team captains only).
- \*We have got (too) many mails.
- \*Chaotic communication
- \*Wish I would pick up the phone and speak to someone when I did not know something.
- \*It was frustrating being asked questions that I had no answer to, such as bidding, CPC, etc. Students should ask Google who should then email answers to all professors.
- \*I missed in the instructions the professor password - I took it to be an example and thought I would be emailed my password separately not realizing it was in the instructions. Was solves easily enough.

### **SUGGESTIONS/FUTURE PLANS (8 responses)**

- \*More money (2)
  - \*It would have been nice to have a bigger budget.
  - \*I think for an adWords Kampaign of 3 weeks the money was very small
- \*Would like to have a class focussed solely on the Challenge
- \*students would have like an interactive tutorial
- \*I would have liked to have more time to organize the challenge in order to create more opportunity of interaction between firms and students. A sort of community that could cooperate more in order to

improve the efficiency of each team and create opportunity for cooperating also in the future. I'm trying to do this ex-post by organizing a meeting between students and participating firms in order to create the opportunity to share experience.

\*It consumed the entire class. I had not expected that. But it was okay.

\*The response system

\*Stronger support from local or global Google offices would be needed. More visibility of the Challenge in the media,

#### **CLIENTS ISSUES (7 responses)**

\*poorly designed landing pages to convert goals

\*Many many of the clients were unable or unwilling to add the tracking code onto the website. Since many are small businesses they pay a firm to manage their website and the firm wanted a fee to upload the code. Others just did not understand what the code was going to be used for and did not want to deal with it. This was a loss for the students.

\*As already noted, the inability to make changes to landing pages/websites.

\*Mostly the clients.

\*other than the occasional lack of timely responsiveness from the client companies. Also, none of the companies allowed the students to implement the code to support Google Analytics on their site.

\*Student online marketing strategies were facile; Problems related to static websites (not database driven); non-availability of site measurement metrics for websites

\*In the future it might be helpful if Google could put together a packet for the business that includes the code and detailed (but simple) explanation of why the code is important and what it does.

#### **MISCELLANEOUS (4 responses)**

\*Questionnaire is too long (2 responses)

\*This survey is way too long!

\*This long questionnaire.

\*I also saw the entire Challenge as an ad for Google.

\*Press coverage in Germany has been very poor (though much better in Switzerland)

#### **NO ANSWER (21 responses)**

**Search Engine Ability - Did your search engine advertising, online marketing, etc., experience prior to this project (or lack thereof) affect your ability to lead the project? How did you leverage/overcome these strengths/weaknesses?**

Category	Sub Category	N	%
Some Experience (39/ 30%)			
	Background experience	31	23.8
	Google AdWords experience	8	6.2
Lacked Online Marketing Experience		13	10
Search Engine knowledge (38/ 29.2%)			
	Google materials and resources	15	11.5
	Learned with students	10	7.7
	Let students learn by themselves	7	5.4
	External support	6	4.6

No real problems		20	15.4
Will do better next year		7	5.4
Problems		6	4.6
Benefited from the Challenge		5	3.8
Miscellaneous		2	1.5
<b>Total</b>		<b>130</b>	<b>100</b>
No response		31	

## **SOME EXPERIENCE (39 responses)**

### **Background experience (31)**

\*I had worked in search engine optimization almost ten years ago....so the basic principles held, but the execution was completely different. However, this experience gave me the confidence to tackle the project in the first place. I leveraged my experience in the past to gain credibility

\*Was definitely good that I know a lot about search engine. I needed to do a lot of readings on search engine marketing, though. Beyond materials given by Google.

\*My previous experience was determinant to set up the project but the use of adwords was so easy that the students learnt a lot more this way. I also enjoyed to learn this tool.

\*I have talked about this before in another class and I think that helped the students quite a bit.

\*I understood the concepts so was able to discuss issues with students.

\*yes, I am good in search engine technology. The experience is helpful.

\*My previous experience helped me to lead the project and to provide students with the opportunity to learn from and establish a relationship with experts that work in the field.

\*I am a SEO manager so it strongly helped me in the challenge

\*prior experiences helped in explaining the search engine advertising strategies and possibilities, being familiar with the terms in English and in Hungarian helped also.

\*My interest in online advertising and prior knowledge helped me set the stage well for what students can expect to learn from this project. My excitement at the potential benefits small businesses might get from this in a difficult economy motivated the students ( I think :-)).

\*Yes it did. I had done a lot of work in the late 1990's in an attempt to start a dotcom - I registered a domain name and later dropped the project. That learning helped me lead this project.

\*I have already had experiences with "important factors" and strategies to get a good position in the organic listing of Google. To try Google Adwords with the students was an interesting experience for me also because normally it is not possible to play with real money.

\*Yes, I do online consumer behavior.

\*I was familiar with the area, but I learned a lot.

\*Yes ... helped immensely.

\*experience helped

\*My prior experience helped a lot.

\*I think my experience helped my students a little.

\*Of course I know how to search engine advertisement

\*No, I had sufficient previous knowledge.

\*Yes I had already experience with this

\*I knew enough to assist and the project was not that complex.

\*For me it was easy to give the students a (hopefully?) good introduction to Google AdWords and Analytics.

\*I had experience with online marketing and search engine advertising, but I did not have experience using the Google interface, which provided a challenge when I was trying to answer questions about it.

\*I had previous experience with online mkt but not with adwords.

\*My experience in the ad agency business enabled me to advise students on writing effective ad copy. My lack of experience in Google algorithms and familiarity with running the AdWords account did not help in providing answers when one team constantly asked questions.

\*I have strong advertising background but more on traditional type of advertising such as TV and magazine. Some of the principles were shared between traditional media and online advertising so I am quite OK with the google project. I did spend a lot of time on familize myself with the ad word design and analysing the online results. I wasn't familiar with the technical side of the online advertising so this project helped me on that.

\*I'm pretty familiar with e-commerce, but I hadn't gone into detail on how to actually use Google Adwords. It wa something I wanted to learn anyway.

\*I had previous experience with online marketing (hotsites, banners etc) but not with Google Adwords.

\*Probably. I had earlier run projects where I selected a web site, pick keywords and develop ad copy. So I had seen what students were likely to do up to that point.

\*had some experience before; got up to level by using all available tools within team accounts and monitoring their progress

### **Google Adwords experience (8)**

\*Yes, my previous experience with running online marketing campaigns using both Overture and AdWords allowed me to run the class. I don't think I would have taken on the challenge if I didn't have some familiarity with the applications.

\*I took advantage of the voucher to do a business myself and get some experience. That helped a ton. Wish I'd had more money to spend though so I could do a few more things.

\*Yes. I'm a GAP and I find it easier to teach a subject that I know well.

\*I read the literature, and tried out the system before I started to work together with my student team.

\*Yes we definitely had that advantage since we were already experienced prior to this exercise

\*I was already strong in the topic and google certified.

\*I had a strong experience with search engine and Adwords, so it was easy to lead the project

\*I've tested Adwords campaigns with prior student groups for real businesses. So, I had understanding of what I needed to teach the students. With prior knowledge; I would have been quite lost (as anyone is the first time out).

### **LACKED ONLINE MARKETING EXPERIENCE (13 responses)**

\*I had not engaged in the use of keyword advertising prior to this course, so was dependent on resources provided and in-country assistance. Regretably because our university is not in a major metropolitan centre, we were unable to help from the training and support consultant designated by Google. Students relied on the professor to communicate online with this consultant - rather than communicating directly.

\*It did. I had no experience.

\*Certainly my lack of experience was a hamper.

\*Yes ... lack of ... gain experience.

\*Yes. I simply didn't have enough background myself to feel like I was a significant enough expert to really lead my students.

\*I knew very little about search advertising (and am still far from an expert).

\*Yes. Our own lack of prior experience probably "hurt" the students in some ways -- because we could not prepare them for everything.

\*yes, students indicated that they would like to have more guidance but i couldn't due to lack of experience in adwords

\*Yes, my experience was little to none.

\*My lack of knowledge was both good and bad for the students. Some individuals took the challenge to find out for

themselves (the good) and others were too frustrated because I couldn't answer their questions (the bad).

\*It was very difficult to teach what i had a bear idea to use.

\*I had no hands-on experience with Google adwords before this project. That made me a little nervous, but I was upfront with the students about this and they did not seem to have any problem with it. I felt like I was able to give them constructive criticism despite my lack of experience.

\*My lack of experience with the AdWords interface definitely impeded my ability to help students

## **STRATEGIES TO IMPROVE SEARCH ENGINE KNOWLEDGE (38 responses)**

### **Google materials and resources (15)**

\*I also went through a bunch of the modules in the online learning center.

\*I had to direct the team to read up on the Challenge website or I had to read up on optimizing tips and forwarding these to the team.

\*I overcome them by reading a lot.

\*provided google materials

\*I was aware of them and the resources offered by Google were very good.

\*Online materials including those provided through the challenge were sufficient.

\*I followed the textbooks that Google provided to the students to be able to get up to speed myself.

\*I tried to offer maximum of supporting materials

\*I have to study all the papers

\*no, the text guides are clear enough to understand everything related

\*The materials provided were helpful, and especially, the chance to try it out ourselves ahead of time.

\*I had to read a lot of google support material.

\*I took some more time to get familiar with as much as possible with these subjects.

\*Since i had no prior experience in SEA, I had to read quite a few external references.

\*Yes, I had to study a lot to lead the project because it was new for me.

### **Learned with students (10)**

\*I told the students that I would be learning right along with them; that I understood these topics in theory, but that we would all be in this together. They really enjoyed it. One student said, "Professor, I've never heard you say 'I don't know' before." I allowed myself to be vulnerable and to take student help to work through things. I could do this because I have established myself as a respected expert with them in other ways.

\*I was learning right along with my students;next time I will assign "Adwords for Dummies" as a text

\*I sat with groups to show them what to do.

\*I positioned it as "we're learning together" which most students accepted, but some were not impressed with that attitude.

\*tried to learn along with the students.

\*To some extent. I went through the materials in detail and explained that I was a facilitator cum teacher.

\*I was learning based on student experiences

\*I have to do it because I was in "competition" with my students. Finally we can overcome by being mutually proud..

\*I had to ask my students :-)(Of course, I had read most of the materials given out by Google.)

\*I tried to coach the students very closely.

### **Let students learn by themselves (7)**

\*I didn't want to lead my students in way I manage campaigns to my clients (I work as consultant, trainer and lecturer). I used my experience just to check them

\*in fact, I was unable to use my experience because my students worked independently

\*I left it up to the students to figure it out.

- \*I did try to let the students work for itself and try to not interfere in it.
- \*The students were largely self-directed.
- \*On the other hand, there's nothing like "learning from doing," so I don't know that I would change things much. I think that students learn best when they discover marketplace realities for themselves.
- \*minimal experience in online - students did most of the heavy lifting for generating ideas

#### **External support (6)**

- \*Guest speakers (4)
  - \*Used outside expert as guest speaker
  - \*I contacted a local Google-AdWords Agency and invited the manager to speak in my class. His speech and the discussion with him was very helpful.
  - \*I also invited professionals to my lessons.
  - \*Yes!!! I brought in guest speakers to help but it still wasn't enough.
- \*Actually I used to work as Interactive Creation Director in an interactive ad agency, and so I asked for help from some friends that works with media planning whenever I needed some tips.
- \*ask the experts.

#### **NO REAL PROBLEMS (20 responses)**

- \*None (16)
  - \*I'm not a search specialist but the whole course is about the broader online marketing arena.....so no problems here.....I just re-assured students that I would grade their learning over their results....i.e. make it a safe place to make mistakes.
  - \*The problem was not related to SE, so it didn't matter.
  - \*No, it was no problem that I was learning 'on the job' for a graduate class, but it could have been a problem for an undergraduate class?
  - \*no, everything works good

#### **WILL DO BETTER NEXT YEAR (7 responses)**

- \*Yes, I was not an expert at the outset so many questions were hard to address. now I know a lot more and am excited about doing it again. Next time I'll be a much greater asset /resource for students.
- \*I wish there were more for me to be able to find the information more easily; it was really time consuming for me to try to become an expert more so than my students to lead the project.
- \*So links to additional resources with more general information would have been helpful.
- \*I am learn from the weakness to develop better results in the future
- \*I think if I should have a previous training it would have been a better leading.
- \*I will do much better next time. My understanding was limited at the start of this project.
- \*HA what experience. Yes, I will be a much better facilitator next time.

#### **PROBLEMS (6 responses)**

- \*I guess one thing the students had difficulties about was the language. It is difficult to get them to read in English.
- \*The problem is that we spend too much time searching for the convenient clients and couldn't start with the real training until we found the proper clients. Maybe I spent too much time discarding "useless clients" that wouldn't give good results for the challenge.
- \*With the three-week time-frame, however, there's not enough time for the discovery + implementation/changes based on those discoveries.
- \*I tried to stay ahead of the students, but given the time I had to prepare before the semester, it wasn't really enough.

\*I requested training prior the challenge to a local online marketing agency so that I can teach better but they did not help us. I also asked for a professor account with money charged to run a campaign by my own but it arrived too late

\*However, I would have liked to give more guidance on how to improve CTRs.

#### **BENEFITED FROM THE CHALLENGE (5 responses)**

\*it did give me and my students an idea as to how we can further improve upon the advertisement. it basically gave us a foundation of work upon

\*Learned as we got more involved

\*I learn a lot and I think my strenghts have improve

\*I am interested in search engine optimization, competition give me opportunity to compare organic results with adWords results.

\*I got some little experience with AdWords application, I improved my ability and skills in this project. Thanks Google.

#### **MISCELLANEOUS (2 responses)**

\*i dont know

\*Yes

#### **NO ANSWER (31 responses)**

#### Suggestions to Improve - What suggestions would you make to improve the Challenge?

Category	Sub Category	N	%
Revise Challenge regulations (57/ 40.7%)			
	Challenge timings	18	12.9
	Recognition / Rewards / Feedback	14	10.0
	More languages	9	6.4
	SME recruitment	8	5.7
	Grading	3	2.1
	Budget	3	2.1
	Team size	2	1.4
Better support (55/ 39.3%)			
	More professor training / support	14	10.0
	Automate/ Improve process	12	8.6
	More materials	10	7.1
	Revise/refine materials	9	6.4
	More student support	6	4.3
	Provide an online forum	2	1.4
	Improve customer service	2	1.4
Good as is		13	9.3
Miscellaneous		6	4.3
Better promotion		5	3.6
Future plans		4	2.9
<b>Total</b>		<b>140</b>	<b>100</b>

**REVISE CHALLENGE REGULATIONS (57 responses)****\* Challenge timings (18)**

\*Run Challenge more often (10)

\*It would be nice if this could be taken in the fall with the final results provided in the aprinf while the students are still here.

\*My course runs from September to December. That time of the year would be much more convenient.

\*Have it each semester.

\*I'd like to see the challenge run during both semesters with the winners chosen on a yearly basis or academic calendar.

\*Run it twice yearly. The Academic year in the southern hemisphere has summer break Dec -Jan. Our semesters run Feb-June and July-Nov. What If the Challenge was on again Aug/Sep/Oct? Even without the grand prize offering, the \$200 subsidy per academic group would be a great educational tool. And it works for Google & businesses!

\*Run it again in the fall instead of waiting until next spring.

\*It should be possible to participate in the Challenge permanently, not only in the months of February to May.

\*To be more flexible about the dates.

\*Change the start period. It must start after the beginning of the semester

\*I would need to integrate the challenge more closely with the media management component of the course (the GOMC occurred too early in the year to offer maximum benefit to learners), required a restructuring of the course

\*Longer competition window (6)

\*maybe run it a little bit longer

\*more time

\*As already noted, let it run for a longer period of time.

\*Let student groups run this for a longer duration during the semester (so they have enough time to work out the kinks).

\*Longer times for the campaign.

\*extend it to 4 weeks

\*Submitting reports (2)

\*The post campaign deadline timing is poor as it conflicts with end of the semester exams.

\*Less time for results, for example we finished classes on May 15th, by the time of the results my students will be on vacations and the impact is not the same.

**\*More recognition/feedback for participants (14)**

\*Increase Prizes / Rewards / Categories (8)

\*Increase the number of prizes.

\*Increase prizes fund.

\*The rewards were not significant enough. Since I didn't grade the project, students lost interest and focused more on their jobs and graded work. The rewards for me (the professor) were also not appealing.

\*more prizes

\*global competition leaves too narrow line for the winners. Probably there should be national level competitions also for the teams working in the same country.

\*The prizes are too few compared to the number of participating teams - and participating student groups slim chances of winning (they think it is like a lottery).

- \*maybe create at least one area only for European institutions
- \*To make different categories : new shop, local shop, international shop, aso.
- \*Certification possibility (4)
  - \*Add certification process.
  - \*For example, we can work together in order to graduate students as google professionals when they finish the course. I really would like to do so. What possibilities do i have?
    - \*Provide some form of competency certifications to those students who do well. Makes the offering more tangible. Certificates of participation are good, but that's all.
    - \*Also send them [students] hard-copy certificates after completion
- \*More feedback (2)
  - \*Drop the challenge part. It is perfect without worrying about "winning." That way there could be more immediate feedback as teams finish. The biggest problem was that my semester ended and I couldn't give students feedback on their results. Eliminating the competiion part would allow you to give feedback to the groups. Perhaps just compare teh groups within a specific class??
    - \*to get intermediate feedback
- \*More languages (9)
  - \*Add spanish resources (3)
    - \*I think you should consider different languages, or at least allowing the students to use their native language for the reports. And of course, produce the suporting material in these languages.
      - \*The format of the challenge is great. I guess it would be better if we could offer to our students some resources on their language. Our translation to the resources given was OK but I guess they missed something officially translated by Google.
        - \*may be the possibility of making report in French
      - \*Some materials in Polish language would help - students were using polish web page help for adwords rather than English language guides.
        - \*translate
        - \*Materials in English.
- \*SME selection (8)
  - \*potential client firms offered services whereas I think Adwords is more appropriate for products
  - \*It would be perfect if Google could provide the clients!You could make a campaign to attract potential clients who want to participate.And then... you could divide the participating groups according to their business sector. For instance: webs with e-commerce, websites without e-commerce, webs in HTML, webs in Flash... because the possibilities for each of them are completely different.AND THE MOST IMPORTANT ONE Please, allow students to choose different clients that do a similar business. We had to discard many clients because the rules said students had to look for DIFFERENT businesses.
    - \*Allow any business to participate, no matter whether they have already used SEM or have not.- To reduce students' suspicion against the Challenge being a marketing tool for Google, do not follow-up on the Challenge immediately by recruiting the business involved as a new client.
      - \*Also consider a "subset" of the challenge that would allow students to build and then promote their own websites. That would give them better control over considerations such as landing pages. On the other hand, this alternative approach would not introduce businesses to Google AdWords. Finally, as time goes on, it may become increasingly difficult to find a business in the local as small as ours that has not used Google AdWords.
        - \*Either make it easier to determine if a prospective company already uses Adwords, or supply a list of good target companies in an area. Or, consider letting students work to improve an existing Adwords client's strategy.
        - \*Relook at the criteria for selecting organisations - it is very difficult to find and convince small local organisations to participate since they do not have a web presence - and some of them exepect students to help

them put up their websites and do a lot of time-intensive work for them which is difficult for students to manage alongside college.

- \*Help in selecting prospective firms.

- \*Give companies the possibility to register their interest

### **\*Challenge grading (3)**

- \*Have some student judges (not from i.e., Stanford, but schools that participate)

- \*Increase the weighting for the pre-campaign strategy to offset student frustrations from client rejections. Include the condition regarding eligibility of clients in-between AdWords campaign.

- \*Please have a 'global' representation. I would like to see judges from the Middle East or Arabic speaking nations. Maybe for the future we can have an Arabic competition

### **\*Bigger budget (3)**

- \*Bigger budget.

- \*May be a higher budget

- \*Allocate a "per student" budget rather than a fixed budget of \$200 since smaller groups may have worked better in terms of learning as well and students can have the option of pooling their funds to form a larger group...

### **\*Team size (2)**

- \*smaller group size and delegate names to take care of enquiries rather than a generic email address.

- \*The team size was a major impediment. Three students per team is about all this project can handle, but that means having more teams to manage. Figuring out multiple roles for team members so four students could all have a meaningful experience.

## **BETTER SUPPORT (55 responses)**

### **\*Professor support/training (14)**

- \*Professor ability to try AdWords (3)

- \*provide all faculty the option of participating in a faculty competition in in the fall....It can be as simple as \$60 vouchers for a 2 week period, but it really helps gain an understanding of the experience.

- \*Perhaps run a separate competition for professors, who can then experiment with variables.

- \*Provide professor account with money prior the challenge so that teachers can experiment, test and have their own experience on running an account and analyzing data to have in mind tips to improve and optimized campaigns

- \*Run an online orientation course for new academics interested in managing future Challenge competitions.

- \*I propose to organize Summer School in different location and to come with your specialists to offer some tutorials.

- \*Provide training for the professors in advance.

- \*More help up front for the instructor who isn't AdWords savvy.

- \*Provide better resources for professors

- \*I would suggest a more direct involvement of Google in the launch of the project with the set up of an event in the faculty where students and firms could learn more about the future of on-line advertising. This would create the opportunity to promote more even through traditional media the "joint" initiative.

- \*Training to professors

- \*more training for instructors.

- \*Guest lecture in class or at the least a 30 minute introductory video lecture (on-line) to play for students. Perhaps, periodic lectures (15 minutes) from experts at different stages to maintain interest and motivate students.

- \*Try to involve the faculty. It'd benefit everyone.

- \*develop a few PPT presentations on the basics of AdWords:(a) setting up the account(b) using the tools(c) understanding the Quality Score(d) assessing results for optimization

## **\*Automate/improve process (12)**

### **\*Professor focus (8)**

- \*Reports to teachers
- \*Allow more than one professor to register.
- \*Have professors have login privileges so they can monitor the campaigns of the students.
- \*Real time observing teams.
- \*Ability for the faculty to better track the students progress.
- \*All student communication also sent to Prof's.
- \*Prof's to be Client Managers to better manage multiple teams.
- \*Have the prof sign up all the students and list who will be leader and the team have a single account and login that all can use. When I tried to get in to view the account for some reason, google kept wanting me to go to my own personal account and not the one for the challenge.

### **\*Misc (4)**

- \*To set default documents, to Pre and Post-campaign.
- \*improved & personalised web site using login authentication. after login, personalised menu with "to-do" section incorporating personalised deadlines & links
- \*STudents seemed to have a hard time figuring out how to upload reports (had to have the link in an email?). Perhaps make that easier, more obvious.
- \*All students to be registered and receive communication.

## **\*More support materials (10)**

- \*More detailed explanations for the AdWords site interface, slides, how to's.
- \*It was run very well .... following the above; make the Profs look smart. Provide PowerPt slides with things the students don't get; provide "tidbits" and inside info.
- \*Provide answer keys for the quizzes. Make a list of the schools available in a format that's easier to navigate (will help with PR - student motivation as well).
- \*online database which contains the list of participating college and teams and email ids and a short summary of what exactly they are doing.. this will make it more transparent and interesting
- \*More information about the tracking code for the businesses.
- \*Give examples
- \*More information of how to do the post-campaign, some examples.
- \*A complete (but short) virtual guide in video.
- \*Have some seminars/ webinars in the initial stages of the game.
- \*Furthermore it would be great to make an elearning program out of all the paper material. This should be interactive, structured in units and finally all participants should get the possibility to get practical experiences by spending a certain amount of money. We have experiences in that field and would be glad to contribute.

## **\*Revise/refine materials (9)**

- \*The evaluation criteria are vague and I cannot see how you can factor in the fact that the performance of the campaign (as measured by various statistics) will strongly depend on the business context and objectives of the client. Does it mean that winners are not those who made best job given the context but those who had easiest job to do?
- \*Provide instructors with alternate means of evaluations instead of the as some put it vague report guidelines.
- \*Revise student guidelines. They were very confused about the report guidelines. I think it was mostly the formatting. They overlooked things and thought points didn't add up and weren't sure what was meant by some terms.
- \*Look at the final campaign outline. Redundant categories of recommendations, learnings, etc... I would actually remove the learnings portion and clearly make it a report that only the business owners would want to see. (they

don't care about how the learning's took place...just the outcomes).

\*Final report needed more appendix room to do justice with charts/graphs as a regular ad agency would need.

Enable other ad formats: banner, video, mobile, etc...

\*To publiate the evaluation criteria quickly.

\*grading explanations could be a bit more specific

\*Hire an outside writer to edit the instruction manuals -- someone who has experience getting material across to college students.

\*clearer with the material. IN the beginning we had too much material/stuff to read and work through. It should be one Paper for the students and one for the professors - as far as I know there have been more - and different versions - that was a little confusing

#### **\*Student support / focus (6)**

\*Send students packets for the challenge.

\*Better support for the scenario in which the Challenge is truly student-driven -- don't assume faculty are running this for a course. Maybe even let "official" coordination duties be delegated to a student or student group (perhaps subject to faculty approval).

\*betters tools from low level students

\*Give students a few days to use AdWords without losing any budget/time so they can see how it works.

\*consider a "test" simulation where students can practice and lose money and learn before running their actual campaign.

\*Give the students access to practice system.

#### **\*Provide an online forum (2)**

\*I agree with the suggestions of my team.Also it would be useful for professors to have a "forum" next time.We could have been discuss the problems appeared in the process of Challenge.That way also your Google team could be faced with much less problems.

\*You shuld have a webpage more attractive for students, a community or something like that where studenst could find information a get motivated.

#### **\*Customer service (2)**

\*have a quicker turn around time for answers to questions (sometimes it took 2-3 days for the google team to answer questions and that is too long)

\*More customer service

#### **NO CHANGE/GOOD (13 responses)**

\*None (4)

\*Keep it simple, just like it was this year. Don't subcumb to the "feature creep".

\*Overall, i think it was great. I appreciate your timely correspondence when I did have questions.

\*Great job - thanks for creating this challenge!

\*I would not change a thing.

\*None spring to mind. Again, I just knew that my students would probably not have a chance to win against many of the competing teams, but we enjoyed the chance to help those companies in our community and learn what it meant to work with a real client all the same.

\*Good as is

\*I was satisfied.

\*I liked de challenge a lot and think it`s very well planned.

\*Keep it up.

#### **MISCELLANEOUS (6 responses)**

\*see above (4)

\*I don't know

\*shorter questionnaire

#### **BETTER PROMOTION (5 responses)**

\*Spread the news earlier. So that we have time to prepare for it.

\*Announce later the challenge.

\*Provide notification in the Fall so that I can build into my course for a January start.....

\*More marketing in universities. The topic is an interesting one, and in this way some classes like the one I teach can integrate this into the curriculum.

\*On the google main search engine home page, a special note or phrase may be given to improve the dissemination of the projects

#### **FUTURE PLAN (4 responses)**

\*I am going to set this up within my class in a POGIL learning style (much like problem based learning). I will do more inclass preparation in groups

\*Let's make a complete subject surrounding it about online marketing, search engines and related ideas.

\*The Challenge would be the exam itself. Teaching material could be developed by Google with options to tailor it to the institution's needs and properties.

\*The changes are the way I would stress certain aspects such as choosing a client which has already achieved some organic rankings without paid search use.

#### **NO ANSWERS (32 responses)**

**Quote to use by Google - Would you provide us with a quote that your university and Google can use to promote the challenge in the future in the space below.**

Category	Sub Category	N	%
Educational Benefits (40/ 51.9%)			
	Real world aspects	18	23.4
	New, fun, integrated learning	17	22.1
	Hands-on learning	5	6.5
Other Benefits (24/ 31.2%)			
	Student job opportunities	9	11.7
	Win-win collaborations	8	10.4
	SME / community benefits	7	9.1
Slogans		4	5.2
International Competition		3	3.9
General		3	3.9
Future plans		3	3.9
<b>Total</b>		<b>77</b>	<b>100</b>
No response		68	

#### **EDUCATIONAL BENEFITS (40 responses)**

##### **Real world aspects (18)**

\*Great way to work with cutting edge knowledge and apply it for real firms.

- \*Google Online Marketing Challenge gave my students insights in how to manage cost-effective campaign.
- \*The Google Challenge is unique. Students experience the challenge, frustration, and exhilaration of being an online marketing consultant: finding a REAL client, having your media and creative proposal accepted, implementing and monitoring your LIVE campaign, finding out what works and does not work, amending and re-monitoring the LIVE campaign, and reporting on the competition and team process.
- \*The challenge gave my students experience working with local businesses and conducting an online marketing campaign - invaluable lessons that have application in the current business environment.
- \*The Google Online Marketing Challenge was a very good experience for my students. They gained real life experience in a very relevant topic of Online-Marketing.
- \*It provides the students with a "live" test of their abilities to create a working on-line ad campaign for a client.
- \*The Google Online Marketing Challenge energized my students and me. The ability to work with a real-life client and spend "real money" on Google Ad Words was unique and exciting. When I asked the students what they liked most about the class, 12 out of 13 said they liked the Google Online Marketing Challenge best.
- \*Excellent challenge engaging students to work with real companies on real-life online marketing projects.
- \*The Google Online Marketing Challenge is a fantastic way for students to get valuable 'real world' experience in one of the most important marketing mediums of the last decade.
- \*"The best real time, real world" simulation.
- \*This is a very Real World Problem Based Learning Experience for students.
- \*Students have first hand experience with real clients and real budgets to get real results. Is there a better way to gain experience with the real world?
- \*The Google online Marketing Challenge was an amazing experience for my students. It combines real world applications, real time feedback, and gives students confidence in their skills.
- \*The strong brand of Google and the real life experience is extremely motivating for the students.
- \*It was a great challenge that help our students to get involved on real business promotion
- \*This challenge provided my students at with a rare opportunity to conduct a paid keywords campaign in the real world with a real client, data and budget. It was a wonderful experience and one that I will undertake yet again.
- \*Seeing real time results was the most beneficial part of the Google Online Marketing Challenge. In most classes, students propose a plan for a "client" but never have the opportunity to implement the plan or measure its success. Here they were able to do both.
- \*The challenge helped the students a lot to understand eMarketing and how to use AdWords in the real world. A very good idea!

### **New learning, integrated learning (17)**

- \*The Google competition was very helpful in allowing us to understand better how online and offline marketing are and should be treated as an integrated process
- \*The Google Online Marketing Challenge was an exciting, engaging, and practical way for student teams to learn about Google AdWords and Online Marketing Strategies.
- \*The Google Online Marketing Challenge provided the students with an opportunity to learn about an area of marketing that is not generally covered in any depth in the current textbooks.
- \*It is important that business students have an opportunity to learn Search Advertising. One of my graduate students noted that the Google Challenge was the most important learning experience he had had during his college and graduate education.
- \*Including GOMCHA ensured that the course provided the right blend of theory and practice.
- \*Google challenge provided students an excellent opportunity to introduce students to search engine technology and its applications.
- \*The Google Online Marketing Challenge was very effective in helping students evolve and hone their online advertising toolbox, beyond what is generally covered in the classrooms. The textbook approach augmented by the

real world experience was surely invaluable in helping students improve their knowledge base.

\*GOMC was a great experience for me and my students. Google provided students with a unique possibility to learn how PPC campaigns really work.

\*It was a very enthusiastic and inspiring experience where both teacher and students were learning at the same time while discussing real world challenges that most companies need to embrace in this digital era

\*The participation in the Google Challenge has been a timely challenge that has been fun and has brought a very good learning experience to the students. Anytime again!

\*The Challenge was a fabulous learning experience for my students.

\*A great experience for me and for the students involved. Can't wait to participate next year.

\*The participation in the Google Challenge has been a timely challenge that has been fun and has brought a very good learning experience to the students. Anytime again!

\*Google approach to online marketing education is great, they proved that many times in the past.

\*One of the best teaching tools in online marketing

\*To quote one of my team members: 'The Google Challenge made this the best course I have taken at the University. I learned more in the first 2 weeks than in the prior 2 years.'

\*It really helps the students to learn beyond the class room.

#### **Learn by doing, hands-on experience (5 responses)**

\*An opportunity to learn by doing.

\*GOMC gave my students an opportunity to gain hands-on experience in online marketing.

\*Our students enjoyed the Challenge immensely. By participating, they got a hand-on experience that was an excellent complement to our classes. Now, they understand what online and targeted marketing is really about.

\*A good "learning by doing" experience that linked course concepts to a meaningful, applied, industry project.

\*The Google Online Marketing Challenge provided XXX University students with valuable, hands-on experience using innovative marketing tools to promote small and medium-sized businesses from the community.

#### **OTHER BENEFITS (24 responses)**

##### **Student job opportunities / Career development (9 responses)**

\*My students loved the competition and many received paid professional opportunities as a result of it!

\*The challenge was a great opportunity for our students to acquire skills that are highly demanded by the industry. They thus now have a competitive edge over others when applying for jobs.

\*The Challenge gives students a skill set that they can immediately translate to the marketplace.

\*Finally, seniors told us that even their (admittedly introductory) knowledge of AdWords set them apart from other job applicants -- so much so that they either were offered a job because of this experience or they moved to the next round in the interview process because of their knowledge.

\*In the end, students felt like they had learnt something tangible enough to hit the ground running in their search for jobs or careers.

\*Employers tell me they are specifically looking for graduates with online marketing skills, and my students are now well-positioned to take advantage of this need

\*The Google Online Marketing Challenge was a truly rewarding experience for my students and is the sort of thing that will help bring out an even more informed and able workforce that can take on today's opportunities.

\*The idea of investing in students for real professional actions denotes a strong belief not only in the future, but also in the present. GOMC helped us investing on the students.

\*They did not only learn how Internet advertising works but also tested their own performance in a team of high achievers during a challenging project. AS an instructor, I am proud of their performance and happy that their job prospects have dramatically improved.

### **Win-win collaborations (8)**

\*It has been a great opportunity to apply theory to practice and to create relationship between the university and firms. More company should try to focus on the way students could make real life experience of their innovative technologies.

\*The Google Challenge is aptly named. But the students, and the lecturer, and the small businesses, rose to the challenge, learnt and succeeded. As Oliver Twist may have said, Please Sir, can I have some more?

\*This project was a win for the students, local businesses, me, the university, and for Google. This was far and away the best group project I have ever had in my 10 years of teaching.

\*A win-win case for both lecturers and students.

\*I would love to see more firms take Google's lead and develop smart win-win collaborations with universities.

\*Excellent competition for my students, university and for local businesses

\*Google Adword is a perfect example of good marketing strategy: students acquire skills and little organizations start using Google Adwords.

\*The GOMC provided the best avenue to execute the main missions of our university: (1) provide outstanding education, (2) conduct research, and (3) engage in outreach to enhance economic development. I have not come across any course supplement that can improve all of these areas.

### **SME / community benefits (7)**

\*What's more, all three of our clients were delighted with the results.

\*Our Executive MBA students helped local businesses recruit more customers. This is very rewarding.

\*The course is an excellent way for university courses to bring their expertise to the local community.

\*The Google AdWords Challenge added significant value to our Marketing on the Web course by giving students real-world, hands-on experience. Not only were students acquiring new knowledge and skills, but they were also providing assistance to local businesses.

\*Participating in Google's Online Marketing Challenge enabled MBA students in XXX's Electronic Commerce class to learn first-hand about online marketing with search technology while helping local businesses implement the tools.

\*Giving the students a chance to connect with alumni organizations in a real world setting showed a commitment level from the students that is rarely seen.

\*A brilliant project that puts students into real businesses to really make a difference to their online presence. Great learning, good fun and valuable at the same time.

### **SLOGANS (4 responses)**

\*surf the net without maps is an adventure, adwords helps you find your way as the polar star to skippers

\*Google Online Marketing Challenge - Education Beyond the Classroom

\*The hands-on real-life experience in eBusiness. Give your eBusiness plan a reality check

\*Adwords an easy and useful learning tool

### **INTERNATIONAL COMPETITION (3 responses)**

\*Competing with whole World by Leveraging Google Online Marketing Challenge

\*Stuednts loved the ability to be engagaed with real clients while at the same time being part of a challenge from institutions worldwide!

\*We were pleased to participate in GOOGLE Online Marketing challenge and look forward to the next edition. It was a huge opportunity for students to learn PPC marketing with a real customer and real money and competing with foreign students worldwide was pretty stimulating.

### **GENERAL (3 responses)**

\*Yes (2)

\*Doing what matters

**FUTURE PLANS (3 responses)**

\*We will certainly enter the 2009 competition.

\*I intend to increase the time for this challenge in the next running of the course.

\*It would be a great pleasure for me to take part in the next Challenge as well.

**NO ANSWERS (68 responses)**