Course Syllabus

Internet Marketing – ME2094

ECTS Credits: 7.5

Royal Institute of Technology (KTH) – 2026

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Course description and main content

This course will cover the fundamentals of Internet marketing, including theories, tools, strategies, programmes, and methods for assessing performance and opportunities. It will emphasise the vital role of digital technology and sustainability in redefining marketing decision-making for modern businesses. Topics include search engine optimisation, web marketing, video marketing, email marketing, mobile marketing, microblogging, social networking, and viral marketing. Students will also learn how to maintain an effective web presence. Additionally, ethical issues related to online privacy and security will be addressed.

- Introduction to e-marketing
- Theories of electronic marketing and consumers.
- Social media marketing
- Designing digital experiences
- Traffic building and electronic customer relationship management (e-CRM)
- Managing digital marketing
- Digital marketing plan

Learning outcomes

Once students finish this course, they should be able to:

- Analyse various digital marketing solutions and applications.
- Apply internet marketing theories, utilise tools, strategies, and programmes to evaluate marketing results and performance, and analyse opportunities and alternatives.
- Implement marketing functions of the product, including pricing, distribution, and marketing communication across various digital platforms.
- Create a suitable marketing strategy for an existing business using a digital platform.
- Design different marketing strategies for digital media.

Teaching Philosophy

My teaching philosophy is centred on learner-focused instruc*tion*, which means:

- Content is utilised and not merely covered.
- Learners assume responsibility for their learning.
- The professor serves as the facilitator and guide.
- Students take part in groups.
- Students share their knowledge with others.
- Students engage in self-assessment.
- Everyone must be prepared (Weimer 2002).

Digital Support (Canvas)

Additional course-related material and information will be provided in a Canvas course room for students registered on the course.

Language

The course will be conducted in English and will include oral presentations, discussions, and all written materials.

Participants' Responsibilities

- Each student is required to contribute at least ***200 hours*** of work for this course.
- Students are expected to review relevant chapters and chosen cases beforehand.
- Learning to work in a team is vital. Students are responsible for and expected to take part in their teams' activities. **Failure to participate in team activities will impact their grades!**
- Plagiarism will be dealt with in accordance with the University's rules. Copying or unethical use of sources may result in severe disciplinary action.
- Students are required to engage in lectures and seminars actively.

Examination adapted to students with special needs

- The following applies to students with functional variations who have a statement from KTH's FUNKA unit on recommended support measures during examination:
- - Support measures under code R (i.e., adjustments relating to space, time, and physical circumstances) are granted by the examiner
- - Support measures under code P (i.e., pedagogical measures) are granted or rejected by the examiner after the student has contacted the examiner following KTH's rules. Usually, support measures under code P will be granted.

Considerations on the Use of Generative AI

In this course, students are expected to demonstrate their own analytical and critical thinking skills as they engage with the course materials, case studies, and theoretical frameworks.

The use of generative AI tools (such as ChatGPT, Copilot, Gemini, or similar) is **not permitted** for the analysis of case studies, the application of theoretical models, or the development of arguments and insights. These parts of the coursework must reflect each student's independent reasoning and understanding of the subject.

AI tools may be used for general support, such as proofreading, formatting, or improving clarity, but **not** to generate or shape the academic content or analytical reasoning of assignments.

Any detected misuse of AI will be treated as a violation of academic integrity.

Course Structure

This course will include lectures, case studies (group assignments), and project work (group assignments), as outlined in the course schedule at the end of this document.

This course includes lectures on digital marketing fundamentals, strategy development, implementation and performance evaluation. Students apply this knowledge through case studies and the Digital Marketing Decision Lab, a group project integrating strategic analysis, prototyping and exploratory testing.

The ***case studies*** (group assignments) enable students to learn how to apply a systematic analytical approach to identify Digital Marketing problems and create alternative solutions. The case method immerses students in a simulated business environment. When solving the cases, the presenting team acts as a consultancy group, while the other students assume roles as owners or members of the company's executive team relevant to the focus.

The case study involves students working in teams of five and learning to interact with other students, which is an essential part of this course. Each group will be assigned one case study to solve. We will provide case studies during week 46, and teams will present and discuss them in seminars following the course schedule outlined at the end of this document.

Each team will analyze and present one case study during a seminar. Presentations must not exceed **15 minutes** and should address the case background, situation analysis, problem definition, alternative solutions, and justified recommendations. Each presentation will be followed by a discussion.

During the presentation and discussion, the teacher may direct questions to individual team members to assess their understanding of the case and their ability to apply relevant course concepts and theories. **This individual questioning constitutes an oral examination and forms part of the INL1 assessment.** All team members must therefore be prepared to explain and justify the group's analysis and recommendations.

The **PowerPoint presentation must be uploaded to Canvas before the seminar begins**.

Students must report their group members on Canvas by the end of week 45. All team members are expected to participate in group discussions.

Project work (INL2, 4.5 credits) consists of the Digital Marketing Decision Lab. Students work in the same teams of approximately five as for the case study. Each team investigates a digital

marketing problem facing an existing company, compares strategic alternatives, develops and tests a digital prototype, and presents an evidence-based recommendation. The assignment will be introduced on 10 November 2026. The final project portfolio and individual reflections must be submitted on Canvas by 17:00 on 18 December 2026.

Literature

- *Textbook 1*: "Digital Marketing" by Dave Chaffey, Fiona Ellis-Chadwick and Majd AbedRabbo, ninth edition, published by Pearson Education.
- *Textbook 2*: "Digital Marketing Excellence: Planning, Optimising and Integrating Online Marketing" by Dave Chaffey and PR Smith, Fifth Edition, Publisher: Routledge
- *Source of case studies*: Will be announced during class
- *Source of projects*: Will be announced during class

Basic Marketing reading

Here's a list of literature where you can read about basic marketing (but from different angles):

Aaker, D. A. (1992). The value of brand equity. *Journal of business strategy*, *13*(4), 27-32.

Achrol, R. S., & Kotler, P. (2012). Frontiers of the marketing paradigm in the third millennium. Journal of the Academy of Marketing Science, 40(1), 35-52.

American Marketing Association. (n.d.-a). What is marketing? The definition of marketing—AMA. Retrieved from https://www.ama.org

Gronroos, C. (1994). From marketing mix to relationship marketing: Towards a paradigm shift in marketing. Asia-Australia Marketing Journal, 2(1), 9-29.

Holt, D. B. (2002). Why do brands cause trouble? A dialectical theory of consumer culture and branding. *Journal of consumer research*, *29*(1), 70-90.

Hunt, S. D. (2013). A general theory of business marketing: RA theory, Alderson, the ISBM framework, and the IMP theoretical structure. Industrial Marketing Management, 42(3), 283-293.

Kohli, A. K., & Jaworski, B. J. (1990). Market orientation: the construct, research propositions, and managerial implications. *Journal of marketing*, *54*(2), 1-18.

Kotler, P., & Armstrong, G. (2021). Principles of marketing (18th ed.). Pearson Education.

McMurtry, J. M. (2017). *Marketing for dummies*. John Wiley & Sons.

Morgan, R. M., & Hunt, S. D. (1994). The commitment-trust theory of relationship marketing. Journal of Marketing, 58(3), 20-38.

Percy, L., & Rossiter, J. R. (1992). A model of brand awareness and brand attitude advertising strategies. *Psychology & Marketing*, *9*(4), 263-274.

Activity

- INL1: Grade of Case Study presentation, PPT, Oral exam, 3.0 credits
- INL2: Project work (Digital Marketing Decision Lab), 4.5 credits

Grading criteria

The following outlines the criteria for grading INL1 and INL2, which will be assessed from A to F (A to E pass, F fail):

E: The student should be able to translate a problem from digital marketing into an appropriate set of concepts and apply concepts, frameworks, and theoretical insights from the course's primary content to discuss the strategic implications of internet marketing actions and changes in the firm's environment.

C: In addition to the above requirements, the student should be able to apply concepts, frameworks, and theoretical insights from the course's primary content to analyse complex strategic problems.

A: Besides the above requirements, the student should be capable of independently synthesising insights from various parts of the course to offer sound managerial advice on complex strategic challenges.

The course grade will be determined by two kinds of examination activities:

- Assignments must be successfully completed to receive a grade between A and F on the examination at INL1 for the first three learning outcomes.
- INL2 assesses the development of a company-specific digital marketing strategy and strategies for digital media (learning outcomes 4 and 5), supported by analysis, application and performance evaluation (learning outcomes 1–3). All required project components must be submitted. Assessment uses the E, C and A descriptors above and the project criteria below.

The final grade is determined by the results from INL1 and INL2, according to the scheme below:

		INL2				
		A	C	E	FX	F
INL1	A	A	B	D	FX	F
	C	B	C	D	FX	F
	E	C	D	E	FX	F
	FX	FX	FX	FX	F	F
	F	F	F	F	F	F

Case Study

There is no single prescribed format. However, each team should concentrate on explaining, motivating, establishing logical links, and so on. Grading will be based on how useful the analysis is from a decision-maker's point of view. This requires those presenting to

communicate effectively, motivate their audience, and provide logical justifications for the most relevant issues.

As a guideline, the following sections should be included in the written report:

- ✓ ***Background:*** This section should help the reader understand the critical issues of the situation. Therefore, it should extract the relevant issues described in the case. All information about the condition later used in the report must be included, while irrelevant details should be excluded.
- ✓ ***Situation analysis:*** Based on the description provided in the background, this section should incorporate relevant theory, models, and calculations for analysing the situation. Wherever possible, measures should support verbal analysis. Only theory, models, and calculations that enhance understanding of the situation should be included.
- ✓ ***Problem definition:*** Based on the analysis's outcome, this section should focus on defining the problem(s) to be addressed. Care should be taken to distinguish between short- and long-term issues.
- ✓ ***Alternatives:*** This section should list different solutions (activities) for addressing the defined problem(s), including their advantages and disadvantages. Students are also expected to show a clear understanding of trade-offs, their implications, and the feasibility of the proposed options. However, no additional analysis is required in this section.
- ✓ ***Recommendations:*** This section should provide final advice based on the alternatives presented earlier. Any specific information that may be unavailable will influence the recommendation, which must be described and justified.

Digital Marketing Decision Lab

Purpose and scope

Students will investigate a clearly defined digital marketing problem for an existing business or social enterprise. The project connects course theory with customer evidence, strategic choice and practical implementation. Suitable problems include customer acquisition, conversion, retention, digital customer experience or credible sustainability communication. Each group must define a manageable scope and use accessible evidence; a formal company partnership is not required.

Problem diagnosis

Audit the company’s digital presence, relevant competitors and customer journey. Apply appropriate course theories and frameworks to explain the problem, identify the target audience and establish measurable objectives. Distinguish evidence from assumptions and acknowledge gaps in the available data.

Strategic alternatives

Develop two plausible strategic alternatives and justify the selected approach. Address implications for product or service, pricing, distribution and marketing communication, explaining which elements the proposed intervention changes and why. Evaluate customer value, feasibility, resource constraints and relevant ethical and sustainability considerations. SOSTAC may be used as a planning tool, but is not a prescribed submission structure.

Prototype and exploratory test

Develop a digital prototype that demonstrates the selected strategy, such as a landing page, email sequence, campaign linked to a conversion page or redesigned customer journey. A

working mock-up is sufficient; coding, paid advertising and live publication are not required. Conduct a small, structured test with potential users, such as a comparison of two designs, an observed task or structured feedback. Explain participant selection, procedure, measures and limitations. Report findings honestly, avoid generalising from small samples, and show how the evidence informed revisions. Participation must be voluntary; do not include identifiable participant information in the submission.

Implementation and evaluation

Recommend what the company should implement and specify responsibilities, timing, indicative resources and relevant performance indicators. Explain how success would be measured and identify uncertainties and further evidence needed. Distinguish observed test results from projected business outcomes.

Submission format

Each group submits one portfolio on Canvas containing: (1) a decision deck of no more than 12 slides, excluding references; (2) the digital prototype as an accessible file or link, with screenshots as a backup; and (3) an evidence appendix of no more than 5 pages, excluding references. The deck must communicate the diagnosis, theoretical reasoning, alternatives, strategy, test findings and recommendation. The appendix must document data sources, the test procedure and results, resource estimates and measurement choices. Sources must be cited. Each student also submits an **individual reflection of 400–500 words explaining** their contribution, the theoretical basis of one decision and how evidence influenced their reasoning. No separate video or final project presentation is required.

Assessment criteria

The project is assessed on problem diagnosis and application of theory (25%); comparison and justification of strategic alternatives (25%); prototype quality and alignment with the strategy (20%); testing, interpretation and critical evaluation (20%); and implementation, resources, performance measurement and responsible marketing (10%). These weights indicate the relative emphasis of the criteria and are applied with the course's E, C and A grade descriptors. Prototype quality concerns the clarity and suitability of the marketing solution rather than technical complexity or visual polish. The individual reflection provides evidence of each student's understanding and contribution.

Performance expectations

For grade E, the work must define a relevant problem, apply appropriate concepts, justify a feasible strategy, provide a coherent prototype and document a test with a basic interpretation of findings and limitations. For grade C, the work must additionally analyse the strategic problem in depth, critically compare alternatives and connect theory, evidence and implementation consistently. For grade A, the work must additionally synthesise insights independently, evaluate trade-offs and uncertainty critically, and use the testing evidence to refine well-supported managerial recommendations. The existing course grading scheme applies.

Feedback and deadline

The seminar on 16 December 2026 is reserved for project feedback. Groups should bring a draft decision deck, prototype and preliminary findings. The final portfolio and individual reflections are due on Canvas on 18 December 2026 at 17:00. The course rules on academic integrity and generative AI apply to all components of this assignment.

Course schedule – Internet Marketing ME2094

Note! Lecture content is preliminary and may be modified.

Day	Date	Time	Room	Content	Activity
Week 44 · 2026					
Wed	28/10/26	10:00–12:00	Q2	Course introduction and syllabus Introducing digital marketing	Lecture
Week 45 · 2026					
Mon	02/11/26	13:00–15:00	Q2	Online marketplace analysis	Lecture
Wed	04/11/26	10:00–12:00	Q2	The digital consumer behavior	Lecture
Week 46 · 2026					
Mon	09/11/26	10:00–12:00	H1	Sustainability, CSR and green strategies Guest lecture (to be confirmed)	Lecture
Tue	10/11/26	13:00–15:00	Q2	Digital marketing strategy SOSTAC planning for digital marketing Final report description and case studies	Lecture
Week 47 · 2026					
Mon	16/11/26	10:00–12:00	H1	Digital branding and the marketing mix	Lecture
Week 48 · 2026					
Mon	23/11/26	13:00–15:00	H1	Data-driven relationship marketing using digital platforms Case study	Seminar
Wed	25/11/26	13:00–15:00	H1	Delivering the digital customer experience Guest lecture (to be confirmed)	Lecture
Week 49 · 2026					
Mon	30/11/26	10:00–12:00	Q2	Campaign planning for digital media Case study	Seminar
Wed	02/12/26	13:00–15:00	V2	Marketing communications using digital media channels Case study	Seminar
Week 50 · 2026					
Mon	07/12/26	10:00–12:00	Q2	Evaluation and improvement of digital channels performance Case study	Seminar
Thu	10/12/26	10:00–12:00	H1	Case study	Seminar
Week 51 · 2026					
Mon	14/12/26	10:00–12:00	Q2	Case study	Seminar
Wed	16/12/26	10:00–12:00	Q2	Digital Marketing Decision Lab Project feedback	Seminar