

Teaching Tip: Using Google Analytics and Social Media to Enhance Web Performance

Ehi E. Aimiuwu

Edofolks Inc.

info@edofolks.com

Abstract. The aim of the teaching tip proposed here is to encourage instructors to get information systems (IS) students actively engaged in the use of Google Analytics and Social Media to enhance Web Performance (WP). The goal is to open Facebook and Google Analytics accounts, build a personal webpage, and combine these IS applications to enhance WP. This teaching tip, targeting undergraduates, is an assignment series that should be considered a term project and a supplement to an existing course, such as social media, Web design, business analytics, or e-commerce where it should be interwoven into the existing course. By the end of the semester, students will have a combined experience with webpage design, Facebook, and Google Analytics, as well as a hands-on understanding of how IS enhances WP.

Keywords: social media, facebook, google analytics, e-commerce, web design, business analytics.

1. Objective

While many Information Systems (IS) students may have used social media, many are unaware of the hands-on experience of Google Analytics and social media to actually improve the performance (increase customer base in order to increase revenue) of websites based on evaluating their markets, time spent on website, Web visitors, times of visits, and pages visited. Moreover, many students may not have used Google Analytics, or even have developed a personal website. Practice makes perfect and it is imperative that IS students build an engaged relationship with popular and current technologies in order to be relevant in the IS field today. According to Aimiuwu, Bapna, and Ahmed (2013), students have a higher level of interactive and engaged learning when they are allowed to contribute their racial, cultural, and disability perspective to their learning and those students with adequate online access are highly correlated to work success. In this teaching tip, students are to create their own content based on who they are, their individual interests, and adequate access to the internet. The goal of this teaching tip, which can also serve as an instructional focus, is to have IS students

This shortened version of the article is for promotional purposes on publicly accessible databases.

Readers who wish to obtain the full text version of the article can order it via the url

<https://www.neilsonjournals.com/JIBE/abstractjibe11ehitt1.html>

Any enquiries, please contact the Publishing Editor, Peter Neilson pneilson@neilsonjournals.com

© NeilsonJournals Publishing 2019.

actually own a website, Facebook account, and Google Analytics account while learning to embrace how IS is used to enhance WP as a hobby or private business based on who they are, their interests, and access to the internet.

This teaching tip coverage should take up an entire semester as a supplement to another related course such as social media, Web design, business analytics, or e-commerce where it should be interwoven into the existing course. It is recommended that the tip be used during the Fall semester to inspire both professors and students who may want to participate in the Google Online Marketing Challenge (GOMC - <https://www.google.com/onlinechallenge/>). Registration for the GOMC is from October 2016 - March 2017, so this gives professors and students time to form their teams in preparation for the 3 weeks Google AdWords campaign with a \$250 budget. It is an assignment series that should be considered a term project throughout the entire semester. The tip is suitable for teaching information systems majors for class sizes of less than 30 undergraduate students. It is recommended that the class meet one hour weekly to master the concepts covered under this teaching tip, to allow for better class management and student interactions, as well as student participation. While there are no pre-requisites for the learning goals associated with this teaching tip, students should pick up the basics on creating Facebook pages, creating websites (<http://www.youtube.com/watch?v=Zpe3ctjVfus> - creating simple Websites with CSS and HTML using Dreamweaver software), and utilizing Google Analytics (<http://www.youtube.com/watch?v=Zoz0SDrXkFA> - How to use Google Analytics). Written material on Google Analytics should also be provided for the students (<http://blog.kissmetrics.com/50-resources-for-getting-the-most-out-of-google-analytics/> - 50 resources of getting most out of Google Analytics).

The learning goals for the information systems students that this teaching tip addresses are:

1. Appreciate the strategic value of social media through use.
2. Build, host, and maintain a website with Web design software.
3. Know key tags and technologies of Web pages: HTML, CSS, H1-H6, Meta-tags, and also creating Web images.
4. Understand how Google Analytics can aid in strategic Web business planning.
5. Getting students involved and interacting with various information systems applications to see the interconnection between IS and WP.

Table 1 in the appendix shows a 15-week syllabus timeline for developing and fine-tuning students' skills, proposed assignments and instructor's role(s), and a grading scale. It is assumed that the concepts in this teaching tip will account for no more than 50% of an existing course, and the grading scale, which