

Format to prepare the syllabus of courses for the international week

I. General Information

Complete the following general information:

Name of the course:

AI – Driven Digital Communication Strategy

Teacher's name:

Ljupka Naumovska

II. Introduction

Type the course introduction in the following box:

This master’s level course examines how Artificial Intelligence (AI) is transforming digital communication strategy across the customer journey, with a focus on media planning, content creation, and performance optimization. It provides students with a structured understanding of how AI enhances decision-making in digital marketing environments.

The course combines theoretical frameworks with practical application, enabling students to design and implement AI-driven communication strategies across key digital channels, including search, social media, and interactive platforms. Through the use of industry-relevant tools and data analytics, students will develop competencies in audience targeting, content development, and campaign optimization.

A strong emphasis is placed on critical thinking, ethical considerations, and regulatory frameworks, including the implications of the EU AI Act and responsible AI use in marketing. Through case studies, applied exercises, and collaborative projects, students will engage with real-world challenges and develop solutions grounded in both strategic and ethical reasoning.

By the end of the course, students will be equipped to analyze, design, and evaluate AI-enabled communication strategies in a global and rapidly evolving digital landscape.

III. Final Learning Achievement of the Course

To develop the learning achievement of the course, consider the following elements to develop the final learning achievement of the course:

Time	Subject	Observable action / Output	Criteria
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When?	Who?	What will he/she do?	How will he/she do it?
<i>At the end of the course</i>	<i>the students</i>	<i>Will design, justify, and present an AI-driven digital communication strategy proposal addressing a specific business challenge across all stages of the customer journey.</i>	<i>By applying relevant concepts, frameworks, and AI tools introduced in the course to analyze the problem, define target audiences, develop content and channel strategies, and support decisions with data-driven insights, while ensuring ethical and responsible use of AI in digital communication.</i>

final achievement of the course

By the end of the course, students will be able to design, justify, and present a data-driven, AI-enabled digital communication strategy addressing a real-world business challenge across the customer journey, integrating advanced analytics, content optimization, and media planning, while critically assessing performance outcomes and ethical implications of AI use..

IV. Learning Units

Learning unit 1: AI – Driven Digital Communication Strategy

Unit Learning Achievement: Upon completion of this unit, students will be able to analyze, design, and evaluate an AI-enabled digital communication strategy to address a defined business challenge across the customer journey. They will integrate digital marketing frameworks, data analytics, and AI tools to support decision-making, and justify strategic choices based on performance metrics, ethical considerations, and regulatory requirements in a global context.

Contents:

- Foundations of Digital communication and Advertising
 - Overview of digital communication ecosystems: paid / owned / earned media; advertising formats and strategies; transition to AI.
- Audience Insights & Predictive Analytics – target segmentation, behavioral prediction, and personalization; predictive models for targeting and retention
- Search Engine Optimization (SEO) - SEO fundamentals; AI in keyword analysis, content generation, optimization; semantic search trends
- Search Engine Marketing (SEM) - SEM strategy and bidding key words models, Performance Max Google Campaign, ad copy optimization;



- Social Media Advertising - Paid social advertising formats; creative optimization; content and concept creation.
- Gamification and Interactive Advertising - Principles of gamification; case studies; gamification in marketing
- Content creation, Personalization & Automation – Native advertising, Influencers Marketing
- Chatbots and conversational marketing
- Metaverse in Advertising
- Ethics, Regulation & Governance - EU AI Act, transparency, algorithmic accountability, bias; ethical frameworks for AI-driven advertising.
- Case Studies: Global AI-Driven Campaigns.

Activities and evaluations:

● **Individual Critical Case Analysis (45%)**

Students **analyze and evaluate** an AI-driven communication campaign, demonstrating the ability to apply theoretical frameworks, interpret data, and assess ethical implications.

● **Group Project: AI-Driven Strategy Development (30%)**

Students **design and present** a comprehensive digital communication strategy, integrating AI tools, data insights, and strategic justification.

● **Individual Industry Certification (25%)**

Students **apply and demonstrate technical competencies** in digital marketing tools through completion of an external certification. Hubspot certificate on digital marketing

<https://academy.hubspot.com/> (>3h) learning

V. Teaching Strategies

The teaching strategies respond to the characteristics of the subject and the teaching methodology used by the teacher.

Below are some teaching strategies that can be selected. Write an "x" in the box corresponding to the teaching strategies you use in your course. If any of these strategies do not fit your course, add the strategy at the end of the list and describe it:

Teaching strategy	Type an x
Interactive presentation: <i>It consists of the explanation and demonstration of contents by the teacher, with the intervention of the students, either through questions or presentations of work prepared by the students.</i>	X
Exercise and problem solving:	X



Teaching strategy	Type an x
<i>It consists of asking students to solve exercises and/or problems by using formulas or algorithms, applying procedures and interpreting the results.</i>	
Case studies: <i>It consists of an in-depth analysis of a fact, problem or real or hypothetical event in order to interpret it, generate hypotheses, diagnose it and solve it.</i>	X
Group dynamics: <i>It consists of activities of a different nature conducted collaboratively between two or more students, whose purpose is to learn how the groups interact and thus facilitate experiential learning.</i>	X
Structured debates/discussions: <i>It consists of moderating a systematically organized discussion of divergent opinions between two or more students on a topic or problem.</i>	
Role playing: <i>It consists of providing a real or simulated scenario in which students are required to assume fictitious or real roles with the intention that they can deploy all their abilities to resolve conflicts, as well as understand or experience a reality according to the role assumed.</i>	
Reflective dialogue: <i>It consists of the interaction of two participants who exchange ideas and opinions through a conversation with the purpose of reflecting critically and deeply on a specific topic. In this dynamic, students not only share their points of view, but are required to be open to listen and consider the other's perspective in order to build a more comprehensive understanding of the topics discussed.</i>	X
Collaborative learning: <i>It consists of providing instructions for students in small groups to exchange information and work on a task until all participants have developed an understanding of it (not necessarily the same) and have completed it.</i>	
Peer learning: <i>It consists of promoting collaborative spaces between a pair of students who exchange their knowledge, information, experiences and problem solving, being guided by the teacher (for example: students exchange their solutions between pairs, on an activity or exercise, before the teacher presents it to everyone).</i>	X
Active learning: <i>It consists of encouraging students' participation and continuous reflection through activities aimed at deepening knowledge through interaction with the content, which involves the analysis and synthesis of information.</i>	X
Inverted classroom: <i>It consists of establishing pre-class activities for the review of conceptual materials and information (e.g., through videos, infographics, readings and other didactic resources), which allows students to prepare for a practical and active classroom session through collaboration, discussion and problem solving.</i>	X
Experiential learning: <i>It consists of developing conditions for students to experience real or simulated situations (for example: debates, national or international learning visits, immersive experiences,</i>	



Teaching strategy	Type an x
<i>internships, among others) that allow them to feel or perform actions and share them with their peers to strengthen their learning.</i>	
<p>Service learning: <i>It consists of preparing students to apply the contents and tools provided by the course to the real needs of the community in order to develop a sense of social responsibility and, thus, improve their environment.</i></p>	
<p>Spaces for creation: <i>It consists of facilitating physical or virtual spaces for students to create projects or prototypes based on computer programs or physical tools (for example: game labs software, design software, innovation labs, 3D printers, laser cutters, among others).</i></p>	
<p>Design thinking: <i>It consists of the development of solutions or products focused on the needs of users, through strategies and tools (for example: empathy map, user journey, Canva, among others) that allow students to develop their empathy to understand the environment, generate ideas and solutions, as well as prototyping solutions or products that can be tested and adjusted to achieve user satisfaction.</i></p>	
<p>Problem-based learning: <i>It consists of posing a complex real-world or hypothetical problem formulated by the teacher, with the intention that students (usually in groups) gather more information and analyze the problem in order to propose solutions.</i></p>	X
<p>Research-based learning: <i>It consists of connecting teaching with research through the application of scientific concepts, theories and methods in order to generate new knowledge about a particular aspect of reality or the exploration of an unknown phenomenon in order to suggest theoretical or methodological guidelines for its approach.</i></p>	X
<p>Project-based learning: <i>It consists of the design and development of projects (generally in groups of students) with the purpose of having the student manage a set of planned, interrelated and coordinated activities to achieve an objective within a given time frame.</i></p>	X
<p>Challenge-based learning: <i>It consists of providing a situation or general context in a social or physical environment so that students can collaboratively choose a challenge to be solved based on the learning of the contents offered by the course.</i></p>	
<p>Gamification of learning: <i>It consists of developing a physical or virtual learning environment by applying the principles and elements of the game in order to encourage student motivation and participation.</i></p>	X
<p>Write other strategies not contemplated in the previous list that you need to detail: Innovative learning using practical tools and apps (open resources).</p>	X



VI. Evaluation System

Considerations for evaluations

Attendance is essential for the evaluation activities to be graded.

Evaluation name	%	Comments
Industry certificate – Digital Marketing by HubSpot - https://academy.hubspot.com/	25	<ul style="list-style-type: none"> • The grade is individual. • Students are obtaining a valuable certificate.
Group work and Presentation with practical use of AI and other open source tools	30	<ul style="list-style-type: none"> • The presentation is group based, but the grade is individual. • Mastery of the topic, clarity of presentation, resolution of questions, substantiation of ideas and collaboration will be evaluated.
Final report – individual case study [critical]	45	<ul style="list-style-type: none"> • The grade is individually based. • Practical application of theoretical content and problem solving will be evaluated • Critical and problem solving skills will be applied

VII. References

Mandatory: list the references that you consider mandatory for the course.

Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital marketing: Strategy, implementation and practice* (8th ed.). Pearson.

Lemon, K. N., & Verhoef, P. C. (2016). Understanding customer experience throughout the customer journey. *Journal of Marketing*, 80(6), 69–96. <https://doi.org/10.1509/jm.15.0420>

Floridi, L. (2023). AI as a public communication partner. *AI & Society*. <https://doi.org/10.1007/s00146-022-01455-8>

Naumovska, L. (2025). More than just playing: Can gamified advertising targeting children be used for a good cause? In *Proceedings of the International Conference on Modern Approaches in Humanities and Social Sciences*. <https://doi.org/10.33422/icmhs.v2i1.1106>



European Commission. (2023). *Artificial Intelligence Act (EU AI Act)*.
<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52021PC0206>

UNESCO. (2023). *Guidelines for the governance of digital platforms*.
<https://unesdoc.unesco.org/ark:/48223/pf0000383551>

Recommended: list the references that you consider suggested for the course

Kaplan, A. M., & Haenlein, M. (2023). Siri, Siri in my hand: Who's the fairest in the land? *Journal of Interactive Marketing*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4479843

NATO StratCom COE. (2023). *Deepfakes and geopolitical communication*.
<https://stratcomcoe.org/publications>

Naumovska, L. (2024). The rise of native advertising: Perspectives, ethical challenges and lack of regulations.

Professional Tools and Learning Resources

HubSpot Academy. (n.d.). *Digital marketing certification course*.
<https://academy.hubspot.com/>

Google Analytics. (n.d.). *Google Analytics 4 (GA4)*.
<https://analytics.google.com/>

Hugging Face. (n.d.). *AI tools and models platform*.
<https://huggingface.co/>

OpenAI. (n.d.). *Educator resources*.
<https://openai.com/educator>

Zapier. (n.d.). *Automation tools for marketing workflows*.
<https://zapier.com/>

SEMrush. (n.d.). *Keyword research tools*.
<https://www.semrush.com/>



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