

GenAI in Marketing

Context

Loren Birkett teaches Marketing in the School of Business, Education and Law and is a Lecturer and Content Creator in industry. As she works in this field, she sees AI literacy as an important skill for students to develop, ready for the workplace and especially in a marketing environment.

She uses the activity below in two different modules:

- » Digital Marketing Communications – 1st year module
- » Social Media Marketing – 2nd year module



Activity

The aim of this activity is to help students understand how to use prompts effectively within GenAI tools to provide strategic ideas and support the creation of marketing assets, such as social media posts, marketing emails, website content, GIFs, video, graphics, etc. Loren asks the students to choose a well-known brand, a local organisation or sometimes a student-owned business and generate a suitable social media post to promote that brand whilst using marketing theory. Once the post has been generated via GenAI, she asks them to refine the response by being more specific, including making it longer or shorter, having a particular tone or targeting it for a particular audience or social media platform.

Loren then asks them to repeat the process to create an email campaign for the selected brand to encourage sales. She encourages the students to think of prompts to suit that particular brand, so thinking about the strategic objectives (for example, increasing sales, launching a new product, brand awareness etc.), target audience, tone of voice and call to action. Loren discusses the different types of AI tools students may use in marketing including text and image generation, avatars, code generation, music generation and so on. She demonstrates to students how graphics and other marketing assets can be generated using tools such as Canva. This opens up discussions about effective prompt engineering and ethical uses of GenAI.



As part of the summative assessment strategy, students have the ability to use GenAI within their portfolio to create marketing copy and assets for the given live project with an organisation.

Boundaries

No boundaries are necessary for the workshops as they focus on practical application and is part of the module's formative assessment. This allows students to explore and build experience with GenAI, before being summatively assessed

Within the summative assessment, students are advised to use GenAI as industry practitioners would use within their role. For example, ideas generation for social media, hashtag research and content creation for the live case study. Students are assessed on their prompt engineering and appropriateness for the live case study business. Students are made aware that, when using GenAI for content creation, they must acknowledge with the University's preferred referencing system.

Feedback

Students enjoyed the activity and seeing how it can be used for marketing purposes. They were 'mind blown' by the artificial intelligence usage, especially around uploading a photo of the inside of a fridge and asking it to recommend recipe ideas based on ingredients in the fridge.

Students commented that they worry about using GenAI within assignments that allow GenAI to be used in the early research stages and ensuring that they adhere to the set boundaries.

Students advised that they use GenAI in their everyday lives, especially students who work within marketing or run their own business.

Future Plans

In the future, Loren will use various GenAI tools in sessions to enhance student competency across different platforms, for example, the Microsoft Co-Pilot software accessed through Bing, Google Gemini and Claude,

For future assignments, Loren is keen to integrate GenAI into more assessments to allow students to develop GenAI literacy skills. Loren is delivering this to businesses as part of executive education to help grow alumni and beyond.

