

*Analysis and Development of the Content Structure of
the Content Marketing Design Course Using the Design Thinking Process*

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Abstract

This content-structured training course was developed within the conceptual framework of design thinking. It puts the thinking system in the design of content marketing according to the stages of the design thinking process so that the learner will have a system of ideas in design and will be able to create effective content marketing. It is capable of designing high-quality work. In this study, issues were investigated and examined to ascertain the root cause of social business entrepreneurs' content marketing designs, tackle unsuccessful Content Marketing design issues, and use design thinking. A study and description of the steps involved in creating effective content marketing are available. And to include components of the Design Thinking process, such as its processes, methodologies, and tools, into the development and structuring of the instructional content. This course consists of 7 modules: 1) Concepts and principles of content marketing design 2) The process of content marketing design using design thinking 3) Empathizing with the target group 4) Defining the problem's framework in content marketing design 5) The process of generating ideas for content marketing 6) Making a content marketing project prototype 7) Testing and evaluation of content marketing projects. It was determined that the consistency, linkage, comprehensiveness, and appropriateness of this training content structure in relation to the anticipated learning goals were all at a satisfactory level during the evaluation process.

Keywords: Design Thinking, Content Marketing, Content-Structured

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Introduction

Business competition in the information age brings a lot of content into the digital world. It is like driving and indirectly controlling human behavior to feel good about the brand. Those things make consumers unconsciously become their customers. In business circles, this marketing strategy is called "content marketing." Content marketing has become a prevalent practice by designing business strategies and processes based on the creation and publication of valuable content in order to attract and retain a clearly defined audience and ultimately generate profitable customer actions (Champain, 2018). Content marketing has a moderate positive significant relationship with the consumer purchase decision (Ansari, et al., 2019), marketers can influence the sentiment of customers' digital engagement beyond their performance during customers' interactions, and for unfavorable event outcomes, informational marketer-generated content, more so than emotional content, can enhance customer sentiment. This study also highlights sentiment's role as a leading indicator for customer lifetime value. (Meire, et al., 2019), companies in Jordan could boost customer intention to purchase green products, by achieving word of mouth and presenting suitable marketing content (Al-Gasawneh and Al-Adamat, 2020).

Social enterprise is social innovation, which can be applied to business management principles to solve social problems. Interestingly, social enterprises in Thailand are mostly characterized by small community enterprises. (Techsauce Team, 2022) Obstacles that are not related to finance are a problem in understanding the general public's and consumers attitudes towards social enterprises. Building public buy-in will have a profound effect on the growth of social enterprises. This will create many opportunities for social enterprises, including increasing demand for social business products and services, solving the problem of attracting talented employees to work with social enterprises, and providing access to capital (Rojphongkasem, 2021).

Design thinking is a comprehensive customer-oriented innovation approach that aims to generate and develop creative business ideas or entire business models. Essentially, design thinking attempts to project designers' approaches and methods onto business processes. The approach is ultimately applicable to all kinds of business ideas, whether they have a product or service character. The first mouse for the Macintosh computer was created after a similar approach, as was the first toothbrush with a wider ergonomic shaft. (Müller-Roterberg, 2018) Stanford D. School, Serie, IDEO & Riverdale, and Google Design Sprints presented a model of the design thinking process in 5 stages (Rattanaphaisankit et al., 2021), which are as follows: empathize, define, ideate, prototype, and test. Design thinking is the combination of what humans want, what technology makes possible, and what is economically possible, so that those who have never trained as designers can use creative tools to solve a wide range of challenges. Design thinking is a course that focuses on deep understanding of problems by putting real users at the center of finding information and bringing those problems to creativity, design, testing, and development, resulting in innovations that respond directly to users. Thus, design thinking becomes a crucial instrument for ensuring that organizations operate efficiently and sustainably. (The101.world, 2019) The development of human comprehension with an emphasis on practice and learning from experimentation and iterative work processes, creative thinking, and user testing contributes to the development of novel ideas and superior solutions by continually learning from and minimizing mistakes and increasing the likelihood of mission success. In addition, user information is gathered throughout the process in order to improve the design and best accommodate the needs of the intended audience. The top design institutions and businesses in the world have been

continuously improving human-centered design processes and methods of work for decades. (Israsena-na-Ayudhya, Treerattanaphan, 2017) Tangpakdee (2017) used design thinking to investigate the outcomes of developing instructional design competencies for media production by combining the community-based teaching model with the design thinking process in students. It was discovered that students who studied with a community-based teaching model and the design thinking process had higher self-assessments in all aspects of instructional design competence for media production.

The majority of social enterprise entrepreneurs, according to the survey, manage their own content marketing but lack the skills necessary to create original material. (Sathapornwachana et al., 2020) And the majority of them have used design thinking before. Adopting the Design Thinking method as a framework for training in content marketing design courses will therefore make it easier to promote and develop the skills of social enterprise entrepreneurs in content marketing design.

As stated previously, the majority of social enterprise entrepreneurs conduct content marketing on their own but lack the ability to design content marketing. According to studies, design thinking is a process for producing quality design work. Consequently, using the Design Thinking process as a conceptual framework for creating training content in the content marketing design course will help promote and develop the capacity of social enterprise entrepreneurs to design content marketing.

Aim of the Study

This study aimed to analyze and develop a learning content structure for short-term training on the subject of "Content Marketing Design using the Design Thinking Process." and to verify the consistency, connection, comprehensiveness, and appropriateness of the content structure of the course "Content Marketing Design Using the Design Thinking Process."

Method

Participants, Procedure and Data Analysis

This research was conducted in two processes: the first step is the analysis and development of the course content structure of "Content Marketing Design Using the Design Thinking Process." We use documentary studies to examine strategies that facilitate successful content marketing, categorize efficient content marketing techniques based on the design thinking concept and employing backward design principles, and formulate the content framework for the content marketing design course. The second step is the assessment of the consistent, connected, comprehensive, and appropriate content structure of the course "Content Marketing Design Using the Design Thinking Process." We deliver the content structure file titled "Designing Content Marketing with the Design Thinking Process" along with the evaluation survey of how well the content structure aligns with the desired learning goals in terms of consistency, coherence, comprehensiveness, and appropriateness. Email a proficient in instructing Content Marketing and a proficient in instructing Design Thinking. Subsequently, proceed to aggregate all the available data and conduct a comprehensive statistical analysis employing measures such as the mean, percentage, and standard deviation. The analysis yields data that is then presented in a descriptive format.

The Findings and Results

In the first step, we analyze and develop the course content structure for "Content Marketing Design Using the Design Thinking Process." We use documentary studies to examine strategies that facilitate successful content marketing, categorize efficient content marketing techniques based on the design thinking concept and employing backward design principles, and formulate the content framework for the content marketing design course. We found the causes of the inefficiency of content marketing. From studying the opinions of marketers in articles on content marketing by Smart SME (2016), Molek (2017), Wongrianthian (2017), Elevation Marketing (2018), Rock Content Writer (2021), Brendan (n.d.), and Duris (n.d.). We have summarized the information into a fishbone diagram. As depicted in Figure 1 below: 1) Content distribution lacks continuity. 2) There is a lack of both an action plan and a strategy plan. 3) Content promotion is absent. 4) There is no review process in place to enhance content development. 5) The quality of the content is inadequate. 6) There is only a single channel.

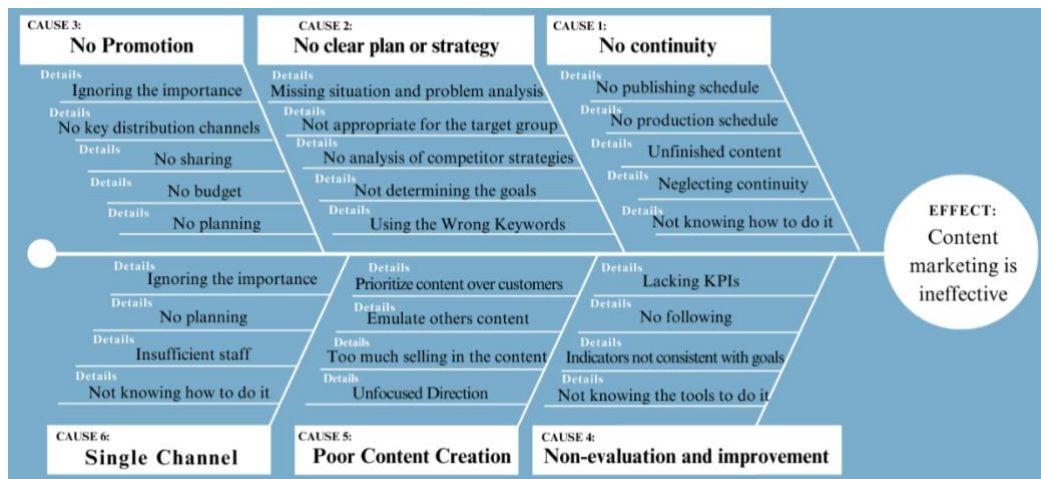


Figure 1: The causes of the inefficiency of content marketing

We have identified the underlying factors contributing to the lack of effectiveness in content marketing. By examining the viewpoints of marketers in various articles on content marketing by Molek (2017), Wongreanthong (2019), S.Worapol (2020), The Growth Master Team (n.d.), Steps Academy (2017), Champion (2018), Hall (2020), Haden (2018), Forbes Agency Council (2020), Memon (2021), Gartner (2019), and Content Shifu (n.d.), we have synthesized information and summarized the key processes that contribute to the success of content marketing. These processes include conducting research and situation analysis, establishing goals and key performance indicators (KPIs), analyzing the brand, selecting the target audience, gaining a deep understanding of the target audience, identifying customer problems, developing content strategies, choosing the appropriate channel or format, generating ideas and conceptualizing them, selecting compelling content, conducting keyword or content research, creating a content calendar, establishing a production schedule, producing the content, publishing and promoting the content, and measuring results and making improvements. We have analyzed to find out the base of the problem and have identified consistent solutions based on the major processes that contribute to the success of content marketing, as presented in Table 1. Continue by categorizing efficient content marketing procedures using the design thinking process framework and create the conceptual framework of content marketing design using the design thinking process, as presented in Table 2 and Figure 2.

An inefficient content marketing cause	Solution for inefficient content marketing
<p>1. No continuity</p> <p>1.1 No publishing schedule 1.2 No production schedule 1.3 Unfinished content 1.4 Neglecting continuity 1.5 Not knowing how to do it</p>	<ul style="list-style-type: none"> • Create a Content Calendar • Content production schedule • Content production schedule
<p>2. No clear plan or strategy</p> <p>2.1 Missing situation and problem analysis 2.2 Not appropriate for the target group 2.3 No analysis of competitor strategies 2.4 Not determining the goals 2.5 Using the Wrong Keywords</p>	<ul style="list-style-type: none"> • Research and situation analysis • Writing content strategies • Research and situation analysis • Writing content strategies • Setting goals and KPIs • Writing content strategies • Setting goals and KPIs • Writing content strategies
<p>3. No Promotion</p> <p>3.1 Ignoring the importance 3.2 No key distribution channels 3.3 No sharing 3.4 No budget 3.5 No planning</p>	<ul style="list-style-type: none"> • Choose the channel or format • Publish and promote • Writing content strategies • Create a Content Calendar
<p>4. non-evaluation and improvement</p> <p>4.1 Lacking KPIs 4.2 No following 4.3 Indicators not consistent with goals 4.4 Not knowing the tools to do it</p>	<ul style="list-style-type: none"> • Setting goals and KPIs • Measure results and improvement • Writing content strategies
<p>5. Poor Content Creation</p> <p>5.1 Focus on content rather than customers 5.2 Emulate others content 5.3 Too much selling in the content 5.4 Unfocused Direction</p>	<ul style="list-style-type: none"> • Deeply understand the target audience • Identify customer problems • Create and produce content • Choose attractive content • Writing content strategies • Brand's personal analysis • Brainstorm Ideas and conceptualize • Measure results and improvement
<p>6. Single Channel</p> <p>6.1 Ignoring the importance 6.2 No planning 6.3 Insufficient staff 6.4 Not knowing how to do it</p>	<ul style="list-style-type: none"> • Writing content strategies • Create a Content Calendar • Choose the channel or format

Table 1: An effective solution for the inefficiency of content marketing

Design Thinking Process	Solution for inefficient content marketing
1. Empathize	<ul style="list-style-type: none"> • Choose the target audience • Deeply understand the target audience
2. Define	<ul style="list-style-type: none"> • Identify customer problems • Research and situation analysis
3. Ideate	<ul style="list-style-type: none"> • Setting goals and KPIs • Writing content strategies • Brainstorm Ideas and conceptualize • Choose the channel or format • Keyword or content research • Create a Content Calendar
4. Prototype	<ul style="list-style-type: none"> • Create production schedule • Create and produce content
5. Test	<ul style="list-style-type: none"> • Measure results and improvement

Table 2: Categorizing efficient content marketing procedures using the design thinking process framework

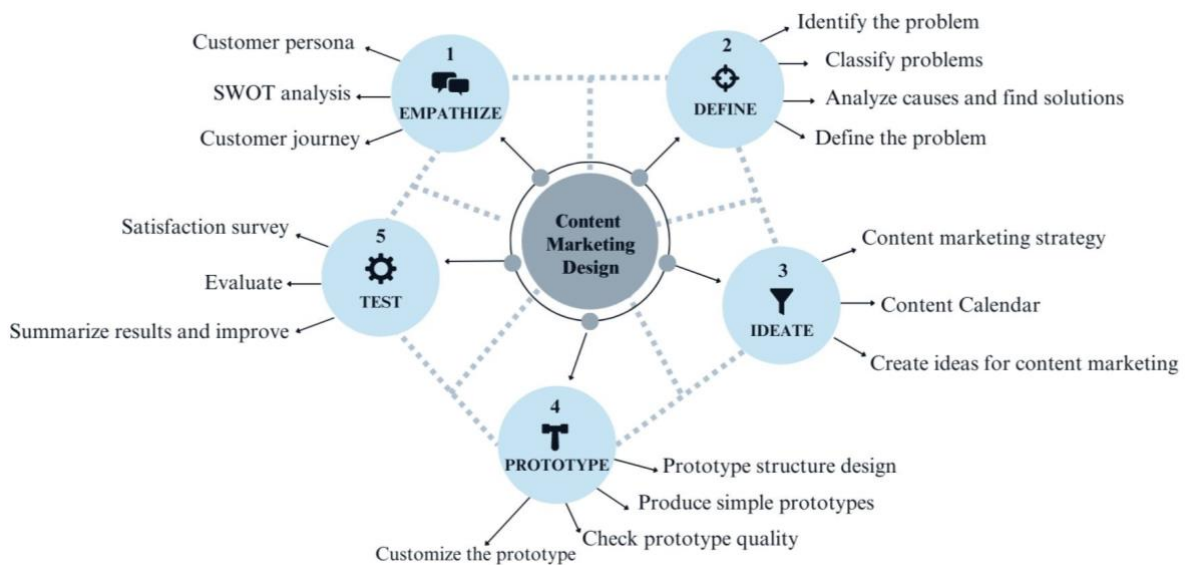


Figure 2: Conceptual framework of content marketing design using the design thinking process

This content marketing design course is primarily designed using a design thinking process as a short-term training program (16 hours). We employ the principles of backward design, starting with setting learning goals and objectives (Table 3) and selecting relevant content. (Figure 3) The content is divided into 7 modules, which include: 1) Concepts and principles of content marketing design 2) The process of content marketing design using design thinking 3) Empathizing with the target group 4) Defining the problem's framework in content marketing design 5) The process of generating ideas for content marketing 6) Making a content marketing project prototype 7) Testing, as presented in Figure 4.

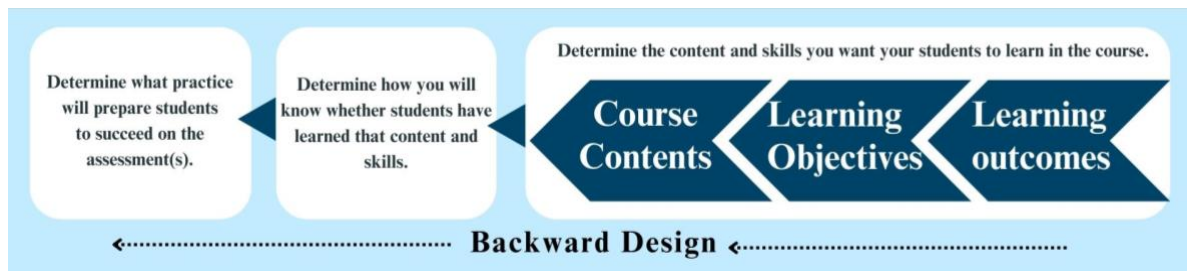


Figure 3: Processes for developing the course's content structure

Learning Outcomes	Learning Objectives
1. Learners are able to apply concepts and principles in designing content marketing appropriately.	1.1 Learners can define content marketing. 1.2 Learners can learn about the benefits of content marketing. 1.3 Learners can tell the heart of content marketing. 1.4 Learners can take examples of content marketing presentations. 1.5 Learners can take examples of content characteristics in content marketing. 1.6 Learners can take examples of content marketing objectives. 1.7 Learners can take examples of the video content concept.
2. Learners are able to use the design thinking process to design prototype content marketing projects.	2.1 Learners can describe the stages of content marketing design using the design thinking process. 2.2 Learners can classify the methods and tools used in each of the content marketing design steps using the design thinking process. 2.3 The students explained the importance of content marketing design through the design thinking process.
3. Learners able to deeply understand the target audience for content marketing.	3.1 Learners can do customer persona correctly. 3.2 Learner can analyze the SWOT of the client's representative. 3.3 Learners can accurately analyze the customer's journey.
4. Learners are able to define content marketing problems.	4.1 Learners can identify the problems of the target group. 4.2 Learners can classify the problems of the target group. 4.3 Learners can analyze the causes and identify solutions of problems. 4.4 Learners can identify problems that match the target group.
5. Learners are able to create ideas for content marketing.	5.1 Learners have a good content marketing strategy. 5.2 Learners completed the content calendar properly. 5.3 Learners find ideas for how to do content marketing properly.
6. Learners are able to create a prototype content marketing project.	6.1 Learners can design a project prototype properly. 6.2 Learners can easily produce project prototypes. 6.3 Learners can check the quality of the project prototype. 6.4 Learners can customize project patterns for quality.
7. Learners are able to test and evaluate a content marketing prototype.	7.1 Learners can explore content marketing satisfaction. 7.2 Learners can evaluate their content marketing project patterns. 7.3 Learners can summarize the content marketing outcomes.

Table 3: Learning goals and objectives of course

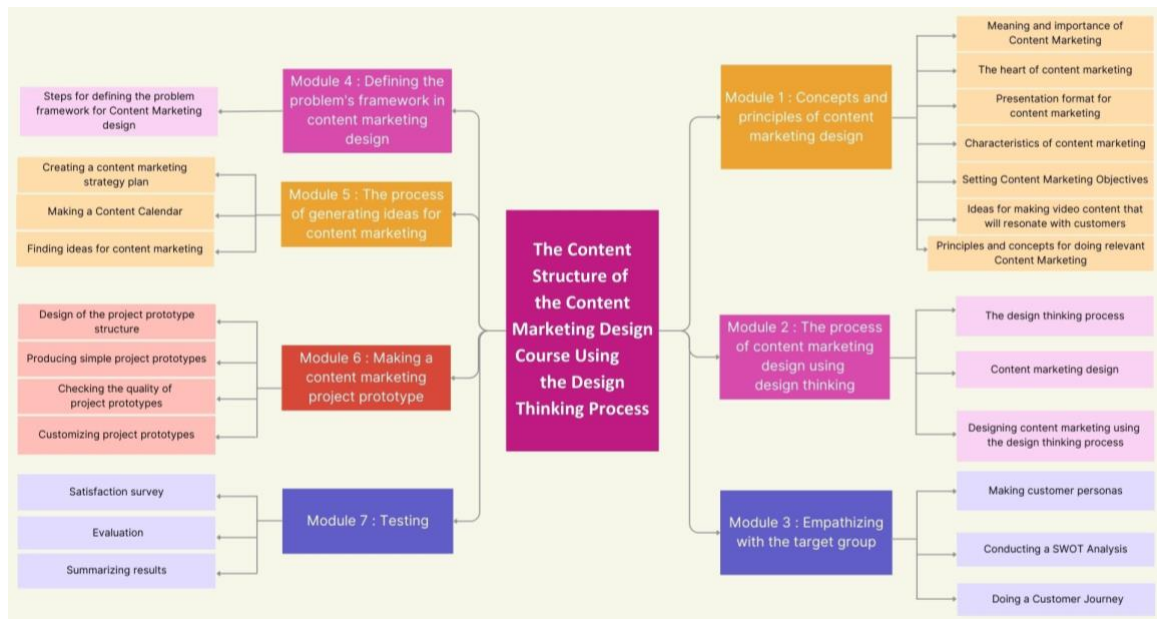


Figure 4: The Content Structure of the Content Marketing Design Course Using the Design Thinking Process

In the second step, the process is an assessment of the consistent, connected, comprehensive, and appropriate content structure of the course "Content Marketing Design Using the Design Thinking Process." According to the survey, the content structure of the course is consistent, connected, comprehensive, and appropriate, which total is at a good level ($\bar{X}=4.45$, $SD=0.08$). The course's learning outcomes ($\bar{X}=4.55$, $SD=0.69$) are at a very good level. The learning objectives of the course ($\bar{X}=4.45$, $SD=0.52$), the content structure of the course ($\bar{X}=4.45$, $SD=0.52$), and the conceptual framework of the course ($\bar{X}=4.36$, $SD=0.50$) are all at a good level, as presented in Table 4.

Evaluation list	Average	SD	Quality level
1. The conceptual framework for developing content marketing using the design thinking process is consistent, connected, comprehensive, and suitable.	4.36	0.50	good
2. The main content of the course is consistent, connected, comprehensive, and suitable.	4.45	0.52	good
3. The learning outcomes of the course are consistent, connected, comprehensive, and suitable.	4.55	0.69	very good
4. The learning objectives of the course are consistent, connected, comprehensive, and suitable.	4.45	0.52	good
5. The content structure of the course is consistent, connected, comprehensive, and suitable.	4.45	0.52	good
Total	4.45	0.08	good

Table 4: The results of the assessment of the consistent, connected, comprehensive, and appropriate content structure of the course "Content Marketing Design Using the Design Thinking Process"

Conclusion & Discussion

We have analyzed and developed the content structure of the course "Content Marketing Design Using the Design Thinking Process" into 7 modules: 1) Concepts and principles of content marketing design 2) The process of content marketing design using design thinking 3) Empathizing with the target group 4) Defining the problem's framework in content marketing design 5) The process of generating ideas for content marketing 6) Making a content marketing project prototype 7) Through testing and evaluation, it was found that the content structures of the courses were consistent, connected, comprehensive, and appropriate at a good level. In the structure of course content in Module 1, there will be basic knowledge, concepts, and principles. Module 2 will provide basic knowledge of two main topics: the matter that we need design thinking to help in designing and the matter of design thinking, and modules 3–7 will be 5 steps of the design thinking process that apply tools in each step of the design thinking process to the course content, Bootchuy (2016) studied the development of a form of online knowledge sharing using design concepts combined with future analysis techniques to strengthen the business creativity of a graduate student in management. With the process of forming an online knowledge share, it consists of six stages, namely: 1) illuminating ideas 2) knowing future directions 3) analyzing target groups 4) creative ideas 5) developing ideas 6) presenting and publishing, which will be seen as the structural sequence of knowledge delivery in stages 3-6 is similar, the critical design thinking elements and not just use tools such as the business model canvas or processes like Lean Startup. Too often these tools are applied in a more cursory fashion when a deep dive approach is needed that focuses on the key elements of design thinking illustrated in Figure 5 (Sarooghi, et al., 2019).

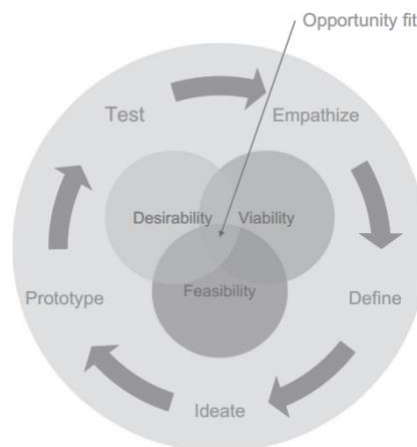


Figure 5: Opportunity Design Framework (Sarooghi, et al., 2019)

Incorporating design thinking in the business curriculum can provide students and instructors with a framework for dealing with unstructured problems and for managing the innovation process. However, many business students, like many business professionals, experience confusion and frustration when engaging in design thinking projects for the first time. This paper provides guidance for faculty who are considering incorporating design thinking projects into their business classes. For such projects, the complex, iterative process of design thinking is structured to include six phases: problem finding, observation, visualization and sense making, ideation, prototyping and testing (Glen, R., 2015), as presented in Figure 6.

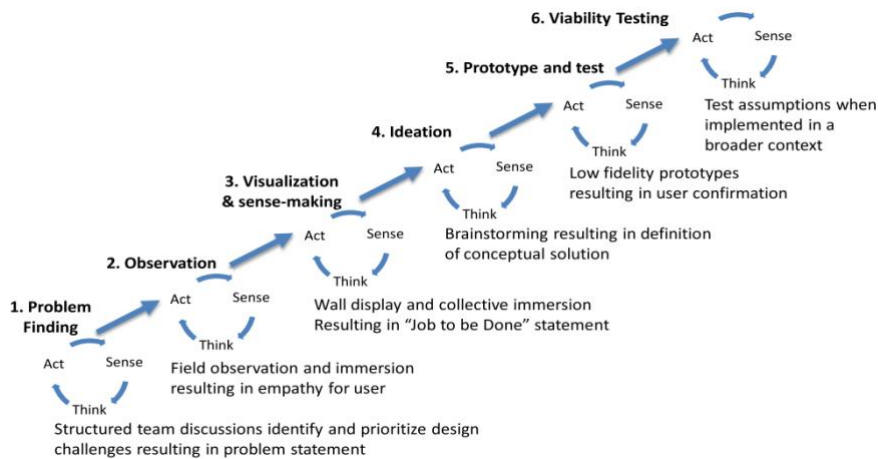


Figure 6: Design thinking framework (Glen, R., 2015)

This content marketing design course is primarily designed using a design thinking process as a short-term training program (16 hours). We employ the principles of Backward Design, starting with setting learning goals and objectives and selecting relevant content, backward design is a process for designing courses that entails three steps: 1) determine the content and skills you want your students to learn in the course. (What are the course learning outcomes?) 2) determine how you will know whether students have learned that content and skills. (What assessment(s) will students complete to demonstrate measurably that they have met the course learning outcomes?) 3) Determine what practice will prepare students to succeed on the assessment(s). (What will the nature, frequency, and sequence of learning activities be in the course?) (Rochester.edu, n.d.), which in this research uses the conceptual framework of step 1) to design the structure and select the content in this course. Backward design has been widely adopted to develop college/university-level courses for both online and face-to-face environments. A major benefit of this model is that it centers us on teaching our learners what they need to know and not on covering textbook chapters (often filled with nice to-know). Another name for Backward Design is "Learner-Centered Design." Using it as the design model and communicating expected course learning outcomes grounds our courses, making it clear to learners why they are being presented with the selected course materials and assignments. (Muhlenberg College, n.d.) The backward design model is presented in Figure 7.

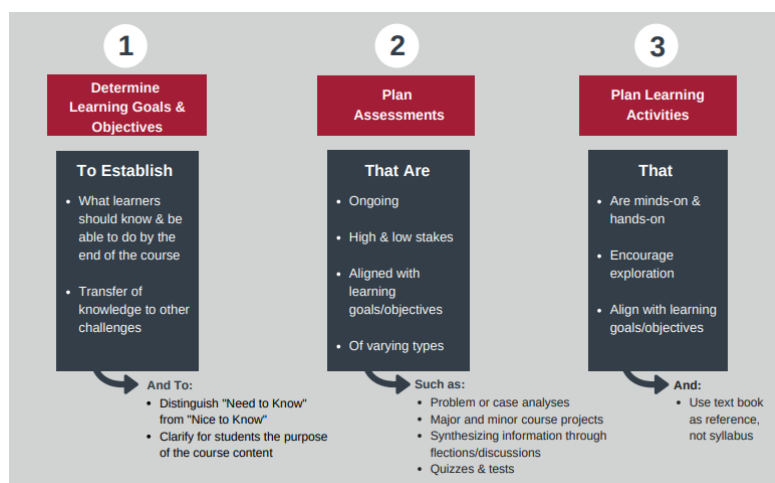


Figure 7: backward design model (Muhlenberg College, n.d.)

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