

Maps & Apps: Mobile Media Marketing

Julie Fox: Extension Educator, Community Development, fox.264@osu.edu / Rob Leeds: Extension Educator, Agriculture and Natural Resources, leeds.2@osu.edu / Eric Barrett: Extension Educator, Agriculture and Natural Resources, barrett.90@osu.edu

Mobile marketing has the potential to change the retailing environment to one in which retailers enter the consumer's environment through anytime, anywhere mobile devices (Shankar, Venkatesh, Hofacker, & Naik, 2010, in the Journal of Interactive Marketing).

INTRODUCTION

Increasing numbers of consumers are using smartphones, tablets and other mobile devices to interact with local businesses. The Ohio State University Extension provided leadership for a new curriculum aimed at improving market access for specialty crop producers, value-added producers and other food entrepreneurs and direct marketers.



The OSU team conducted the following research:

- Targeted interviews with a variety of food entrepreneurs throughout the food system.
- Review of literature for data from academia and industry sources.
- Ongoing inquiry focusing on interactive marketing, relationship marketing, adult learning and technology.

Key Point: NAP Hours

Mobile device users report the most critical information continues to be consistent

Name of business
Address
Phone number
Hours of operation

(comScore & localize, www.localsearchstudy.com, 2012).

METHODS

The curriculum framework focused on technologies consumers are using to find and interact with local businesses.

- Internet Search & Maps (Google, Yahoo, Bing and Various online directories)
- Mobile Web presence – how the business website looks on a variety of mobile devices, such as smartphones and tablets
- Mobile Apps (social and navigation)
- Other Mobile Media Marketing (GPS, 2D Codes Geocaching, emerging apps and gadgets)



Curriculum Resources

To guide entrepreneurs in creating a consistent presence in Mobile Marketing, the team developed comprehensive resources, including:

- a business profile series.
- 2 recorded webinars, including one with eXtension.
- 7 conference seminars.
- 1 in-depth hands-on workshop (\$75 for 1 person + \$25 for others).
- Online tutorials and other technical assistance resources.



Business Profile



Participant Workbook



Business Checklists and Quick Resource Lists were included for each topic.

A Maps & Apps presentation was also presented at the 2013 Extension Risk Management Education National Conference in Denver, CO.

RESULTS

In 2013, 417 people participated in the conference presentations (295), webinars (100) and hands-on workshops (22). Conference participants rated the session 6.25 on a scale of 1-7. Workshop participants completed a printed post-workshop evaluation, reporting the following:

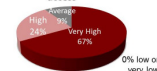


Satisfaction – 100% of participants were very likely (82%) or likely (18%) to recommend the workshop to others.

Increased Knowledge

91% of participants reported a very high (67%) or high (24%) increase in knowledge.

Increased knowledge of how to use mobile media to improve market access



Increased Confidence – 91% of participants reported a very high (50%) or high (41%) increase in confidence of how to use mobile media marketing as part of their marketing practices.

Improved Abilities – 96% of participants reported a very high (55%) or high (41%) increase in ability of how to improve their online presence for customers.

Additional evaluations are incorporated into the annual producer electronic multi-program evaluation conducted in the winter.



Hands-on workshop participants attended the BYOD event – Bring Your Own Device

CONCLUSIONS & RECOMMENDATIONS

Lessons Learned:

- Emerging trends in social, mobile and location-based marketing present unique opportunities and risks for farmers and other food businesses.
- Learners have a wide range of prior knowledge and experience. any pre- and post-event education you can provide improves their overall learning experience and adoption of mobile marketing.
- There is a wide variety of devices with various operating systems. The OSU Extension team tested a Bring Your Own Device hands-on workshop and found that while participants were familiar with their devices, onsite support people are needed to assist.
- The rapidly changing content that could be included, necessitates multiple modes of learning for entrepreneurs to learn at a pace and place they choose, and offering opportunities for both topic breadth and topic depth.
- Statistics change frequently, the team chose to include only a few quick data examples to introduce or emphasize certain points. Additional data sources were provided online.

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All resources will be posted on www.agrisk.umn.edu



CONTACT

Julie Fox, Ph.D., fox.264@osu.edu
Program Director, Direct Marketing Food & Agriculture
OSU Extension Community Development
OSU South Centers

<http://go.osu.edu/MapsAndApps>



THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL,
AND ENVIRONMENTAL SCIENCES

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