

## 1. BASIC INFORMATION

|                        |  |
|------------------------|--|
| Course                 | Digital Marketing and E-commerce             |
| Degree program         | Master Degree in Marketing                   |
| School                 | Faculty of Social Sciences and Communication |
| Year                   | 1  |
| ECTS                   | 6 ETCS                                       |
| Credit type            | Mandatory                                    |
| Language(s)            | English                                      |
| Delivery mode          | Campus-based mode (Alcobendas)               |
| Semester               | S2   |
| Academic year          | 24-25  |
| Coordinating professor | Gloria Morcillo                              |
| Professor              | <b>Antonio Tena</b>                          |

## 2. PRESENTATION

**Digital marketing is about connecting people and brands online.** Digital marketing uses social media, display advertising, email, search engines, and other online channels to attract and engage customers, encourage them to make purchases, and build customer loyalty.

**E-commerce refers to the trading of goods and services over the internet.** E-commerce uses online platforms to buy and sell products and services, which includes designing an online store, crafting product listings, conducting market research, fulfilling orders, and analyzing store performance.

## 3. LEARNING OUTCOMES

### Knowledge

- KNWL2. Understand the details of the functions and multimedia communication skills of companies in marketing, potential customers, geographic regions and productive sectors on the Internet and social networks.
- KNWL3. Understand the principles of professional ethics.
- KNWL4. Understand the latest trends in the brand-consumer relationship through marketing on mobile devices and new emerging media.
- KNWL5. Identify implications of key players and design ideal scenarios in the digital scenario.

### **Skills**

- SKILL1. Knowing our customers' insights through data.
- SKILL4. Apply the new advanced concepts of marketing and communication, through the use of Internet tools and new technologies in coherence with the global marketing strategy of the company.
- SKILL5. Identify the relationships between brands and consumers, using new computer applications as sources of information on consumer buying behavior.
- SKILL6. Analyze data sources, identifying the most appropriate market research methodologies and techniques, using the computer tools of professional marketing.
  - Use new social media in marketing.
  - Apply the new developments in the form of apps and business plans.
  - Analyze how search engines work and optimize their resources.

### **Competences**

- CBTF2. Use complex analytical tools to analyze big data in order to predict, simulate and optimize or test results (e.g. advanced techniques for market segmentation and product positioning, CRM, Google analytics, etc.).
- CBTF5. Design products from the analysis of market opportunities and the company's capabilities, creating a healthy and sustainable portfolio of products, from the application of advanced marketing techniques.

## **4. CONTENT**

- Social Media marketing
- Web content management
- Search engine positioning strategies
- Marketing on mobile devices: app development
- E-commerce

This module is important for the regulation of marketing knowledge for students coming from different areas of knowledge, in order to establish a common starting point for the remainder of the programme.

## **5. TEACHING-LEARNING METHODOLOGIES**

The types of teaching-learning methodologies used are indicated below:

- Case studies.
- Collaborative learning.
- Problem-based learning.
- Challenge-based learning.
- Lectures.
- Simulation environments.

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

| Learning activity                    | Number of hours |
|--------------------------------------|-----------------|
| Lectures                             | 8               |
| Practical Seminars                   | 22              |
| Independent working                  | 50              |
| Debates & Discussions                | 8               |
| Academic Tutotials                   | 18              |
| Drawing up reports and written work  | 20              |
| Solving case studies                 | 12              |
| Problem-solving                      | 10              |
| In-person knowledge assessment tests | 2               |
| <b>TOTAL</b>                         | <b>150</b>      |

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

| Assessment system          | Weight |
|----------------------------|--------|
| In-person assessment tests | 60     |
| Oral presentations         | 15     |
| Case Study                 | 15     |
| Reports and written work   | 10     |

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you must complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

## 7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

| Assessable activities   | Deadline   |
|-------------------------|------------|
| Case Study 1/Activity 1 | Week 1-3   |
| Case Study 2/Activity 2 | Week 4-8   |
| Case Study 3/Activity 3 | Week 5-9   |
| Case Study 4/Activity 4 | Week 10-14 |

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAFÍA

The main reference work for this subject is:

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- DAMIAN, R., CALVIN, J. (2014), Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation, Kogan Page.
- DIAS, G., CRESPO, B. (2022), The data mindset playbook, Amazon.
- DAOUD, H. (2014), 8 Essential Elements of a Social Media Marketing Strategy, Social Media Examiner.
- GALLOWAY, SCOTT (2017), The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google, Random House Large Print.
- GUNELIUS, S. (2014), 5 Statistics that Define the Digital Marketing Landscape in 2014, Corporate Eye.
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- LAMARRE, E., SMAJE, K., ZEMMEL, R. (2023), Rewired. John Wiley and Son.

- O'REILLY, TIM (2017), The WTF?! Economy, O'Reilly Statement.
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The recommended Bibliography is:

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- Seth, G., Penguin, A. (2018), This Is Marketing: You Can't Be Seen Until You Learn to See, Ed. Portfolio.
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- TUTEN, T.L. (2008), Advertising 2.0. Social media Marketing in a web 2.0 world. Prager, Westford.
- WESTERMAN, G. (2015), Leading Digital: Turning Technology into Business Transformation, Harvard Business Review Press.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the student's inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. ONLINE SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.