

## 1. OVERVIEW

<b>Subject Area</b>	Internet Data Analysis
<b>Degree</b>	Bachelor's Degree in Business Analytics
<b>School/Faculty</b>	Social and Communication Sciences
<b>Ac. Year</b>	Fourth
<b>ECTS</b>	3
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish/English
<b>Delivery Mode</b>	On campus
<b>Term</b>	One (7th)
<b>Academic Year</b>	2025-2026
<b>Coordinating professor</b>	Juan Pablo Rubio

## 2. INTRODUCTION

As the discipline of data analysis is central to the degree course, no student's training would generally be complete without internet data analysis. The internet has become an inexhaustible source of information and data fed into the network by users. Yet not all data are valid. As part of this course, students will study the most effective tools for analysing data and determining which information is valid and applicable.

## 3. SKILLS AND LEARNING OUTCOMES

### Key skills (CB, by the acronym in Spanish):

- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions, which requires reflecting on relevant social, scientific and ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

### Cross-curricular skills (CT, by the acronym in Spanish):

- CT2 - Independent learning: skills for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt.

### Specific skills (CE, by the acronym in Spanish):

- CE20 - Ability to develop a strategy for the purpose of studying business variables and indicators.
- CE23 - Ability to select, configure and analyse metrics related to sources of information according to the field in question (marketing, finance, etc.)
- CE24 - Ability to identify information needs, depending on the stated objectives of the task in question
- CE26 - Critical spirit and objectivity to challenge data or assumptions based on previous data
- CE27 - Ability to adapt to an environment characterised by an information overload ("infoxication"), without losing sight of objectives
- CE29 - Ability to ask the right questions in relation to the anticipated objective of knowledge, with a view to formulating and adding suitable "queries" to the data storage system.
- CE31 - Ability to manage uncertainty caused by constant changes to information sources

#### **Learning outcomes (RA, by the acronym in Spanish):**

- RA1: Students will explore the principles of web analytics.
- RA2: They will be taught how to effectively use the most common analytics tools.
- RA3: They will identify available sources of information for web analytics purposes.
- RA4: They will learn how to extract relevant information to deduce user behaviour.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB3	RA1
CB4, CT2, CE23	RA2
CE20, CE24,	RA3
CE26, CE27, CE29, CE31	RA2

## **4. CONTENTS**

- Principles of Web Analytics
- Internet Trace Analysis, such as Logs or Cookies.
- Internet User Behaviour: Access, Browsing, Time Spent on a Website.
- Web Analytics Tools, such as Google Analytics and Amplitude

## **5. TEACHING/LEARNING METHODS**

The types of teaching/learning methods are as follows:

- Lecture/online conference
- Problem-based learning (ABP, as per the Spanish acronym)

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of hours
Lectures	16
Asynchronous lectures	4
Problem-solving	15
Oral presentations	5
Written reports and essays	15
Independent assignment	20
<b>TOTAL</b>	<b>75</b>

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
Knowledge test	50%
Presentations, web analysis, reports and other activities.	50%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

### 7.1. Ordinary exam period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

### 7.2. Extraordinary exam period (resits)

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

Activities not passed in the ordinary exam period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

## 8. TIMELINE

The timeline with delivery dates of assessable activities in the subject area is indicated in this section:

Assessable activities	Date
Activity 1: Web analytic	Week 11-13
Activity 2: Classroom projects and case studies	Throughout the whole course
Knowledge test	First option 21 December 2022

The timeline may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

## 9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Joyanes Aguilar, Luis. (2015). Sistemas de información en la Empresa. El impacto de la nube, la movilidad y los medios sociales. España: Alfaomega.
- Pearlson, Keri E.; Saunders, Carol S., y Galletta, Dennis F. (2016). Managing and Using Information Systems. A Strategic Approach. New Jersey: Wiley.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI in Spanish) offers support throughout your time at university to help you with your academic achievement. Other cornerstones of our educational policy are the inclusion of students with special educational needs, universal access in all our university campuses and equal opportunities.

This ODI unit offers students:

1. Support and monitoring through counselling and personalised student plans for those who need to improve their academic performance.
2. Curricular adaptations to uphold diversity, with assistance for those students who require specific educational support, leading to equal opportunities without significant changes to methodology or evaluation.

3. We offer students a range of extracurricular educational resources to reinforce skills which will enhance their personal and professional development.
4. Career guidance by giving tools and advice to any students who have doubts about their career or think that they have chosen the wrong degree.

Students who need educational support can contact us at:

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

## **11. SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.