

## 1. BASIC INFORMATION

Course	WEB ANALYTICS AND AUDIENCE ANALYSIS
Degree	MARKETING
School/faculty	SOCIAL SCIENCES
Year	FOURTH
Ects	6 ECTS
Type	MANDATORY
Language	ENGLISH
Mode	IN-PERSON
Semester	FIRST
Academic year	2025-2026
Coordinator	MARTÍN LÓPEZ, RAQUEL
Instructor	MARTÍN LÓPEZ, RAQUEL

## 2. INTRODUCTION

The course program enables students to collect, study, and evaluate data obtained through measurement tools on audience behavior.

It is crucial to analyze these measurements to improve and manage an online marketing strategy. Therefore, upon completing the course, students will no longer create online strategies blindly. Instead, they will be able to consider all real-time data to carry out actions, ensuring that all efforts are not in vain.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic Competencies:

- CB2 - Students should be able to apply their knowledge to their work or vocation in a professional manner and possess the competencies typically demonstrated through the development and defense of arguments and problem-solving within their field of study.
- CB3 - Students should have the ability to gather and interpret relevant data (usually within their field of study) to make judgments that include reflection on relevant social, scientific, or ethical issues.

**Transversal Competencies:**

- CT01 - Ethical Values: Ability to think and act according to universal principles based on the value of the person, aimed at their full development, and involving a commitment to certain social values.
- CT04 - Written/Oral Communication: Ability to transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action, with oral communication being conducted through words and gestures, and written communication through writing and/or graphic supports.
- CT05 - Analysis and Problem Solving: Ability to critically evaluate information, break down complex situations into their constituent parts, recognize patterns, and consider alternative approaches and perspectives to find optimal solutions and efficient negotiations.
- CT06 - Adaptation to Change: Ability to accept, value, and integrate different positions, adapting one's approach as the situation requires, and working effectively in ambiguous situations.

**Specific Competencies:**

- CE02 - Ability to understand how to design marketing actions based on the optimal use of the marketing mix.
- CE03 - Ability to interpret and summarize the results of market reports and studies and use them as a basis for marketing decision-making.
- CE04 - Ability to identify market needs to offer solutions that can meet consumer expectations.
- CE06 - Ability to apply communication concepts necessary to generate effective messages, using appropriate channels and adapting to the target audience.

**Learning Outcomes:**

- LO1: Use Big Data.
- LO2: Producir investigación de audiencias online
- LO3: Implement web metrics tools and services.
- LO4: Recognize trends in online measurement.

The table below shows the relationship between the competencies developed in the course and the learning outcomes pursued:

Competencies	Learning Outcomes
CB2, CB3, CT01, CT04, CT05, CT06, CE02, CE03, CE04 y CE06	LO1: Use Big Data.
CB2, CB3, CT01, CT04, CT05, CT06, CE02, CE03, CE04 y CE06	LO2: Conduct online audience research.
CB2, CB3, CT01, CT04, CT05, CT06, CE02, CE03, CE04 y CE06	LO3: Implement web metrics tools and services.
CB2, CB3, CT01, CT04, CT05, CT06, CE02, CE03, CE04 y CE06	LO4: Recognize trends in online measurement.

## 4. CONTENT

The subject is organized into six learning units, which include, among others, the following topics:

- Introduction to Big Data
- Online Audience Research
- Web Metrics Tools and Services
- Trends in Online Measurement

## 5. TEACHING-LEARNING METHODOLOGIES

The following types of teaching-learning methodologies will be applied:

- Lectures
- Cooperative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning
- Workshop-Based Learning

## 6. TRAINING ACTIVITIES

The following types of training activities will be carried out, along with the student's time dedication to each:

#### In-person Mode:

Training Activity	Number of Hours
Tutoring	7
Lectures	35
Asynchronous Lectures	10
Independent Study	35
Oral Presentations	10
Case Analysis and Problem Solving	20
Knowledge Test	3
Project Work	30
<b>TOTAL</b>	<b>150</b>

## 7. EVALUATION

The following evaluation systems and their weight on the total course grade are listed below:

#### In-person Mode:

Evaluation System	Weight
Knowledge Test	30%
Oral Presentations	30%
Case/Problem	40%

On the Virtual Campus, when you access the course, you can consult the detailed evaluation activities you need to complete, as well as the submission dates and evaluation procedures for each.

### 7.1. Regular Examination

To pass the course in the regular examination, you must obtain a grade of 5.0 or higher out of 10.0 in the final grade (weighted average) of the course.

In any case, it is necessary to obtain a grade of 5.0 or higher in the final exam for it to be averaged with the rest of the activities.

## 7.2. Extraordinary Examination

To pass the course in the extraordinary examination, you must obtain a grade of 5.0 or higher out of 10.0 in the final grade (weighted average) of the course.

In any case, it is necessary to obtain a grade of 5.0 or higher in the final exam for it to be averaged with the rest of the activities.

You must submit the activities not passed in the regular examination, after receiving the corresponding corrections from the instructor, or those that were not submitted.

## 8. SCHEDULE

This section indicates the schedule with submission dates for the course's evaluable activities:

Evaluable Activities	Date
Practice 1	Week 4
Practice 2	Week 6
Practice 3	Week 8
Final Course Project	Week 12
Knowledge Test	End of Semester

This schedule may be subject to changes due to logistical reasons. Any modifications will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The bibliography for following the course is:

- Kaushik, A. (2011). *Analítica Web 2.0: El arte de analizar resultados y la ciencia de centrarse en el cliente*. Grupo Planeta (GBS).
- Morales, M. (2010). *Analítica Web para empresas. Arte, ingenio y anticipación*. Editorial UOC.

The following recommended bibliography is provided:

- Muñoz Vera, G., & Figueroa, T. (2011). *El arte de medir: manual de analítica web*. Profit Editorial, 2011.
- CHAFFEY, D., ELLIS-CHADWICK, F. AND CHAFFEY, D. (2012), *Digital marketing*, Pearson – Harlow.
- Chardonneau, R. (2014) *Google Analytics: analice el tráfico de su sitio web para mejorar los resultados: incluye Universal Analytics*. Ediciones ENI.
- Janal, D.S. (2000). *Marketing en Internet. Cómo lograr que la gente visite, compre y regrese a su sitio web*. Pearson Education.

- Caballero, R. y Martín, E. (2015). *Las bases del Big Data*. Editorial La Catarata. ISBN: 9788490970867
- CALLEJO, Javier (2001). *Investigar las audiencias. Un análisis cualitativo*. Barcelona: Editorial Paidós
- MARR, BERNARD (2017), *Big data en la práctica*, TEELL.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

The Educational Guidance, Diversity, and Inclusion Unit (ODI) offers support to our students throughout their university life to help them achieve their academic goals. Other pillars of our work include the inclusion of students with specific educational support needs, universal accessibility across the university's campuses, and equal opportunities.

This Unit offers students:

1. Support and monitoring through personalized advice and plans for students who need to improve their academic performance.
2. In terms of diversity attention, non-significant curricular adjustments are made, i.e., in methodology and evaluation, for students with specific educational support needs, aiming for equal opportunities for all students.
3. We offer students various extracurricular training resources to develop different competencies that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe they have made a mistake in choosing their degree.

Students who need educational support can write to us at:

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

## 11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to identify strengths and areas for improvement regarding the faculty, the degree, and the teaching-learning process.

The surveys will be available in the survey section of your virtual campus or via your email.

Your feedback is necessary to improve the quality of the degree.

Thank you very much for your participation.