



DEMS

Developing E-marketing Skills
for the Business Market



Funded by
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Tranversal Digital Marketing Curricula

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1. INTRODUCTION

This document contains the description of the activities carried out under PR 1 (projects results). The aim of PR 1 is the production of transversal curricula in digital marketing. To this end, the following phases were carried out:

1. Curriculum analysis of the courses that are currently offered in the market, having consulted online platforms and the supply of courses in higher education institutions.
2. Focus group with professionals, teachers and former students.
3. Interviews with professionals, teachers and former students.
4. Preparation of a questionnaire with the information from the previous activities.
5. Collection of information.
6. Statistical analysis and report production.
7. Production of the transversal curricula in digital marketing.

The following pages have this description.

2. DIGITAL MARKETING: CURRENT CURRICULA



2.1. INTRODUCTION

This chapter contains an analysis of digital marketing course offerings. For this purpose, short- and medium-term courses were analysed (not conferring academic degrees), as well as post-graduate and master's courses. It is noteworthy that no bachelor's or graduate degrees in digital marketing were found. Short-term courses are those lasting up to three months, and medium-term courses are those lasting more than three months.

The analysis focused on the EDX, Coursera, Digital Marketing Institute, and Udacity platforms for short- and medium-term courses. It should also be noted that the Lynda and Udemy platforms were also subject to consideration. However, considering that the offers they contain do not differ substantially from those mentioned above, it was decided that they would not be analysed. The Udemy platform was consulted, with the keyword "digital marketing", returning more than 10,000 results, and the Lynda platform, for the same search, returned more than 1000 results. For the reason previously indicated and given the high values of the two results, the two factors contributed decisively to the non-inclusion of these platforms, because it would firstly result in redundancy and because an accurate analysis would be impossible on time. All platforms rate their offerings according to two criteria, namely duration and difficulty level.

For post-graduate and master's degrees, higher education institutions were analysed. We selected the educational institutions that appear in the Financial Times ranking, selecting those that offer courses in digital marketing.

Additionally, a search was conducted for the four DEMS partner countries – Finland, Poland Portugal, and The Netherlands – identifying the institutions and their curricula.

2.2. SHORT COURSES COURSERA

2.2.1. INTRODUCTION TO DIGITAL MARKETING

- Search Engine Marketing - Can Customers Find You? (2 Hours)
- Social Media - Two-Way Communication with Customers (2 Hours)
- Reputation Management - You Are Who Your Customers Think You Are (2 Hours)
- Content Marketing - Storytelling is the Key to Great Content (3 Hours)

2.2.2. VIRAL MARKETING AND HOW TO CRAFT CONTAGIOUS CONTENT

- What Makes Ideas Sticky? (1 hour)
- How Social Influence Shapes Behavior (1 hour)
- The Power of Word of Mouth (1 hour)
- Social Networks (1 hour)

2.2.3. DIGITAL MARKETING FOR E-COMMERCE

- Introducción al marketing digital (4 hours)
- Principales estrategias de marketing digital (3 hours)
- Creando nuestro plan de Marketing digital (4 hours)
- Midiendo los resultados (4 hours)

2.2.4. ANALÍTICAS Y MÉTRICAS DE MARKETING

- Introducción a las Herramientas de Análisis y Medición (7 hours)
- ¿Cuál es la relación entre el Marketing Digital y la Analítica Digital? (6 hours)
- Conociendo los Principales Análisis de Marketing Digital (8 hours)
- Fallas Recurrentes en las empresas (8 hours)

2.2.5. INFLUENCER MARKETING STRATEGY

- Influencer Marketing Strategy (4 hours)
- Content Marketing Strategy (4 hours)
- How To Find Influencers (4 hours)
- How To Engage Influencers (4 hours)

- How To Measure Influencer Marketing (4 hours)
- Influencer Campaigns (4 hours)

2.2.6. MARKETING DIGITAL

- O que é marketing digital? (4 hours)
- Tipos de canais e SEM (3 hours)
- SEO e Facebook Ads (3 hours)
- Email Marketing e Growth Hacks (2 hours)
- Medir, Testar e Iterar (4 hours)

2.2.7. THE STRATEGY OF CONTENT MARKETING

- The Content Marketing Ecosystem (3 hours)
- The Strategic Context (5 hours)
- Mapping the Journey: Crafting a Content Marketing Strategy (4 hours)
- The Strategic Types of Content (5 hours)
- Managing Your Content (3 hours)

2.3. SHORT COURSES EDX

2.3.1. DIGITAL MARKETING STRATEGY

- Week 1: Why digital matters?
- Week 2: The impact of digital on product
- Week 3: The impact of digital on value proposition
- Week 4: Changes in technology a marketer has to be aware of
- Week 5: Digital policies
- Week 6: The persona and its journey
- Week 7: Competitor analysis
- Week 8: Final Project: Digital Marketing Strategy development

2.3.2. FUNDAMENTALS OF DIGITAL MARKETING

- Digital Marketing Strategy
- Inbound and Outbound Marketing (also touching on social media marketing)
- Mobile Marketing - Apps and Promotions
- Multi-Sided Platforms
- Overview of OmniChannel Marketing
- Attribution and Marketing Mix Modeling

2.3.3. ONLINE ADVERTISING & SOCIAL MEDIA

- Online Advertising Ecosystems
- Evaluation of Online Display Campaigns
- Online Reviews and Sentiment Analysis
- Social Media /Social Network Analysis
- Analysis of Social Media Big Data

2.3.4. OTHER COURSES

- Digital Branding and Engagement
- Digital Marketing and Data Driven Analytics
- Marketing Digital: Content & Community Manager
- Online Marketing Strategies
- Fundamentals of Digital Marketing, Social Media, and E-Commerce
- Managing Customer Relationships in the Digital Environment
- Marketing digital en redes sociales
- Fundamentos del marketing digital
- Marketing digital y sus análisis basado en datos
- Marketing Digital para Emprendedores
- E-Commerce Estratégico
- Facebook Ads: Cómo utilizar el poder de la publicidad en Facebook
- Email marketing: diseño y gestión de campañas
- Google Ads: publicidad efectiva
- Reputation Management in a Digital World
- Digital Commerce Reinventing Business Models
- Strategic Social Media Marketing

2.4. SHORT COURSES DIGITAL MARKETING INSTITUTE

2.4.1. OTHER COURSES

- Content Marketing
- Data and Web Analytics
- eCommerce
- Social Media Marketing
- UX and Website Design
- Search Engine Optimisation (SEO)
- Paid Search (PPC)
- Email Marketing
- Digital Display
- Customer Experience (CX)
- Digital Strategy

- Certified Digital and Social Selling Specialist
- Digital Marketing Essentials

2.5. MEDIUM-LENGTH COURSES COURSERA

2.5.1. MARKETING DIGITAL SPECIALIZATION

1. Pilares de Marketing Digital
 - Ecosistema del Marketing Digital (5 hours)
 - La evolución de los medios: transmedia, nuevos medios y nuevas audiencias (6 hours)
 - De la estrategia a la ejecución: las principales herramientas del Marketing Digital (8 hours)
 - De la ejecución a la medición: Business Analytics (7 hours)
2. Estrategias de Redes Sociales
 - Estrategia y tácticas en Facebook (8 hours)
 - Estrategia y tácticas en Twitter (5 hours)
 - Estrategia y tácticas en Instagram (4 hours)
 - Estrategia y tácticas en LinkedIn (5 hours)
3. Publicidad Digital con Google AdWords
 - Introducción a Google Adwords (7 hours)
 - Red de Búsqueda de Google (6 hours)
 - Red de Display de Google (6 hours)
 - Optimización de Google Adwords (7 hours)
4. Compra programática de medios: Publicidad online en tiempo real
 - Planificación de Audiencias vs Planificación de Medios, la necesidad de un nuevo paradigma (3 hours)
 - La estrella del show es la data (3 hours)
 - El objetivo siempre es maximizar los objetivos de negocio siendo eficientes al hacerlo (3 hours)
 - El futuro es prometedor (3 hours)
5. Proyecto Final - Programa Especializado en Marketing Digital

2.5.2. DIGITAL PRODUCT MANAGEMENT SPECIALIZATION

1. Digital Product Management: Modern Fundamentals
 - Achieving Focus and #Winning (3 hours)
 - Using Today's Product Management Methods (3 hours)
 - Exploring a New Product Idea (2 hours)
 - Amplifying an Existing Product (3 hours)
2. Agile Meets Design Thinking
 - Problems Agile Solves (2 hours)
 - Focusing Your Agile with Personas, Problem Scenarios, and Alternatives (2 hours)

- Getting to Great Agile User Stories (1 hours)
- Focusing on Customer Value with User Stories (4 hours)
- 3. Hypothesis-Driven Development
 - How Do We Know if We're Building for a User that Doesn't Exist? (2 hours)
 - How Do We Reduce Waste & Increase Wins by Testing Our Propositions Before We Build Them? (2 hours)
 - How Do We Consistently Deliver Great Usability? (2 hours)
 - How Do We Invest to Move Fast? (4 hours)
- 4. Agile Analytics
 - Introduction and Customer Analytics (3 hours)
 - Demand Analytics (3 hours)
 - UX Analytics (6hours)
 - Analytics and Data Science (3 hours)
- 5. Managing an Agile Team
 - The Agile Team (3 hours)
 - Learning and Deciding (2 hours)
 - Building and Managing (2 hours)
 - Practicing Agile (4 hours)

2.5.3. CONTENT STRATEGY FOR PROFESSIONALS SPECIALIZATION

1. Content Strategy for Professionals: Engaging Audiences
 - Introduction to Content Strategy (2 hours)
 - Audiences and Brand (2 hours)
 - Experiences and Voice (2 hours)
2. Content Strategy for Professionals: Managing Content
 - Platforms and Design (2 hours)
 - Social and Mobile Media (2 hours)
 - Managing Content and IP (2 hours)
3. Content Strategy for Professionals: Expanding Your Content's Reach
 - Utilizing Content Trends (2 hours)
 - Social Networks and Digital Media (2 hours)
 - Interactivity and Gamification (1 hours)
4. Content Strategy for Professionals: Ensuring Your Content's Impact
 - Visual Communication: Theory and Practice (2 hours)
 - Social Engagement (2 hours)
 - Measuring Your Content's Engagement (1 hours)
5. Content Strategy for Professionals: Capstone Project

2.5.4. SOCIAL MEDIA MARKETING IN PRACTICE SPECIALIZATION

1. Social Media and Digital Marketing Fundamentals
 - 1.1 Digital Marketing Landscape (2 hours)
 - 1.2 Digital Marketing Principles (3 hours)
 - 1.3 Content Marketing for Social (5 hours)
2. Social Media and Social Content Strategy
 - 2.1 Social Media and Business Strategy (2 hours)
 - 2.2 Social Media Platforms for Business (3 hours)
 - 2.3 Social Content Strategy and Promotion (6 hours)
3. Facebook, Instagram, and Snapchat Marketing
 - 3.1 Facebook Marketing Fundamentals (3 hours)
 - 3.2 Facebook Ads and Marketing (2 hours)
 - 3.3 Instagram and Snapchat - Social Apps (3 hours)
 - 3.4 Instagram and Snapchat Marketing (4 hours)
4. Twitter, LinkedIn, and YouTube Marketing
 - 4.1 Twitter Marketing (3 hours)
 - 4.2 LinkedIn and Social Selling (4 hours)
 - 4.3 YouTube and Social Video Marketing (4 hours)

2.5.5. FACEBOOK MARKETING ANALYTICS PROFESSIONAL CERTIFICATE

1. Marketing Analytics Foundation
 - 1.1 The Importance of Analytics in Marketing (3 hours)
 - 1.2 Marketing Data Sources (3 hours)
 - 1.3 Marketing Measurement and Analytics Tools (3 hours)
 - 1.4 Data and Privacy (2 hours)
2. Introduction to Data Analytics
 - 2.1 Working with Data (3 hours)
 - 2.2 Python for Data Analysis (10 hours)
 - 2.3 Data Cleaning and Processing (4 hours)
 - 2.4 Introduction to Data Visualization (4 hours)
3. Statistics for Marketing
 - 3.1 Descriptive Statistics (4 hours)
 - 3.2 Making Predictions with Inferential Statistics (3 hours)
 - 3.3 Designing Experiments and Testing Hypotheses (4 hours)
 - 3.4 Data Modeling (4 hours)
4. Data Analytics Methods for Marketing

- 4.1 Find Your Audience With Segmentation (2hours)
- 4.2 Analytics for Planning and Forecasting (3 hours)
- 4.3 Evaluating Advertising Effectiveness (2 hours)
- 4.4 Optimizing Your Marketing Mix (4 hours)
- 5. Marketing Analytics with Facebook
 - 5.1 Fundamentals of Facebook Ads Manager (4hours)
 - 5.2 Analyzing Campaign Results (2 hours)
 - 5.3 Running Facebook Experiments (2 hours)
 - 5.4 Optimizing Your Marketing Mix (2 hours)
 - 5.5 Marketing Analytics in Action (2 hours)
- 6. Facebook Marketing Science Certification Exam

2.5.6. FACEBOOK SOCIAL MEDIA MARKETING PROFESSIONAL CERTIFICATE

- 1. Introduction to Social Media Marketing
 - 1.1 The Social Media Landscape (4hours)
 - 1.2 Social Media Platforms Overview (3 hours)
 - 1.3 Goals and Planning for Success (3 hours)
 - 1.4 Understand Your Audience (4 hours)
 - 1.5 Choose Your Social Media Channels (1 hours)
- 2. Social Media Management
 - 2.1 Establish Your Presence (4hours)
 - 2.2 Social Media Content (3 hours)
 - 2.3 Social Media Content Management (4 hours)
 - 2.4 Evaluate Your Efforts (2 hours)
- 3. Fundamentals of Social Media Advertising
 - 3.1 Introduction to Social Media Advertising (3hours)
 - 3.2 Creating Effective Ads on Social Media (2 hours)
 - 3.3 Data, Privacy and Policies on Social Media (1 hours)
 - 3.4 Getting Started with Advertising on Facebook and Instagram (1 hours)
 - 3.5 Create a Creative Brief for Your Social Media Ad (2 hours)
- 4. Advertising with Facebook
 - 4.1 First Steps in Facebook Ads Manager (3hours)
 - 4.2 Determine Your Campaign Objective and Budget (2 hours)
 - 4.3 Select Your Audience, Platforms and Schedule (2hours)
 - 4.4 Create Your Ads and Evaluate Your Campaign Results (2 hours)
 - 4.5 Build Your Own Campaign in Facebook Ads Manager (1 hours)
- 5. Measure and Optimize Social Media Marketing Campaigns
 - 5.1 Evaluate Your Marketing Results Against Goals (4hours)
 - 5.2 Measure Your Advertising Effectiveness (2 hours)

- 5.3 Optimize Your Ad Campaigns (2hours)
- 5.4 Communicate Your Marketing Results (1 hours)

6. Facebook Social Media Marketing Capstone

2.5.7. SEARCH ENGINE OPTIMIZATION (SEO) SPECIALIZATION

- 1. Introduction to Google SEO
 - 1.1 Introduction to Google SEO (3 hours)
 - 1.2 Current SEO Best Practices (4 hours)
 - 1.3 SEO of Today, Tomorrow and Beyond (5 hours)
 - 1.4 Your Audience and Building Personas (1 hours)
- 2. Google SEO Fundamentals
 - 2.1 Getting Started and Introduction to On-page SEO (8 hours)
 - 2.2 Introduction to Off-page SEO (5 hours)
 - 2.3 Introduction to Technical SEO (6 hours)
 - 2.4 Keyword Theory & Research (10 hours)
- 3. Optimizing a Website for Google Search
 - 3.1 Introduction to Optimizing a Website for Google Search (6 hours)
 - 3.2 Advanced SEO Strategies (2 hours)
 - 3.3 Mobile/App SEO and Metrics & KPIs (4 hours)
 - 3.4 Creating an SEO Campaign (1 hours)
- 4. Advanced Content and Social Tactics to Optimize SEO
 - 4.1 Introduction to Advanced Content and Social Tactics to Optimize SEO (3 hours)
 - 4.2 Social Media Marketing (3 hours)
 - 4.3 Influence Marketing (2 hours)
 - 4.4 Creating World Class Content (10 hours)
- 5. Google SEO Capstone Project

2.5.8. SOCIAL MEDIA MARKETING SPECIALIZATION

- 1. What is Social?
 - 1.1 Introduction to Social Marketing (1 hours)
 - 1.2 Social Trends (2 hours)
 - 1.3 The Business of Social (2 hours)
 - 1.4 Social Overview (2 hours)
- 2. The Importance of Listening
 - 2.1 Big Data (2 hours)
 - 2.2 Big Information (2 hours)
 - 2.3 Big Insights (3 hours)

2.4 Real-Time in Action (1 hours)**3. Engagement & Nurture Marketing Strategies****3.1 Social Strategy Overview (2 hours)****3.2 Engagement Strategy (2 hours)****3.3 Nurture Marketing Strategy (3 hours)****3.4 Developing a Great Blog (1 hours)****4. Content, Advertising & Social IMC****4.1 Content Strategy (2 hours)****4.2 Advertising (1 hours)****4.3 Social Integrated Marketing Communications (IMC) (4 hours)****4.4 Measuring Your Social Programs (1 hours)****5. The Business of Social****5.1 Legal Considerations (2 hours)****5.2 Metrics (1 hours)****5.3 Performance (1 hours)****5.4 Management (1 hours)****6. Social Marketing Capstone Project****2.5.9. DIGITAL CONSUMER SEARCH AND MARKETING SPECIALIZATION**

1. Foundations of Digital Consumer Search and Marketing
2. Reshaping Consumer Search
3. Reimagining Consumer Experience
4. Sensing Consumer Insights

Digital Consumer Search and Marketing builds on the foundations of digital consumer behaviour and digital marketing. You will learn how to optimise marketing efforts across digital channels. By the end of the specialization, you will have a good understanding of the design and implementation of digital marketing strategies, as well as the importance and use of digital media and tools including: Search Engine Optimization (SEO) Content Marketing Social Media Marketing Mobile Marketing Pay Per Click (PPC) Web Analytics Email Marketing.

2.5.10. MARKETING CON REDES SOCIALES SPECIALIZATION

1. Introducción a las redes sociales. Sus objetivos y métricas
 - 1.1 Introducción a las redes sociales, sus objetivos y métricas
 - 1.2 Antecedentes de las redes sociales y sus objetivos (3 hours)
 - 1.3 Factores principales en el desarrollo de redes sociales (4 hours)
 - 1.4 Entorno social como conductor de los medios de comunicación (3 hours)
 - 1.5 Penetración en el mercado global (3 hours)
 - 1.6 Objetivos del social listening, alcances y métricas (2 hours)

2. Beneficios y características de las redes sociales más significativas
 - 2.1 Interacción entre plataformas (2 hours)
 - 2.2 Principales redes sociales (2 hours)
 - 2.3 El valor agregado de las plataformas hacia la estrategia digital (7 hours)
 - 2.4 Cierre del curso (1 hours)
3. Requerimientos, planeación, ejecución y medición de estrategias para redes sociales
 - 3.1 Requerimientos para hacer social media marketing (4 hours)
 - 3.2 Modelo SOSTAC: Definición de la estrategia (5 hours)
 - 3.3 Modelo SOSTAC: Content Marketing (4 hours)
 - 3.4 Modelo SOSTAC: Estrategia de comunicación (6 hours)
4. Las redes sociales en acción
 - 4.1 Estableciendo objetivos (4 hours)
 - 4.2 Planeando las actividades en redes sociales (4 hours)
 - 4.3 Los recursos para redes sociales (3 hours)
 - 4.4 Evaluación y reportes (4 hours)
5. Marketing en Redes Sociales Proyecto Final

2.5.11. DIGITAL ADVERTISING STRATEGY SPECIALIZATION

1. Introduction to the Digital Advertising Landscape
 - 1.1 Display Advertising (2 hours)
 - 1.2 Search Advertising (1 hours)
 - 1.3 Banner and Video Advertising (2 hours)
 - 1.4 Social Media Advertising (2 hours)
 - 1.5 Mobile Advertising (2 hours)
 - 1.6 Programmatic Advertising (5 hours)
2. Search Advertising
 - 2.1 Search Basics (2 hours)
 - 2.2 Take on Auction Ads (1 hours)
 - 2.3 Google's Take on Bidding, Audiences, and Tools (4 hours)
 - 2.4 Google Ads Campaigns (1 hours)
 - 2.5 Capstone Project: Practical Campaign Optimization (1 hours)
3. Social Media Advertising
 - 3.1 Case Study (2 hours)
 - 3.2 Facebook (2 hours)
 - 3.3 Instagram (1 hours)
 - 3.4 Twitter (2 hours)
 - 3.5 Custom Audiences: Retargeting and Lookalike Modeling (2 hours)
4. Native Advertising
 - 4.1 Case Study (2 hours)
 - 4.2 Gathering and Targeting (1 hours)

4.3 Seeding (2 hours)

4.4 Taboola Campaign and Content Generation (2 hours)

2.5.12. DIGITAL MARKETING SPECIALIZATION

1. The Digital Marketing Revolution
2. Marketing in a Digital World
 - 2.1 COURSE OVERVIEW AND HOW DIGITAL TOOLS ARE CHANGING PRODUCT (9 hours)
 - 2.2 HOW DIGITAL TOOLS ARE CHANGING PROMOTION (7 hours)
 - 2.3 HOW DIGITAL TOOLS ARE CHANGING PLACEMENT (6 hours)
 - 2.4 HOW DIGITAL TOOLS ARE CHANGING PRICE (7 hours)
3. Digital Marketing Analytics in Theory
4. Digital Marketing Analytics in Practice
5. Digital Media and Marketing Principles
 - 5.1 Course Overview and The Changing Landscape (5 hours)
 - 5.2 Key Processes and Core Strategies (4 hours)
 - 5.3 Smart and Social Media Channels (5 hours)
 - 5.4 Mobile Media and Beyond the Screens (6 hours)
6. Digital Media and Marketing Strategies
 - 6.1 Setting Goals and Preparing Your Digital Assets (5 hours)
 - 6.2 Online and Video Marketing (6 hours)
 - 6.3 Social and Email Marketing (3 hours)
 - 6.4 Putting It All Together for Your Digital Plan (5 hours)
7. Digital Marketing Capstone

2.5.13. DIGITAL MARKETING STRATEGY AND PLANNING SPECIALIZATION

1. Digital Strategy and Business Opportunity
 - 1.1 Digital Disruption and Business Opportunity (2 hours)
 - 1.2 Digital Marketing and Digital Strategy (4 hours)
 - 1.3 Digital Content and Creative Strategy (5 hours)
2. Digital Channel Planning and E-Commerce Strategy
 - 2.1 Digital Channel Planning and Inbound Strategy (5 hours)
 - 2.2 Digital Channel Planning and Outbound Strategy (2 hours)
 - 2.3 Commerce and Social Customer Service Strategy (5 hours)
3. Digital Leadership and Digital Strategy Execution
 - 3.1 Strategic Thinking and the Customer Experience (CX) (3 hours)
 - 3.2 Digital Marketing Strategy Execution and Management (3 hours)
 - 3.3 Digital Leadership, Strategy, and Data Privacy (5 hours)

2.5.14. E-MARKETING SPECIALIZATION

1. Identifying, Attracting, and Growing Your Digital Audience
 - 1.1 Introduction to Digital Marketing (2 hours)
 - 1.2 Identifying & Defining Your Audience (4 hours)
 - 1.3 Attracting & Building Your Audience (4 hours)
 - 1.4 Maintaining & Engaging Your Audience (3 hours)
2. Strategies for Converting and Retaining Customers Online
 - 2.1 Introduction to Search Engine Marketing (2 hours)
 - 2.2 Pay-Per-Click (PPC) and Search Engine Optimization (SEO) (3 hours)
 - 2.3 Landing Pages (3 hours)
 - 2.4 Conversion and Retention (3 hours)
3. Mobile Marketing, Optimization Tactics, and Analytics
 - 3.1 Mobile Marketing (3 hours)
 - 3.2 Mobile Applications or Apps (3 hours)
 - 3.3 Website Optimization (2 hours)
 - 3.4 Testing Methodologies and Tools for Analytics (4 hours)

2.5.15. GOOGLE DATA ANALYTICS PROFESSIONAL CERTIFICATE

1. Foundations: Data, Data, Everywhere
2. Ask Questions to Make Data-Driven Decisions
3. Prepare Data for Exploration
4. Process Data from Dirty to Clean
5. Analyze Data to Answer Questions
6. Share Data Through the Art of Visualization
7. Data Analysis with R Programming
8. Google Data Analytics Capstone: Complete a Case Study

2.5.16. OTHER COURSES RELATED WITH DIGITAL MARKETING

1. Google UX Design
2. UI / UX Design
3. User Experience Research and Design
4. Introduction to User Experience Design
5. Foundations of User Experience (UX) Design
6. User Experience: Research & Prototyping

2.6. MEDIUM-LENGTH COURSES DIGITAL MARKETING INSTITUTE

2.6.1. CERTIFICATION IN DIGITAL MARKETING (1 YEAR)

1. Social Media Marketing - Module Info & Overview - Learn how to create engaging content on social media and how to plan, execute, optimize and report on social media marketing campaigns across the key social platforms.
 - 1.1 Social Research
 - 1.2 Social Content
 - 1.3 Facebook, Instagram, Pinterest
 - 1.4 Twitter
 - 1.5 LinkedIn
 - 1.6 Youtube & Social Video
 - 1.7 Social Apps
 - 1.8 Social Commerce & Affiliate Marketing
 - 1.9 Social Customer Service
 - 1.10 Social Strategy
2. Strategy and Planning - Module Info & Overview - Gain all the key skills and practices associated with planning a successful digital strategy. Everything from digital channels, marketing automation, budgeting, analytics and digital leadership.
 - 2.1 Digital Communications v Traditional Communications
 - 2.2 Marketing Automation
 - 2.3 Budget and Resourcing
 - 2.4 Big Data & Analytics
 - 2.5 Strategy Formulation and Plan
 - 2.6 Digital Communications & Channels
3. CX, eCommerce and CRO - Module Info & Overview - Learn the key concepts underpinning website optimization, conversion rate optimization and effective e-commerce for every business requirement. Build highly effective user experiences for your customers.
 - 3.1 Website Optimization
 - 3.2 UX Research & Design
 - 3.3 E-Commerce Strategy
 - 3.4 Applied E-Commerce
 - 3.5 Graphic Design Essentials for Marketers
 - 3.6 CX Essentials
4. Search and Digital Channels - Module Info & Overview - Plan, implement, refine and report on search marketing campaigns. Drive traffic across all digital channels.
 - 4.1 SEO Setup & Content
 - 4.2 SEO Workshop
 - 4.3 Paid Search & Display Advertising
 - 4.4 Measurement with Google Analytics
 - 4.5 Email Marketing Strategy
 - 4.6 Applied Email Marketing
5. Digital Selling - Module Info & Overview - Recognize the value of social selling and incorporate digital techniques to better engage with customers and prospects to drive increased conversion rates

- 5.1 Fundamentals of Social Selling
- 5.2 Finding & Targeting Prospects
- 5.3 Attracting Customers
- 5.4 Closing & Retaining
- 5.5 Increasing Engagement
- 6. Essential Skills - Module Info & Overview - Gain all the essential skills all marketers, professionals and business leaders need to work effectively, productively and professionally in a collaborative business environment.
 - 6.1 Project Planning
 - 6.2 Creativity Skills
 - 6.3 Personal Skills
 - 6.4 Working With Others
- 7. Leadership and Management - Module Info & Overview - Develop practical skills and techniques that you can use to think strategically, build effective teams, deal with conflict and crisis and persuade and influence others.
 - 7.1 Thinking Strategically
 - 7.2 Building Effective Teams
 - 7.3 Dealing with Conflicts and Crises
 - 7.4 Persuading and Influencing

2.7. MSc MASTERS IN DIGITAL MARKETING (2 YEARS)

- 1. Communications and Consumer
- 2. Social Media Marketing
- 3. Search Marketing
- 4. eCommerce and Email
- 5. Mobile Marketing
- 6. Digital Strategy & Planning

2.8. MEDIUM-LENGTH COURSES EDX

2.8.1. PROFESSIONAL CERTIFICATE IN DIGITAL MARKETING FUNDAMENTALS

- 1. Introduction to Marketing
 - 1.1 Week 1: Role of Marketing
 - 1.2 Week 2: Consumers and Consumption
 - 1.3 Week 3: Segmentation, Targeting and Positioning
 - 1.4 Week 4: Designing Products and Services
 - 1.5 Week 5: Pricing and Channels
 - 1.6 Week 6: Communicating and Engaging
- 2. Digital Marketing Strategy
 - 2.1 Week 1: Why digital matters?
 - 2.2 Week 2: The impact of digital on product

- 2.3 Week 3: The impact of digital on value proposition
- 2.4 Week 4: Changes in technology a marketer has to be aware of
- 2.5 Week 5: Digital policies
- 2.6 Week 6: The persona and its journey
- 2.7 Week 7: Competitor analysis
- 2.8 Week 8: Final Project: Digital Marketing Strategy development

2.8.2. PROFESSIONAL CERTIFICATE IN DIGITAL MARKETING

- 1. Fundamentals of Digital Marketing
 - 1.1 Digital Marketing Strategy
 - 1.2 Inbound and Outbound Marketing (also touching on social media marketing)
 - 1.3 Mobile Marketing - Apps and Promotions
 - 1.4 Multi-Sided Platforms
 - 1.5 Overview of OmniChannel Marketing
 - 1.6 Attribution and Marketing Mix Modeling
- 2. Digital Marketing Analytics: Tools and Techniques
 - 2.1 SEO and SEM - KPIs and keyword strategies
 - 2.2 Web Analytics - A/B Testing
 - 2.3 Recommendation Systems
 - 2.4 Machine Learning/AI applications/Big Data
 - 2.5 Text and Image Analysis
 - 2.6 Attribution/MMM
- 3. Online Advertising & Social Media
 - 3.1 Online Advertising Ecosystems
 - 3.2 Evaluation of Online Display Campaigns
 - 3.3 Online Reviews and Sentiment Analysis
 - 3.4 Social Media /Social Network Analysis
 - 3.5 Analysis of Social Media Big Data
- 4. Managing Customer Relationships in the Digital Environment
 - 4.1 Customer Lifetime Value Concepts
 - 4.2 CLV to Firm Value
 - 4.3 Using CLV for evaluating marketing actions
 - 4.4 Identification/Selection of Customers
 - 4.5 Managing Loyalty/Churn
 - 4.6 Direct To Consumer Models

2.8.3. MARKETING IN A DIGITAL WORLD MICROMASTERS

- 1. Digital Branding and Engagement
 - 1.1 Module 1: The Digital Consumer Compare and contrast marketer control versus consumer control Examine consumer empowerment Explore consumer participation and engagement

- 1.2 Module 2: Content Marketing Examine content marketing and determine its value Explore different strategies for content distribution Identify some of the challenges associated with content marketing
 - 1.3 Module 3: Owned Media Assets Explore the concept of owned media and its importance to brands Investigate the impact of owned media decision making Examine a range of owned media assets and determine their value
 - 1.4 Module 4: Earned Media Investigate brand engagement and why is it important Examine and evaluate a range of engagement platforms Identify different levels of engagement Explore strategies for shaping earned media
2. Reputation Management in a Digital World
 - 2.1 Week 1: Corporate reputation in the digital age
 - 2.2 Week 2: Reputation and participatory culture
 - 2.3 Week 3: How online has changed the media cycle
 - 2.4 Week 4: Managing reputation online
 - 2.5 Week 5: Protecting a Reputation: when it goes wrong, crisis response
 - 2.6 Week 6: Towards best practice reputation management
3. Buyer Behaviour and Analysis
 - 3.1 Topic 1: Introduction to buyer behaviour
 - 3.2 Topic 2: Culture
 - 3.3 Topic 3: Consumer decision making
 - 3.4 Topic 4: E-commerce buying behaviour
 - 3.5 Topic 5: Perception and unconscious thought.
 - 3.6 Topic 6: Learning, memory and product positioning
 - 3.7 Topic 7: Motivation and involvement
 - 3.8 Topic 8: Attitude formation and change
 - 3.9 Topic 9: Gender stereotypes and social identity
 - 3.10 Topic 10: Consumer ethics and misbehaviour
4. Strategic Brand Management
 - 4.1 Topic 1: Introduction to brand management
 - 4.2 Topic 2: Customer-based brand equity (CBBE)
 - 4.3 Topic 3: Brand resonance
 - 4.4 Topic 4: Brand elements
 - 4.5 Topic 5: Brand value chain
 - 4.6 Topic 6: Designing brand building marketing programs
 - 4.7 Topic 7: Designing and implementing brand architecture strategies
 - 4.8 Topic 8: Brand extensions
 - 4.9 Topic 9: Managing brands over time
 - 4.10 Topic 10: Managing brands over geographic boundaries and market segments
5. Online Marketing Strategies
 - 5.1 Topic 1: Introduction to digital marketing/global issues/digital marketing plan
 - 5.2 Topic 2: Segmentation, targeting, differentiation and positioning strategies
 - 5.3 Topic 3: Digital marketing management: distribution and promotion strategies
 - 5.4 Topic 4: Digital marketing management: product and pricing strategies
 - 5.5 Topic 5: Digital marketing tools: website, Google AdWords, Google Analytics, AdSense, etc.
 - 5.6 Topic 6: Strategic digital marketing and performance metrics

- 5.7 Topic 7: Online consumer behaviour and psychology
- 5.8 Topic 8: Planning and developing website and content
- 5.9 Topic 9: Social Media Marketing
- 5.10 Topic 10: Digital Analytics

2.9. MEDIUM-LENGTH COURSES UDACITY

2.9.1. BECOME A DIGITAL MARKETER

1. Marketing Fundamentals
2. Content Strategy
3. Social Media Marketing
4. Social Media Advertising
5. Search Engine Optimization (SEO)
6. Search Engine Marketing with Google Ads
7. Display Advertising
8. Email Marketing
9. Measure and Optimize with Google Analytics

2.9.2. BECOME A MARKETING ANALYST

1. Introduction to Data Analysis
2. Data Visualization
3. Google Analytics
4. Marketing Analytics

2.9.3. GROWTH PRODUCT MANAGER

1. Growth and Acquisition Strategy
2. Activation and Retention Strategy
3. Monetization Strategy

2.10. POST-GRADUATE AND MASTER'S DEGREES

2.10.1. PORTUGAL

2.10.2. ISCAP (MASTERS)

1. DESENVOLVIMENTO DE PRODUTOS DIGITAIS
2. LOGÍSTICA EM NEGÓCIO ELETRÓNICO
3. MARKETING DE CONTEÚDOS
4. MARKETING E ESTRATÉGIA DIGITAL
5. MARKETING INTELLIGENCE E RESEARCH
6. INBOUND MARKETING

7. MOBILE MARKETING
8. PROJECTO DE E-BUSINESS
9. SEARCH ENGINE MARKETING
10. SOCIAL MEDIA MARKETING

2.10.3. IPAM (POST-GRADUATE)

1. Módulo I – Introdução ao Marketing Digital
2. Módulo II – Vídeo Marketing
3. Módulo III – Content Marketing
4. Módulo IV – Display Advertising & Email Marketing
5. Módulo V – Social Media
6. Módulo VI – Search Engine Marketing
7. Módulo VII – Social Networking
8. Módulo VIII – Digital Branding and Public Relations
9. Módulo IX – Estratégia de e-Commerce
10. Módulo X – Metrics & Analytics
11. Módulo XI – Direito Digital 2.0
12. Módulo XII – Transformação do Marketing Digital
13. Módulo XIII – Plano de Marketing Digital

2.10.4. NOVA INFORMATION MANAGEMENT SCHOOL (POST-GRADUATE)

1. Digital Analytics
2. Digital Marketing & E-Commerce
3. Social Network Analysis
4. Marketing Engineering and Analytics
5. Search Engine Optimization
6. Social Media Analytics
7. Digital Transformation
8. Marketing Strategy & Innovation

2.10.5. UNIVERSIDADE LUSÓFONA DO PORTO (POST-GRADUATE)

1. Search Engine Marketing,
2. Social Media Marketing,
3. Digital Analytics,
4. Search Engine Advertising,
5. Marketing de Conteúdos,
6. E-Mail Marketing,
7. Novas estratégias de negócio aplicadas ao digital.

2.10.6. FINLAND

2.10.7. JYVÄSKYLÄ UNIVERSITY SCHOOL OF BUSINESS AND ECONOMICS

1. Digital Interaction (5 cr)
2. Digital Technologies and User Behaviour (6 cr)
3. Digital Marketing Communication (6 cr)
4. Digital Marketing in Action (8 cr)
5. Managing Customer Relationships (6 cr)
6. Introduction to Digital Marketing (6 cr)
7. Qualitative research methods in marketing and corporate communication (5 cr)

2.10.8. POLAND

2.10.9. DIGITAL MARKETING - MAJOR ON THE MASTER IN MANAGEMENT PROGRAM (KOZMINSKI UNIVERSITY)

1. Artificial Intelligence and Technology in Marketing
2. Digital Innovation and Future of Marketing
3. Digital Consulting Project
4. Customer Portfolio Analysis
5. E-mail Marketing and Marketing Automation
6. Digital Marketing Strategy and Planning
7. Internet Marketing and E-Commerce II
8. Search Engine Marketing and Digital Analytics
9. Social Media Marketing
10. Video and Graphic Design
11. Web Design and Management
12. Customer Experience Management
13. Legal Aspects of Virtualization

2.10.10. WSB UNIVERSITY IN WARSAW - ECONOMICS - DIGITAL MARKETING

1. Business Communication
2. E-marketing
3. Digital Environment
4. Marketing Tools
5. Social Media Marketing

2.10.11. THE NETHERLANDS

2.10.12. UNITED INTERNATIONAL BUSINESS SCHOOLS (NL)

1. Social Media and Online Communities (2)

2. Digital Business Marketing (2)
3. e-Commerce and Online Sales (2)
4. Digital Business Innovation (2)
5. Digital Marketing Strategies (2)
6. Comprehensive Cases in Digital Marketing (2)
7. Graduate Research Project in Digital Marketing (2)

2.10.13. OTHER COUNTRIES

2.10.14. LONDON BUSINESS SCHOOL (MASTERS)

1. How does the new digital consumer behave and how does marketing look different in the social-digital age?
2. What is content marketing and why is it so important?
3. What metrics tell us when content marketing is working?
4. How do search engines work and why is search so central to digital marketing success?
5. Which strategies convert best on AdWords and Amazon Marketplace?
6. How do we leverage social networks for mobile advertising?
7. How do we build advocacy across social networks?
8. How can we integrate wallets, apps and payments into one cohesive loyalty strategy?
9. What is location-based mobile marketing and how does it fit into an omnichannel approach?
10. What is the omnichannel customer journey – what are the touchpoints and how does it convert into a strategy?

2.10.15. BRANDEIS GRADUATE PROFESSIONAL STUDIES (MASTERS)

1. Digital Marketing Strategy
2. User Experience Design
3. Search Engine Marketing and Optimization
4. Multichannel Marketing Campaigns
5. Ethics in Digital Design and Marketing
6. Information Architecture
7. Writing for Digital Environments
8. Conversion Rate Optimization
9. Cognitive and Social Psychology of User-Centered Design
10. Marketing and Customer Analytics

2.10.16. NYU (MASTERS)

1. Advertising Management
2. Design and Development of Web and Mobile Applications
3. Digital Marketing
4. New Media in Marketing
5. Networks, Crowds & Markets: Reasoning about a Highly Connected World
6. Search and the New Economy
7. Social Media for Brand Management

2.11. FINDINGS

Given the data on the previous pages, the following conclusions can be drawn:

- Several main themes are recurrently referred to, these being:
 - a. Digital Marketing Strategy
 - b. Web Content
 - c. Digital Advertising
 - d. Search Engine Optimization
 - e. Social Media
 - f. E-mail
 - g. Analytics
- The medium-term courses, post-graduate courses, and master's degrees almost invariably include these subjects.
- Bear in mind that, as mentioned, these are major themes. They can include a myriad of sub-themes. As an example, digital advertising can be subdivided into Display Advertising, Search Advertising, Video Advertising, Social Media Advertising, Mobile Advertising, Programmatic Advertising, Retargeting, and Native Advertising.
- The short courses focus mainly on the topics and subtopics listed above, but additionally, there is a very wide range of topics in the short courses.
- Some of these issues require further thought and research (it should be highlighted that this is the central issue of the research that will lead to the conception, design and proposal of different typologies of digital marketing courses).
 - a. E-commerce
 - b. Influencers
 - c. Reputation Management
 - d. User Experience
 - e. Inbound and Outbound marketing
 - f. Customer Relationship Management
 - g. Web Design
 - h. Customer Experience (Services)
 - i. Digital Channels
 - j. Product Management (digital)
 - k. Landing pages
 - l. Conversion Rate Optimization
 - m. E-Selling
- In fact, it is important to know which themes should be included, which should be excluded, and which themes should be relegated to less relevant positions. Examples are User Experience and Web Design. Should they be part of digital marketing? Should they be excluded? Or should they occupy a less relevant position?

- It is also important to check the articulation between digital marketing and e-selling. The analysis carried out showed that the e-selling theme is neglected, with a very limited number of offers on this subject. This should be verified because the same occurs between the marketing courses offered and the sales courses offered. Should e-selling be included in the digital marketing offer, i.e., should it be a topic?
- Some medium-duration courses related to analytics require significant knowledge of mathematics and statistics.
- Interesting conclusions can also be drawn about post-graduate and master's degrees. There is a set of courses that includes the main themes mentioned above. But the curricular plans are very diversified, where some curricular plans excel by the absence of essential themes, including themes that do not belong to the sphere of digital marketing, and we can also find unique marketing topics adapted to digital marketing. It should be noted that these results should be expected as some of the courses are offered by university institutions.
- Finally, it should be noted that the offering of post-graduate and master's degrees in which the designation is digital marketing is limited in higher education institutions.

3. FOCUS GROUP



3.1. INTRODUCTION

This chapter contains a synthesis of recommendations and good practices for the implementation of the Focus Group activity, which is part of PR1. It also contains the definition of the set of assumptions that led to the proposal of these recommendations and good practices.

Surveys and interviews are conventional methods for collecting information useful for planning and evaluating curricular plans. Recently, a method of group information gathering has proved increasingly popular. This method is the focus group.

3.2. BEST PRACTICES

3.2.1. WHAT IS A FOCUS GROUP?

Focus groups are a specific type of group used to collect information from participants of a precise defined target audience. There are other methods used for collecting information such as town meetings, public forums, nominal groups, advisory councils, hearings, and study circles. Bear in mind that these are not focus groups.

A focus group can be characterized by the following description.

1. Is composed of six to twelve participants (sometimes sixteen participants).
2. The participants are related in some way to each other.
3. The participants are guided through a facilitated dialogue.
4. There is a clearly defined topic that underlies the dialogue.
5. The goal to promote self-disclosure among participants.
6. The objective is to gather information about the opinions of the group participants.

It should be noted that the purpose of a focus group is only to collect information; a focus group is not about making a decision or completing a task. The information gathered is needed for the decision-making process or to guide action.

3.2.2. CLARIFYING EXPECTATIONS

The answers to the following questions help clarify the relevance of conducting the focus group and its contribution to the construction of the transversal curriculum plans in digital marketing.

1. What is expected from the focus group and what is its purpose?
 - 1.1 That it helps clarify which skills are relevant for digital marketers with a perspective based on professionals, professors, and alumni.
2. What specific kind of information is needed from the group?
 - 2.1 What are the main topics that should be part of a digital marketing course.
3. How will the information be used?
 - 3.1 The information will be used in the interviews and the questionnaire, which constitute the methods that will be executed next.

3.2.3. SELECTING PARTICIPANTS

Participants of a focus group must share some characteristic. For our project the common characteristic is that the participants have:

- Digital marketing skills

Participants should cover the following typologies: communication companies, products, services, B2B, B2C

3.3. BEST PRACTICES FOR FOCUS GROUPS

3.3.1. GETTING PEOPLE TO ATTEND

The following steps consistently achieve high attendance rates.

- Using background information about the invited participants and set an appropriate date, time, and location (clearly state that is on-line) for the meeting.
- Make personal contacts with participants, through a mobile call, e-mail, chats, social media (preferably use a professional network), etc.

- For those who agree to participate, send a personal e-mail or message that confirms their participation and communicates the relevant details of the focus group.
- Make a reminder contact the day before the focus group.

3.3.2. DURATION

Focus group typically last no longer than 90 minutes in length.

3.3.3. MODERATION

The research team usually consists of at least two people: the moderator and the assistant moderator. The moderator leads the discussion, and the assistant moderator takes notes.

3.4. QUESTIONS

A moderator asks six to ten open-ended questions. The set of questions should encourage participants to respond and solicit the necessary information from the group. Questions are short, open-ended, and one-dimensional (they ask only one question at a time). There are five common types of questions and are usually arranged in the same order as listed below.

- Opening questions are applied to get participants discussing and feeling relaxed. They must be easy to respond but cannot accentuate differences among group members. Examples:
 - Tell us your name and how long you have been working in digital marketing?
 - How have you been involved in digital marketing?
 - What needs improvement in digital marketing?
- Introductory questions are applied to get the participants to start considering about the topic at hand. Examples:
 - What are the main topics that should be included in digital marketing courses?
 - What are the main skills required for those working in digital marketing?
- Transition questions offer a connection between the introductory and the key questions. They allow more complexity than introductory questions. Example:
 - Why are those topics relevant?
- Key questions emphasise the gathering of information needed to solve the problem. Most of the time is devoted to discussions of these questions. Examples:
 - What topics should be included in the core set of a course in digital marketing?
 - From the following list (list that is in the Current Curricula document) which ones should be part of the basic digital marketing course?
- Ending questions lead the session to a close. Example:
 - Is there subject that should have discussed about, but didn't?

The order in which the questions are asked is known as the questioning flow and it must have an easy beginning, flows plausibly and instinctively from one question to another, and goes from the general to the specific. It is essential to assess the time expected to drain the dialogue on each question, which helps to manage the focus group discussion.

During the focus group discussion, moderators may use two techniques to obtain responses from participants who may be unwilling to contribute to the discussion – the pause and the probe.

- The pause is a period of silence after the question is asked.
- The probe is a question or statement which encourages participants to go deeper on something which was stated.
Examples of probes:
 - Can you elaborate on that?
 - Can you provide me with an explanation of what you mean?
 - Is there anything more?
 - I don't get it. Can you explain further?

3.5. FOCUS GROUP INTRODUCTION

The first instants in focus group discussion are essential and, in that period, the moderator has to create a caring, tolerant environment, set ground rules, and set the tone of the discussion. It should be emphasised that a significant part of the success of the focus group interviewing can be credited to this action. The typical pattern for introducing the group discussion includes:

4. Welcome
5. Overview of the topic
6. Ground rules
7. First question

3.6. DEMS – TEMPLATE

3.6.1. WELCOME

Good morning and welcome. Thanks for taking the time to join our discussion about the digital marketing curricula. My name is ____ and I will be the moderator for today's focus group discussion.

Assisting me is ____.

We're both from the ____ Institute. We are having discussions like this with several groups.

3.6.2. OVERVIEW OF THE TOPIC

Let me remind you that the DEMS project is a cooperation between four institutions, ISCAP, TUAS, Gdansk Polytechnic and Utrecht from the Netherlands.

The purpose of today's discussion is to get information from you about the training needs of employees who work in digital marketing.

3.6.3. WHY YOU HAVE INVITED PARTICIPANTS

We have invited you to provide feedback because we are aware of you as a person knowledgeable in the intricacies of digital marketing.

You do not have to censor yourself. This videoconferencing is a safe place to provide opinions. We value your honest feedback and intend to apply the feedback for developing transversal digital marketing curricula. You are welcome to create on each other's thoughts and ideas.

There are no right or wrong answers to the questions I am about to request. We assume that you will have differing perspectives and opinions. Please feel free to contribute to with your point of view even if it diverges from what other participants have said. If you choose to follow up on something that other participant has said, you want to agree, argue, or give an example, feel free to do that. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

You don't have to respond to me all the time and you may have a conversation with one another about these questions. My role in this focus group is to ask questions, listen, and make sure every participant has a chance to contribute to.

Therefore, if you're speaking too much, I may invite you to give others an opportunity and, of course, if you don't participate, I may call on you.

We certainly want to hear from all of you.

3.6.4. CONFIDENTIALITY LEADS TO OPEN AND HONEST FEEDBACK

The information that you share today will be kept anonymous. We ask that you help protect anonymity and confidentiality by agreeing not to share what we hear today with people outside the room.

We are taking notes of key ideas and themes during this conversation. Identifying information will not be included in notes that are shared outside of this room. The notes, and not the direct recordings, may be used to help make decisions about program improvement and may also be used in self-study documents.

We're recording the session because we don't want to miss any of your comments. People often say very helpful things in these discussions, and we can't write fast enough to get them all down.

We will be on a first name basis tonight, and we won't use any names in our notes. You may be assured of complete confidentiality. The notes will go back to the analysis team to help them plan future transversal digital marketing curricula.

No identifying information will be included in the notes. Does anyone have any questions or concerns about recording? (If participants have concerns, you may decide not to record the session).

We all know the names of each other, so, well, let's begin.

3.6.5. OPENING QUESTION

1) *Tell us your name and how long you have been working in digital marketing?*

3.6.6. INTRODUCTORY QUESTION

- 1) *What are the main topics that should be included in digital marketing courses?*
- 2) *What are the main skills required for those working in digital marketing?*

3.6.7. TRANSITION QUESTIONS

1) *(If the participants did not indicate all the topics identified in the Current Curricula document, then ask the following question) then ask why you don't consider that topic important enough to be included as a main theme.*

- a. Digital Marketing Strategy
- b. Web Content

- c. Digital Advertising
- d. Search Engine Optimization
- e. Social Media
- f. E-mail
- g. Analytics

2) *To ensure that a professional has the skills indicated previously, what will be the main topics to include in a digital marketing course?*

(If the participants did not indicate all the topics identified in the Current Curricula document, then ask the following question) then ask why you don't consider that topic important enough to be included as a main theme.

3.6.8. KEY QUESTIONS

1) *Which of the following should be part of a basic digital marketing plan and why?*

- a. E-commerce
- b. Influencers
- c. Reputation Management
- d. User Experience
- e. Inbound and Outbound marketing
- f. Customer Relationship Management
- g. Web Design
- h. Customer Experience (Services)
- i. Digital Channels
- j. Product Management (digital)
- k. Landing pages
- l. Conversion Rate Optimization
- m. E-Selling

2) *Are there any additional topics you think should be included in a digital marketing curricular plan?*

3) *What key improvements could be made to the digital marketing courses that are currently offered?*

4) *What would you remove from the curriculum (main topics)? What would you add?*

5) *What emerging or new areas could the curricular plan focus on that would strengthen its value to you as a professional?*

3.7. ENDING QUESTIONS

Is there subject regarding digital marketing courses and curricula that should have discussed about, but didn't?

3.8. FOCUS GROUP RESULT

The following lines contain the results of the focus group held on January 15th, 2022.

1. The participants stated that it is necessary to have marketing knowledge, prior to starting any learning journey in digital marketing. The statement was "Before you can understand digital marketing you need to understand marketing." Other statements consisted of:
 - 1.1 It is important to have a set of introductory modules to marketing.
 - 1.2 It is essential to have basic knowledge such as positioning, branding, value proposition, etc.
 - 1.3 It is important to have the basic concepts of marketing. Less focused on the technics and more oriented to strategy.
 - 1.4 It is important to have knowledge in marketing communication and specifically in IMC - Integrated Marketing Communication.
 - 1.5 It is important to Interpret the organization and its culture.
 - 1.6 Strategic marketing is important.
2. There are two topics that were the centre of the discussion, being referred to as the most important in any digital marketing curriculum plan. They are strategy and customer experience.
3. On the topic of strategy, the participants mentioned that this module should provide:
 - 3.1 A 360 vision within digital marketing.
 - 3.2 Zoom out. To have a strategic perspective on digital marketing.
 - 3.3 Linking strategy to tools.
 - 3.4 Linking tools to strategy.
 - 3.5 Linking strategy to operations.
 - 3.6 Linking the strategy to the company's business.
 - 3.7 Interpret the information and turn it into useful information (to develop critical ability)
 - 3.8 Apply the concepts differently depending on the company's business.
 - 3.9 Business Types => digital strategy
 - 3.10 How to make money through internet (business model/digital business model)
4. On the subject "Customer Experience", the participants considered it to be essential and central to the curriculum plan. The additional phrases they mentioned were:
 - 4.1 Consumer journey.
 - 4.2 Client Centricity.
 - 4.3 Customer Experience in B2B and B2C.
 - 4.4 Sales funnel (CRO, Landing Pages, etc.).
 - 4.5 Leads (conversion; nutrition,...)
 - 4.6 Consumer behaviour (digital): insights/listening
 - 4.7 Omnichannel (but also from the company perspective).
 - 4.8 Marketing automation.
 - 4.9 APP/Mobile Marketing (Bluetooth; geolocation; ...)

5. The participants mentioned that a digital marketing curriculum should include the following topics: Strategy, Customer Experience, web content, SEO, digital advertising, analytics, social media, website, E-Commerce.
6. The participants stated that it is necessary to have professionals who can see digital marketing as a whole (view of the whole) but that they also need to have experts in each area of digital marketing.
7. A curricular plan as comprehensive as possible.
8. Comprehensive courses and specialized courses (by blocks).
9. Intensive fast courses (1 to 3 days)
10. The participants also mentioned that the curricular plan should include a strong practical component, mentioning:
 - 10.1 Practical experience (how to apply theoretical concepts).
 - 10.2 Real application of the concepts.
 - 10.3 Case studies B2B, B2C, ONG (success and failure); company dimension diversity. Connection to the business world.
 - 10.4 Knowing how the concepts work rather than how the platforms work.
11. A few isolated topics were also highlighted:
 - 11.1 User experience (design,...)
 - 11.2 RGPD.
 - 11.3 CRM (this topic is important and is related to e-commerce and customer experience).
 - 11.4 Request For Proposals (to know what to ask the media companies).
 - 11.5 Marketplaces (amazon, etc.) - internationalization.
 - 11.6 Auctions; drop shipping; affiliated
 - 11.7 International marketing and the interconnection with digital marketing.
 - 11.8 The digital self (the individual digital presence of the professional).
 - 11.9 Digital marketing as a research tool (marketing intelligence).
 - 11.10 NFT, cryptocurrency
12. A final topic was mentioned: Online sales. The participants mentioned that it is mandatory and crucial in B2B markets:
 - 12.1 E-Seller (digital selling).

4. INTERVIEWS



4.1. INTRODUCTION

This chapter contains the outline prepared for the execution of the interviews.

4.2. STRUCTURE

4.2.1. WELCOME

Good morning. Thanks for taking the time to answer our questions and discuss transversal digital marketing curricula with us. Transversal digital marketing curricula are curriculum plans designed for various countries; in our case, they are curriculum plans for the EU.

4.2.2. OVERVIEW OF THE TOPIC

Let me remind you that the DEMS project is a cooperation between four institutions, ISCAP, TUAS from Finland, Gdansk Polytechnic from Poland and Utrecht from the Netherlands.

The purpose of today's interview is to get information from you about the training needs of employees who work in digital marketing.

4.2.3. WHY YOU HAVE BEEN INVITED

We have invited you to provide feedback because we are aware of you as a person knowledgeable in the intricacies of digital marketing.

This videoconferencing is a safe place to provide opinions. We value your honest feedback and intend to apply the feedback for developing transversal digital marketing curricula.

Please feel free to contribute with your point of view because there are no right or wrong answers to the questions I am about to request. Keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful.

4.2.4. CONFIDENTIALITY

The information that you share today will be kept anonymous. We're recording the session because we don't want to miss any of your comments. You may say very helpful things in these discussions, and we can't write fast enough to get them all down.

We will be on a first name basis tonight, and we won't use any names in our notes. You may be assured of complete confidentiality. The notes will go back to the analysis team to help them plan future transversal digital marketing curricula.

Do you have any questions or concerns about recording? (If participants have concerns, you may decide not to record the session). Well, let's begin.

4.2.5. QUESTIONS

3) Skills or Knowledge

a. What are the main topics that should be included in digital marketing courses?

b. What are the main skills required for those working in digital marketing?

4) (If the participants did not indicate all the topics identified in the Current Curricula and the Focus Group Results documents, then ask the following question)

Why you don't consider that topic important enough to be included as a main theme.

- Digital Marketing Strategy
- Web Content
- Digital Advertising
- Search Engine Optimization
- Social Media
- E-mail
- Analytics
- E-commerce
- Customer Experience

- CRO/Landing Pages Leads
- E-Selling

- 5) *Do you consider it relevant that professionals have knowledge or skills in basic marketing topics such as positioning, branding, value propositions, differentiation, communication, and marketing strategies? Why do you think so?*
- 6) *What is your opinion on the existence of a module about digital strategy and that interconnects digital strategy with the company's strategy?*
- 7) *What about the Customer Experience (Consumer journey, Client Centricity, Sales funnel, Leads, Conversion, etc)?*
- 8) *We also wanted to know your views on one last topic and its inclusion in digital marketing curricula. What do you think about the existence of an e-selling module?*
- 9) *Do you consider generic training in digital marketing or specialisation by blocks in certain areas more relevant? Or do you consider it important to have a comprehensive generic training and then specialisation in one area?*
- 10) *If you consider that there should be specialization in blocks, what are these blocks?*
- 11) *The training should include the theoretical concepts and practical application of these or should be directed to the tools only. Please justify your opinion.*
- 12) *Regarding the level of depth of skills or knowledge of digital marketing courses. What is your opinion on this matter?*
- 13) *What key improvements could be made to the digital marketing courses that are currently offered?*
- 14) *What emerging or new areas could the curricular plan focus on that would strengthen its value to you as a professional?*
- 15) *Is there subject regarding digital marketing courses and curricula that should have discussed about, but didn't?*

4.2.6. INTERVIEWS RESULTS

	What are the main topics that should be included in digital marketing courses? What are the main skills required for those working in digital marketing?
1	All except e-selling and e-commerce
2	All + Apps (mobile) + Website (CMS) + Logistics and operations + Communication or promotions

3	All + CRM
4	All
5	All + CRM + Legal
6	All

	Why you don't consider that topic important enough to be included as a main theme.
1	Considers that the market does not require these modules as essential
2	-
3	-
4	-
5	-
6	-

	Do you consider it relevant that professionals have knowledge or skills in basic marketing topics such as positioning, branding, value propositions, differentiation, communication, and marketing strategies? Why do you think so?
1	Yes
2	Yes
3	Yes
4	Yes
5	Yes
6	Yes

	What is your opinion on the existence of a module about digital strategy and that interconnects digital strategy with the company's strategy?
1	Partially essential
2	Essential
3	Essential
4	Essential
5	Essential
6	Essential

	What about the Customer Experience (Consumer journey, Client Centricity, Sales funnel, Leads, Conversion, etc)?
1	Essential
2	Essential
3	Essential
4	Essential
5	Essential
6	Essential

	We also wanted to know your views on one last topic and its inclusion in digital marketing curricula. What do you think about the existence of an e-selling module?
1	Only in specialisation
2	Essential
3	Essential
4	Essential
5	Essential
6	Essential (integrate into e-commerce)

	Do you consider generic training in digital marketing or specialisation by blocks in certain areas more relevant? Or do you consider it important to have a comprehensive generic training and then specialisation in one area?
1	General + specialisation training
2	General + specialisations per block
3	Specialisations per block
4	Standard + Specialisations per block
5	Generic + Specialisations per block
6	Generic + Specialisations per block

	The training should include the theoretical concepts and practical application of these or should be directed to the tools only. Please justify your opinion.
1	Theoretical and practical
2	Theoretical and practical and tools
3	Theoretical and practical and tools
4	Theoretical and practical and tools
5	Theoretical and practical and tools

6	Theoretical and practical and tools
---	-------------------------------------

	Regarding the level of depth of skills or knowledge of digital marketing courses. What is your opinion on this matter?
1	Several levels: 1, 2 and 3
2	Specializations must have several levels
3	Specialisations must have advanced levels
4	Specialisations must have advanced levels
5	Multi Levels
6	Several levels + Specialisations must have advanced levels

	What key improvements could be made to the digital marketing courses that are currently offered?
1	Practical experience
2	-
3	-
4	-
5	Subscriptions + upgrades + recognition + certifications
6	Upgrades + recognition + certifications + retraining of professionals

	What emerging or new areas could the curricular plan focus on that would strengthen its value to you as a professional?
1	WordPress, SEO ???
2	Automation + AI + Tracking + Agile Marketing
3	GPDR + AI + Analytics + Scheduling
4	Analytics + AI + Programming
5	AI + Automation
6	AI + Programming (??)

	Is there subject regarding digital marketing courses and curricula that should have discussed about, but didn't?
1	
2	Integration of mk digital with the organisation
3	

4	
5	
6	

5. SURVEY DEMS (DIGITAL E-MARKETING SKILLS)

✓ Surveys



5.1. INTRODUCTION

This chapter contains the questionnaire developed to collect information about the activities that are performed by digital marketing professionals and what their training needs are.

5.2. QUESTIONNAIRE

This questionnaire is part of DEMS project which is a cooperation between four institutions, Gdansk University of Technology from Poland, ISCAP from Portugal, TUAS from Finland and Utrecht from the Netherlands, funded by Erasmus Partnership.

The aim of the questionnaire is to obtain information about the activities of those working in digital marketing and the training needs in this area. The questionnaire is anonymous and confidential, and participation is voluntary. Confidentiality and data privacy are guaranteed by the anonymity of the answers, and the protection of data protection is in accordance with the EU GDPR. Any questions or concerns regarding the project or the questionnaire can be addressed to

- kai.schleutker@turkuamk.fi (Finland)

- Luc.vandijk@hu.nl (Netherlands)
- atrzaskowska@zie.pg.gda.pl (Poland)
- paulo.botelho.pires@gmail.com (Portugal)

The DEMS team would like to thank you in advance for your time and availability.

professional characterization

1. Indicate the country in which you work. It is necessary to answer.
2. How many years of experience do you have in digital marketing? It is necessary to answer. Single line text.
3. What is your highest completed academic degree?
4. What is your professional situation? It is necessary to answer. Single choice.
5. What is the best designation of the functions you perform?
6. How many people work in your organization?
7. Besides yourself, how many people are dedicated to digital marketing in the organization you work for?
8. Select all the sectors of activity of the organization in which you work.

digital marketing activities

When answering the questions in this section, always keep in mind that they refer to the last 7 working days.
(consider the last 7 days from yesterday)

9. Select all the digital marketing activities you performed or participated in in the last 7 days.

- Analytics (website, social media, etc.)
- digital marketing strategies
- Conversion rate optimization
- CRM
- Customer experience
- Digital advertising
- Digital Public Relations
- Digital selling
- e-commerce
- E-mail marketing
- Landing pages
- Leads
- Reputation management
- SEO
- Social media
- User experience
- Web Content
- Website (building or updating)
- Web design

10. Where did you get your initial knowledge to work in digital marketing? It is necessary to answer. Single choice.

11. Where do you get up-to-date knowledge about digital marketing? It is necessary to answer. Single choice.

Digital marketing courses

This section contains a set of generic questions about digital marketing courses

12. The following statements focus on the requirements and conditions for attending an introductory course to digital marketing. Express your degree of agreement.

It is necessary to answer. Likert.

To answer the following question, consider that you want to attend an introductory course to digital marketing. This course is both comprehensive and sufficiently in-depth. Those who attend will obtain the knowledge and skills necessary to perform functions in digital marketing.

I totally disagree I disagree Indifferent I agree I totally agree

To attend a digital marketing course it is necessary to have knowledge of marketing

A digital marketing course should inform prospective candidates about the marketing skills required for their attendance.

My knowledge before starting to work in digital marketing was enough

Anyone who wants to work in marketing must have knowledge and skills in digital marketing

Section 4

Digital marketing courses

This section focuses on what an introductory digital marketing course should be and what blocks should constitute digital marketing specializations.

13. Introduction to digital marketing course

It is necessary to answer. Likert.

To answer the following question, consider that you want to attend an introductory course to digital marketing. This course is both comprehensive and sufficiently in-depth. Those who attend will obtain the knowledge and skills necessary to perform functions in digital marketing.

Indicate how important each module is for inclusion in this introductory digital marketing course.

Nothing important Little important Indifferent Important Very important

Analytics (website, social media, etc.)

Artificial intelligence

CRM

Conversion rate optimization

Customer experience

Digital advertising

Digital Public Relations

Digital selling

e-commerce

E-mail marketing

digital marketing strategies

Leads

Landing pages

Reputation management

SEO

Social media

User experience

Web content

Web design

Website (building or updating)

14.Blocks of expertise in digital marketing

It is necessary to answer. Likert.

Each topic in the following list represents a block of digital marketing expertise. Each specialization block can contain one or more modules on that topic. A block constitutes a deepening of knowledge and skills in digital marketing.

Indicate the degree of importance you attach to each block of expertise in digital marketing.

Nothing Little Indifferent Important Very
important important important important

Analytics Block (website, social media, etc.)

Nothing Little Indifferent Important Very
important important important

Customer Experience Block

Digital Advertising Block (PPC/SEM/SEA, retargeting, etc.)

Bloco Digital selling (CRM, e-selling, etc.)

Bloco E-Brand (Reputation management, E-Public relations, etc.)

E-Commerce Block

Email Marketing Block

Block Digital Marketing Strategies

Bloco Performance (Leads, Landing pages, CRO, etc.)

SEO Block

Bloco Social Media (social networks, forums, communities, etc.)

Bloco User experience and Usability

Web Content Block (strategies and content production)

web design block

Bloco Website (building or updating)

15.Blocks of expertise in digital marketing

It is necessary to answer. Likert.

Answer this question remembering that the statements refer to blocks of expertise in digital marketing.

Indicate what level of knowledge you would like to have after completing each digital marketing specialization block.

I don't know Basic intermediate Advanced

Analytics Block (website, social media, etc.)

Customer Experience Block

Digital Advertising Block (PPC/SEM/SEA, retargeting, etc.)

Bloco Digital selling (CRM, e-selling, etc.)

I don't know Basic intermediate Advanced

Bloco E-Brand (Reputation management, E-Public relations, etc.)

E-Commerce Block

Email Marketing Block

Block Digital Marketing Strategies

Bloco Performance (Leads, Landing pages, CRO, etc.)

SEO Block

Bloco Social Media (social networks, forums, communities, etc.)

Bloco User experience and Usability

Web Content Block (strategies and content production)

web design block

Bloco Website (building or updating)

16.Would you like to mention something related to digital marketing courses?Single line text.

6. DATA ANALYSIS



6.1. PROFESSIONAL EXPERIENCE OF RESPONDENTS IN DIGITAL MARKETING

The average number of years of experience in digital marketing is 7.12. It can be seen that the country that presents the highest average value is the Netherlands with 9.08 years. In turn, the country with the lowest average value of years of experience is Finland.

With regard to the minimum number of years of experience, all countries, and also the group integrating nationalities different from the countries that carried out the study, present one year.

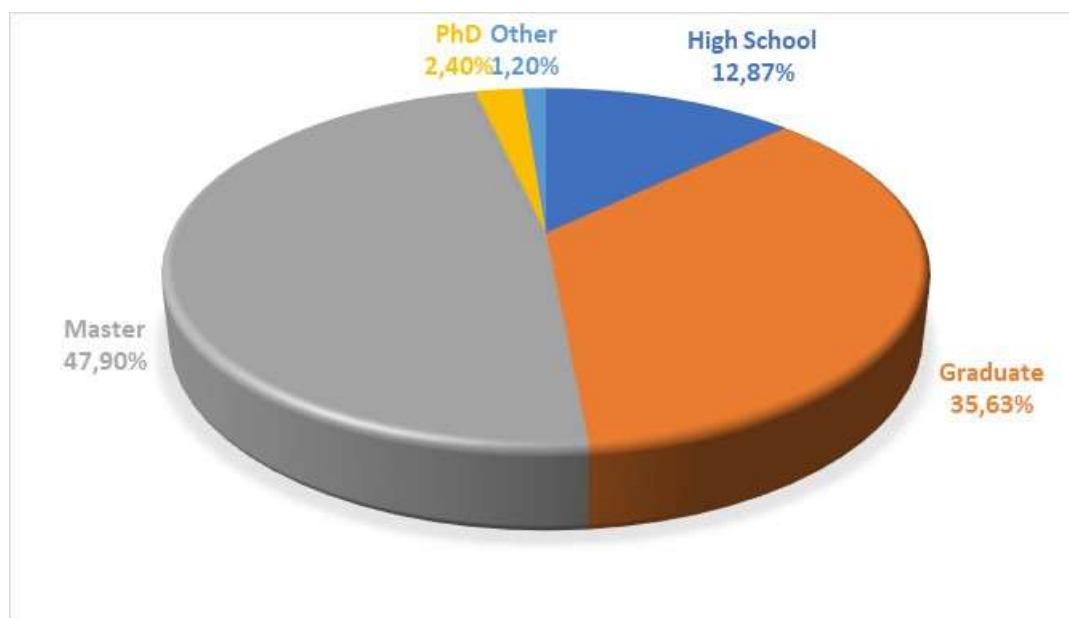
The maximum experience value is 30 years which occurs in Grenlandia (Others). This is followed by the Netherlands and Portugal, both with 27 years. Poland is the country that presents the lowest value regarding the maximum number of years of professional experience in digital marketing.

Table 1 – Years of experience in digital marketing

	Average	Minimum	Maximum	Standard deviation
Global	7,12	1	30	5,22
Finland	5,66	1	23	4,64
Netherlands	9,08	1	27	6,76
Poland	6,65	1	15	3,67
Portugal	7,93	1	27	5,14
Others	9,54	1	30	7,33

6.2. ACADEMIC QUALIFICATION OF THE RESPONDENTS

Most of the respondents, more specifically 47.90%, which corresponds to almost half, hold a Master's degree. Next comes the group of respondents with a Bachelor's degree, which comprises 35.63% of the sample (see figure).


Figure 1 – Education of respondents - global

The chart shows the distribution of the respondents' academic qualifications among the different countries. Poland is the country with the highest percentage of respondents with a Master's degree (69.21%), followed by Portugal (53.77%).

The lowest value occurs in Holland (35.90%), not considering the group that aggregates various nationalities (30.77%). However, the value for the Netherlands does not differ much from that of Finland (36.04%).

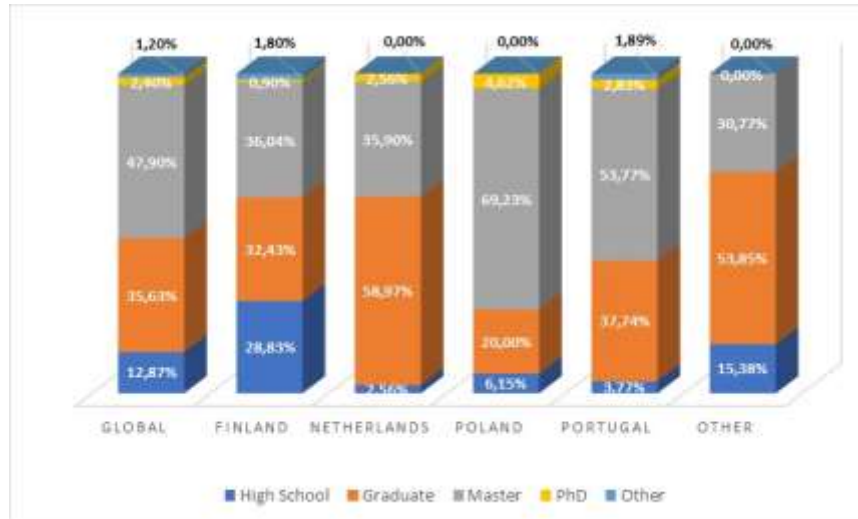


Figure 2 – Education of respondents

6.3. PROFESSIONAL SITUATION

As can be seen in the next figure, most of the respondents (75.75%) work in a company, developing work as employees. As a freelancer or similar, we have 16.17% of the sample.

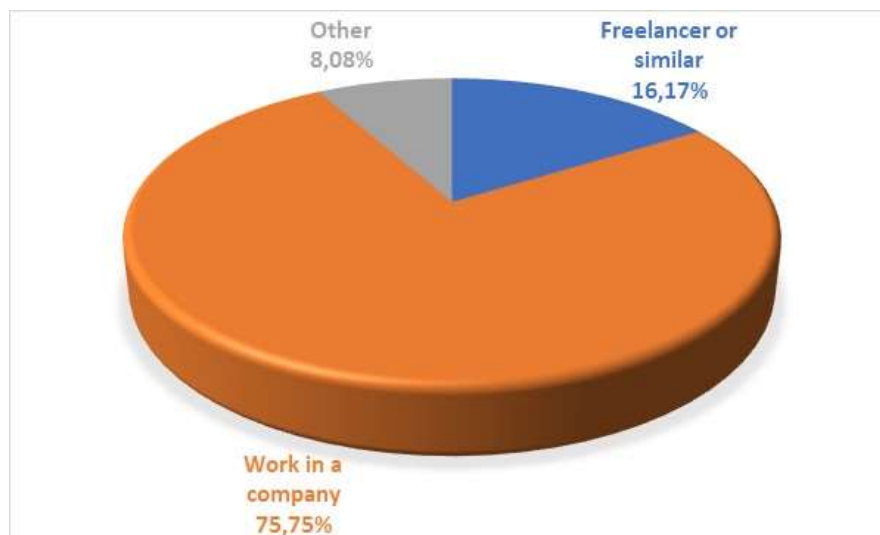


Figure 3 – Professional situation - global

In the following figure, the differences of the professional situation between the various countries can be analysed. In the case of respondents working in a company, the figure varies between 53.85% (Other) and 80.18% (Finland). Also

in the next figure, we can see that the professional situation of freelancer or similar falls between 13.21% and 28.21%, corresponding respectively to Portugal and the Netherlands.

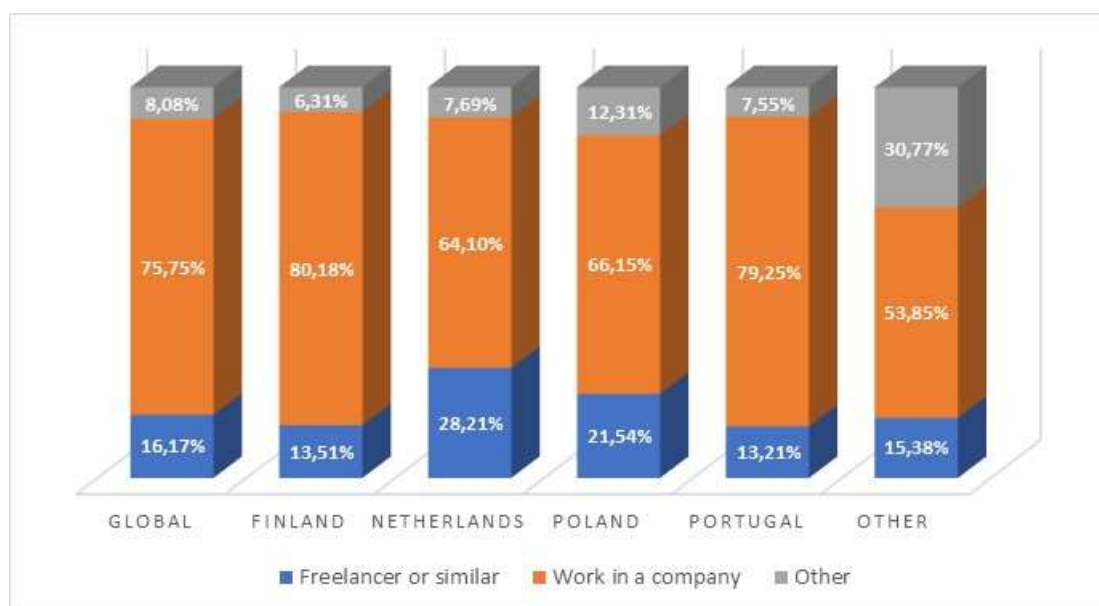


Figure 4 – Professional situation

6.4. POSITION OR FUNCTION

Of the respondents, 42.51% did not choose as their main job one of those mentioned in the list provided. This situation is even more pronounced in Poland with 47.60% of respondents, followed by Finland with 46.85%. The most chosen role in the list provided was "Marketing Manager/Chief Marketing Officer/Digital Marketing Manager" with 17.96%, followed by "Digital Marketing Specialist" (11.08%) and "Digital Marketing Strategist" (6.59%). Some of the roles were not chosen by any of the participants: "Community Manager", "Ecommerce Digital Strategist" and "Web Designer". The following positions had residual values of less than 1%: "Digital Advertising Specialist" (0.9%); "Growth Marketing Manager" (0.9%); "Digital Advertising Manager" (0.6%); "Digital Public Relations" (0.6%); "Email Marketing Specialist" (0.6%); "UI/UX Designer" (0.3%). In the following figure we can verify the values evidenced and other results obtained.

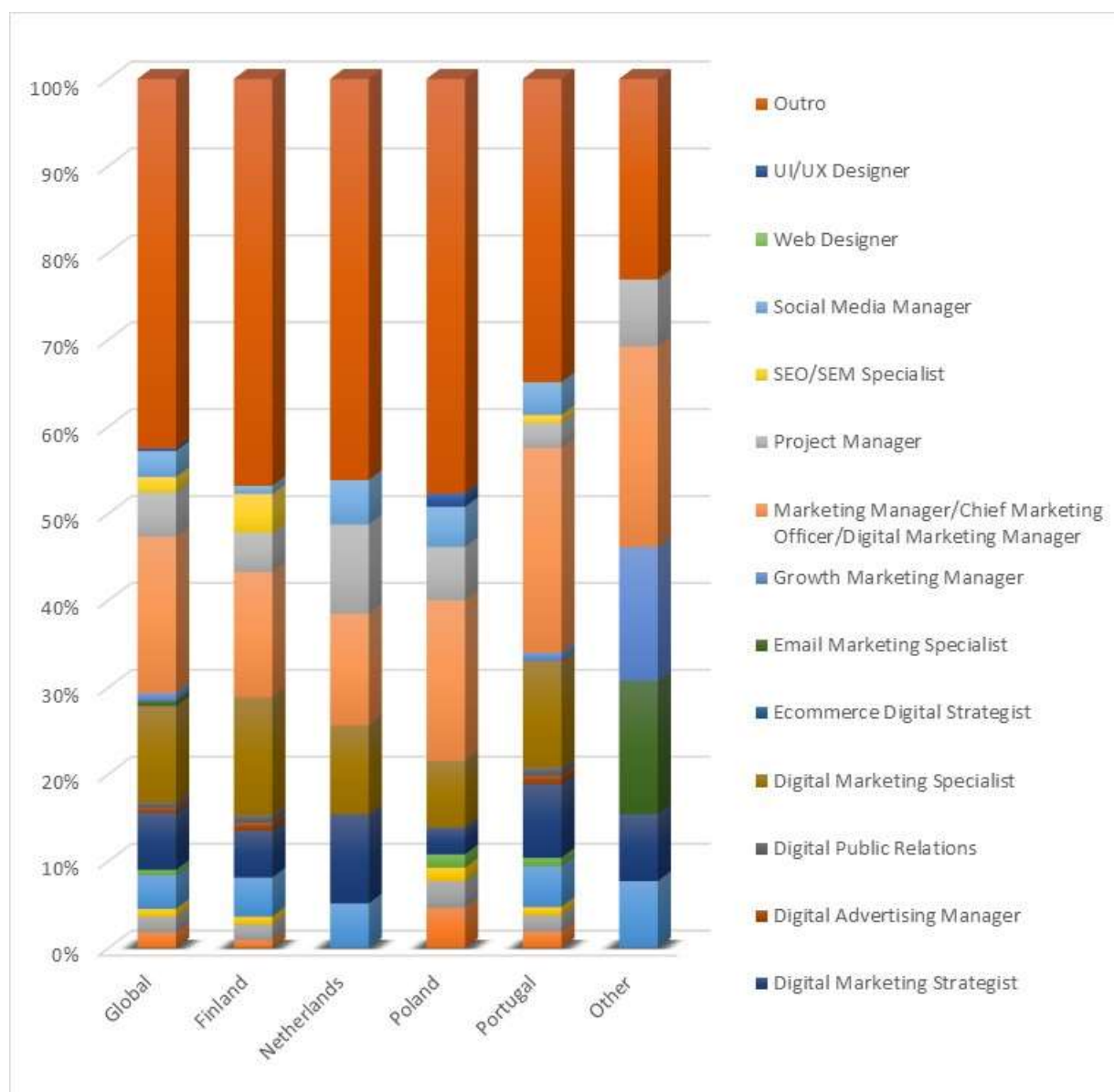


Figure 5 – Best designation of the functions

The following table contains data on the number of respondents and their respective hierarchical positions or functions within the organisation.

Table 2 – Number of respondents per job description

Number	Job designations	Percentage
61	Marketing Manager/Chief Marketing Officer/Digital Marketing Manager	24%
37	Digital Marketing Specialist	15%
22	Digital Marketing Strategist	9%
17	Project Manager	7%
15	Account Manager	6%
13	Digital Content Manager	5%
10	Social Media Manager	4%
6	Copywriter	2%
	Creative Designer	2%
	SEO/SEM Specialist	2%
3	Community Manager	1%
	Digital Advertising Specialist	1%
	Growth Marketing Manager	1%
	Web Designer	1%
2	Digital Advertising Manager	1%
	Digital Influencer	1%
	Digital Public Relations	1%
	Email Marketing Specialist	1%
	Sales manager	1%
1	All other job designations	0%

As can be seen from the table, the majority of respondents have managerial roles with the following standing out:

- Marketing Manager/Chief Marketing Officer/Digital Marketing Manager
- Digital Marketing Specialist
- Digital Marketing Strategist
- Project Manager
- Account Manager
- Digital Content Manager
- Social Media Manager

These designations account for over 69% of all occupations.

6.5. SIZE OF ORGANISATIONS

Respondents working at organisations were asked the number of people working at the entities where they work. The lowest number obtained (14.62%) corresponds to organisations with less than 10 employees, i.e. micro-companies if we consider only this criterion for classification.

The maximum value obtained was 31.23% (organisations with 10 to 49 employees). But, the difference with the other responses obtained is not very significant. Thus, we have a difference that does not reach 3pp for the second situation most verified: organizations with more than 250 people (28,46%). Finally, the organisational dimension from 50 to 250 people obtained 25.69% of the answers. The next figure presents the mentioned results.

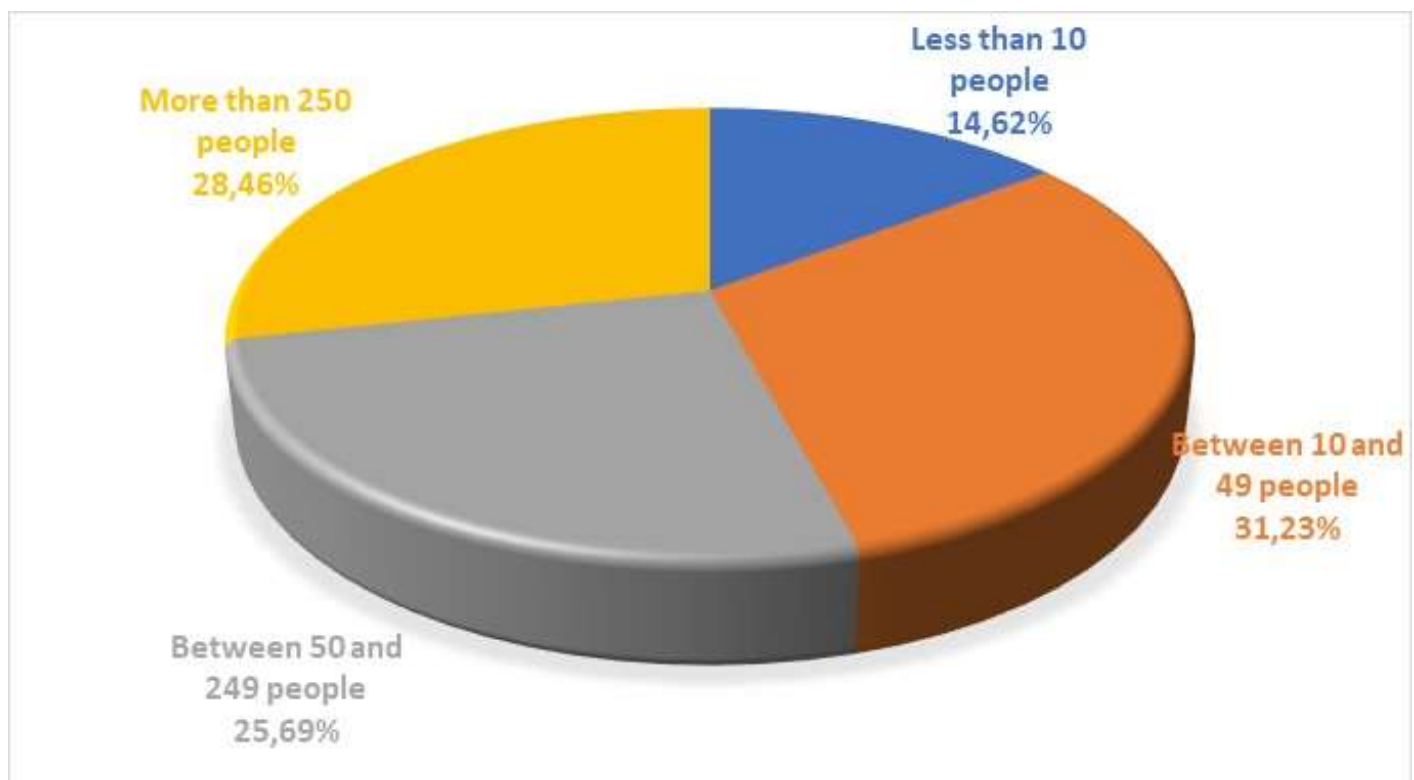


Figure 6 – Organization: number of employees - global

In order to be able to compare between the countries the size of the organisations in which the respondents are working, the following chart is presented. From its analysis, the percentage value of 46.51% in Poland concerning organisations with 10 to 49 employees stands out. This is the highest value in this dimension of the number of employees in the organisation in all countries, but also the highest value in all dimensions. Poland also stands out as being the country with the lowest number of respondents working in organisations with more than 250 employees (9.30%).

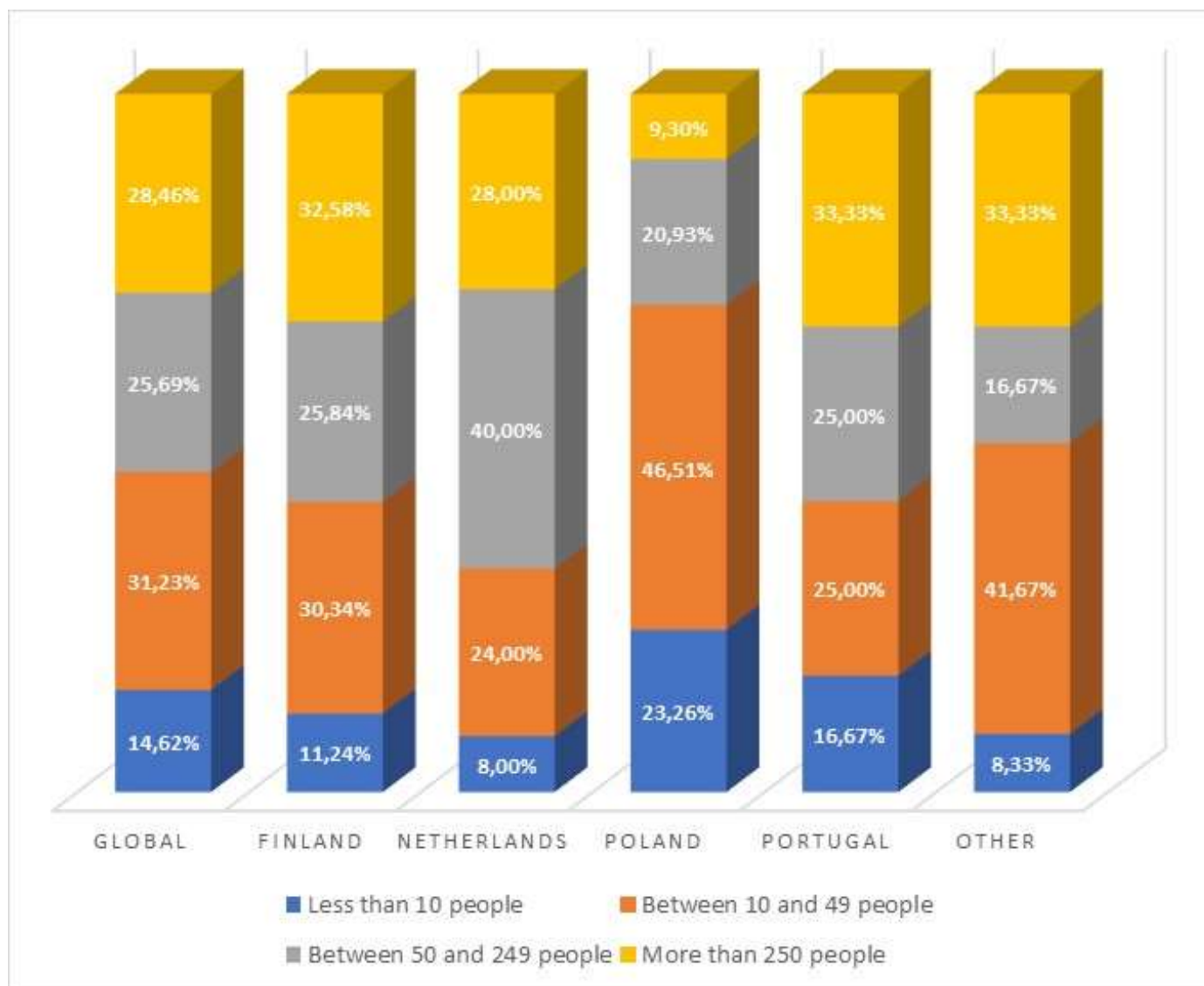


Figure 7 – Organisation: number of employees

6.6. SECTORS IN WHICH THE ORGANISATION OPERATES

Taking into consideration respondents working in organisations, the sectors in which they operate were identified. The respondent was allowed to choose more than one sector of activity.

The following figure shows the percentage distribution of the presence of organisations in the sectors in which they operate in the range of options available. Thus, it can be seen that 38.79% of the organisations are in the services area, 16.06% are retailers and 15.45% are manufacturers. Also noteworthy is the fact that in this sample we have public organisations (7.58%) and non-profit organisations (4.85%) which demonstrates the transversality of the study.

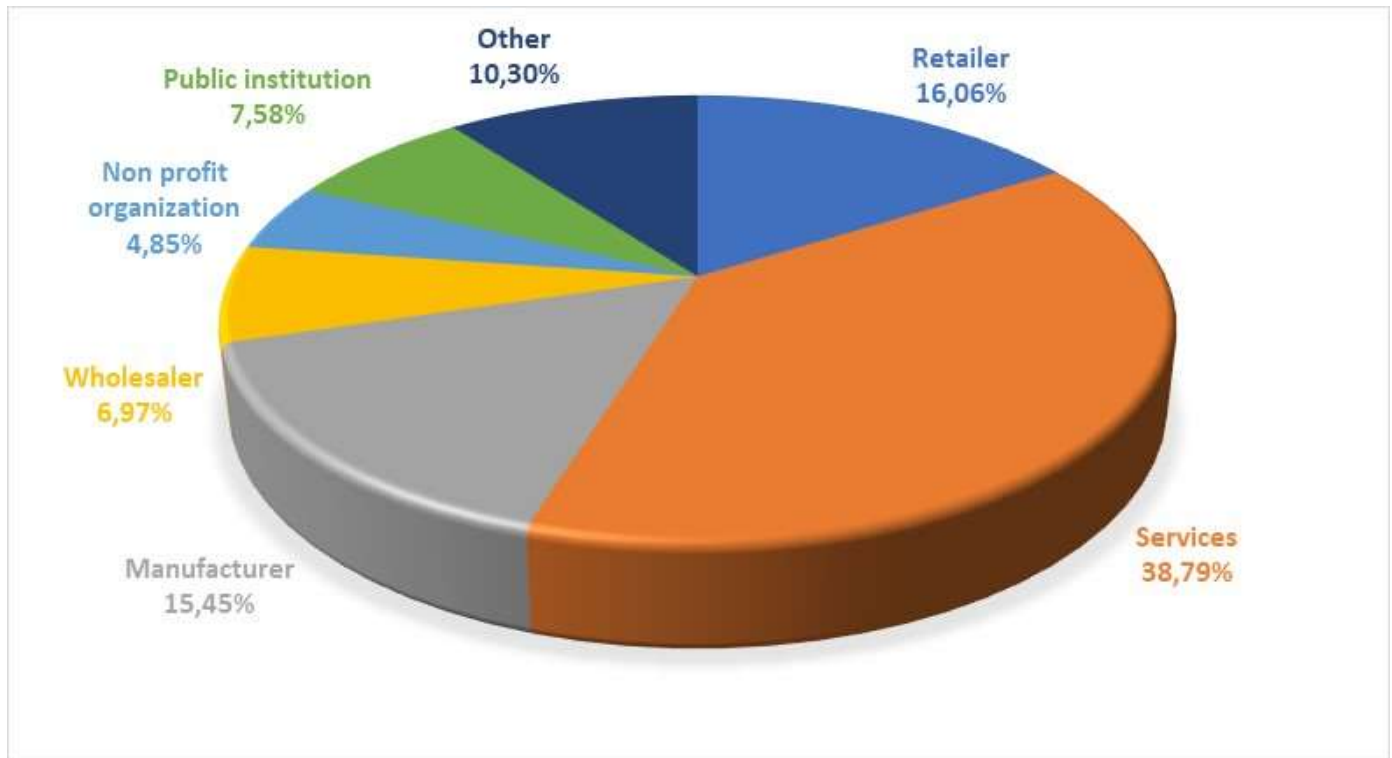


Figure 8 – Sectors of activity of the organization - global

6.7. DIGITAL MARKETING ACTIVITIES CARRIED OUT IN THE LAST SEVEN DAYS

In the following figure we can see that there is no digital marketing activity carried out in the last seven days that stands out from the others.

The gap between the minimum value and the maximum percentage value is only around 7pp. The minimum value of 0.57% corresponds to "other" digital marketing activities, which respondents considered were not present in the list provided in the questionnaire. If we omit this answer the minimum value becomes 2.74% corresponding to "Digital selling".

The highest values were found in "Analytics" (8.19%), "Digital marketing strategies" (7.85%), and "Social media" (7.82%).

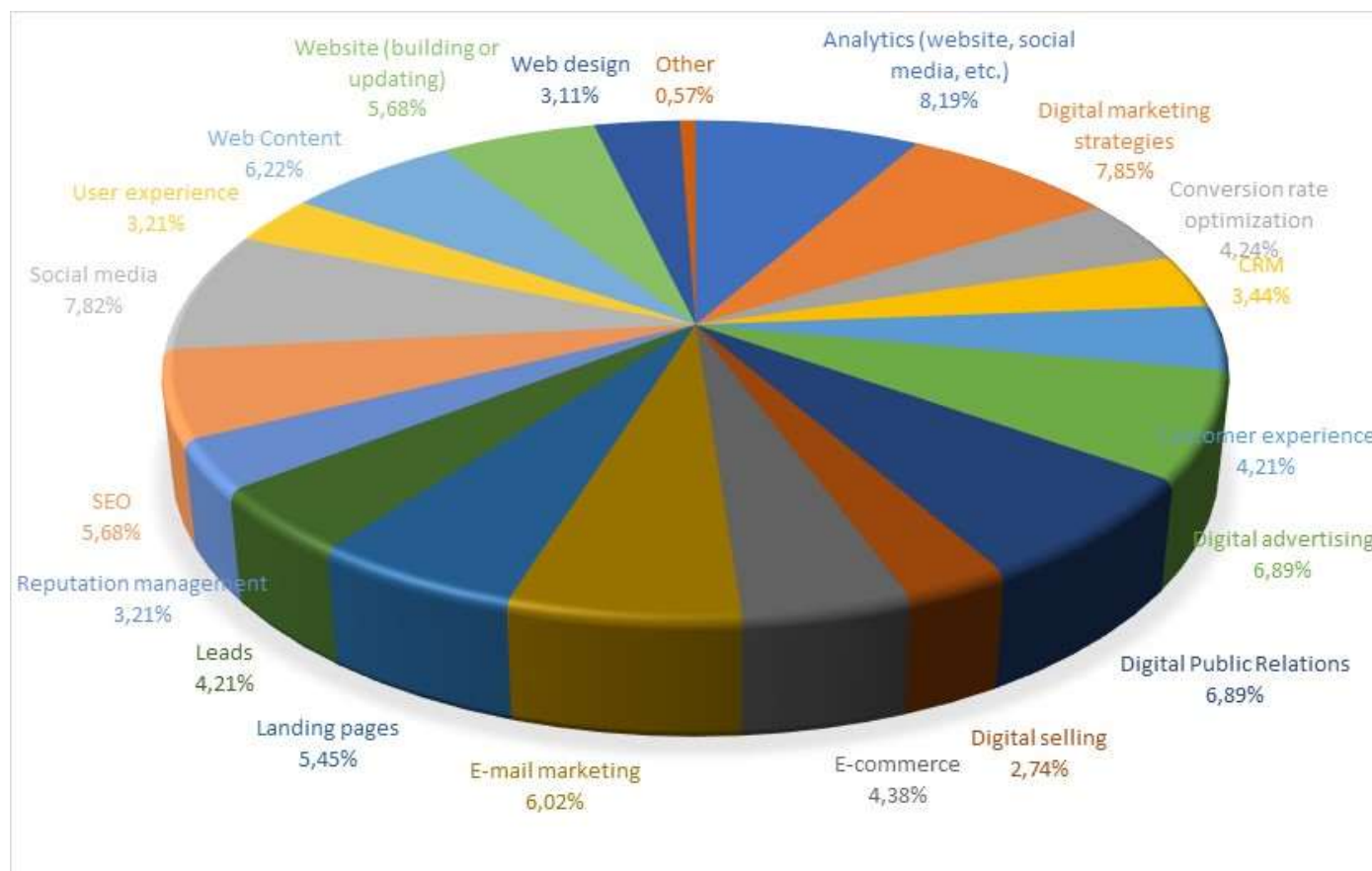


Figure 9 – Digital marketing activities performed or participated in during the last 7 days - global

6.8. KNOWLEDGE TO WORK IN DIGITAL MARKETING

The following figure shows that respondents to obtain initial knowledge to work in digital marketing resorted mainly to "Studies (Universities or similar)", with 34,43% and "During practice at work" (33,83%).

"Online webinars" is the least used medium with 2.40%, followed by "Reading blogs" with 2.99%.

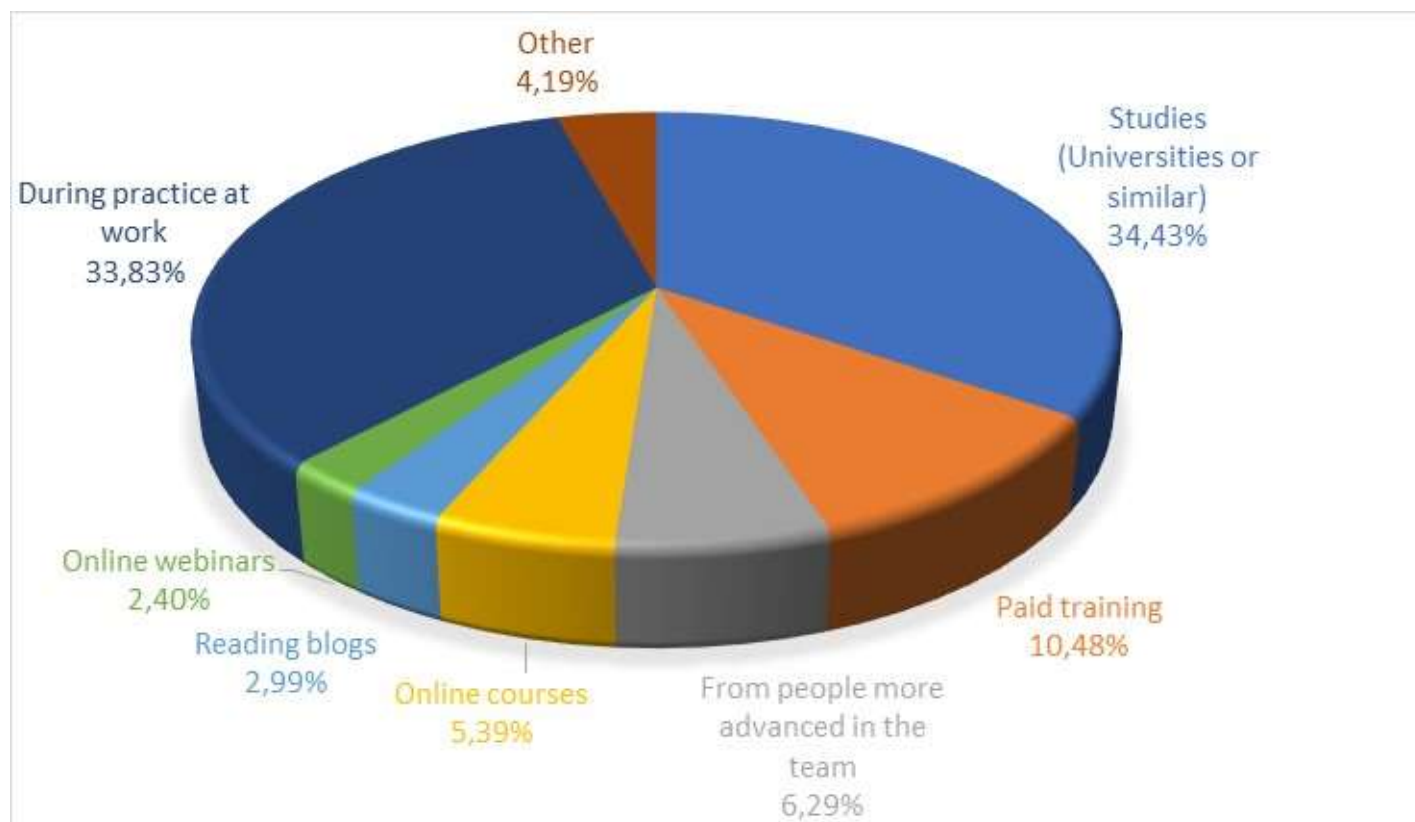


Figure 10 – Initial knowledge to work in digital marketing - global

The following chart allows an analysis of the variation of the main means used to acquire initial knowledge about digital marketing in the various countries involved in this study. The Netherlands is the country that presents the highest value related to the means used "Studies (Universities or similar)" with 46.15%, followed by Portugal (36.79%). In turn, the medium "During practice at work" has the highest representation in Finland with 45.05%, followed by Poland (35.38%), "Paid training" in Portugal with 20.75% and "From people more advanced in the team" in Poland with 18.46% also stand out.

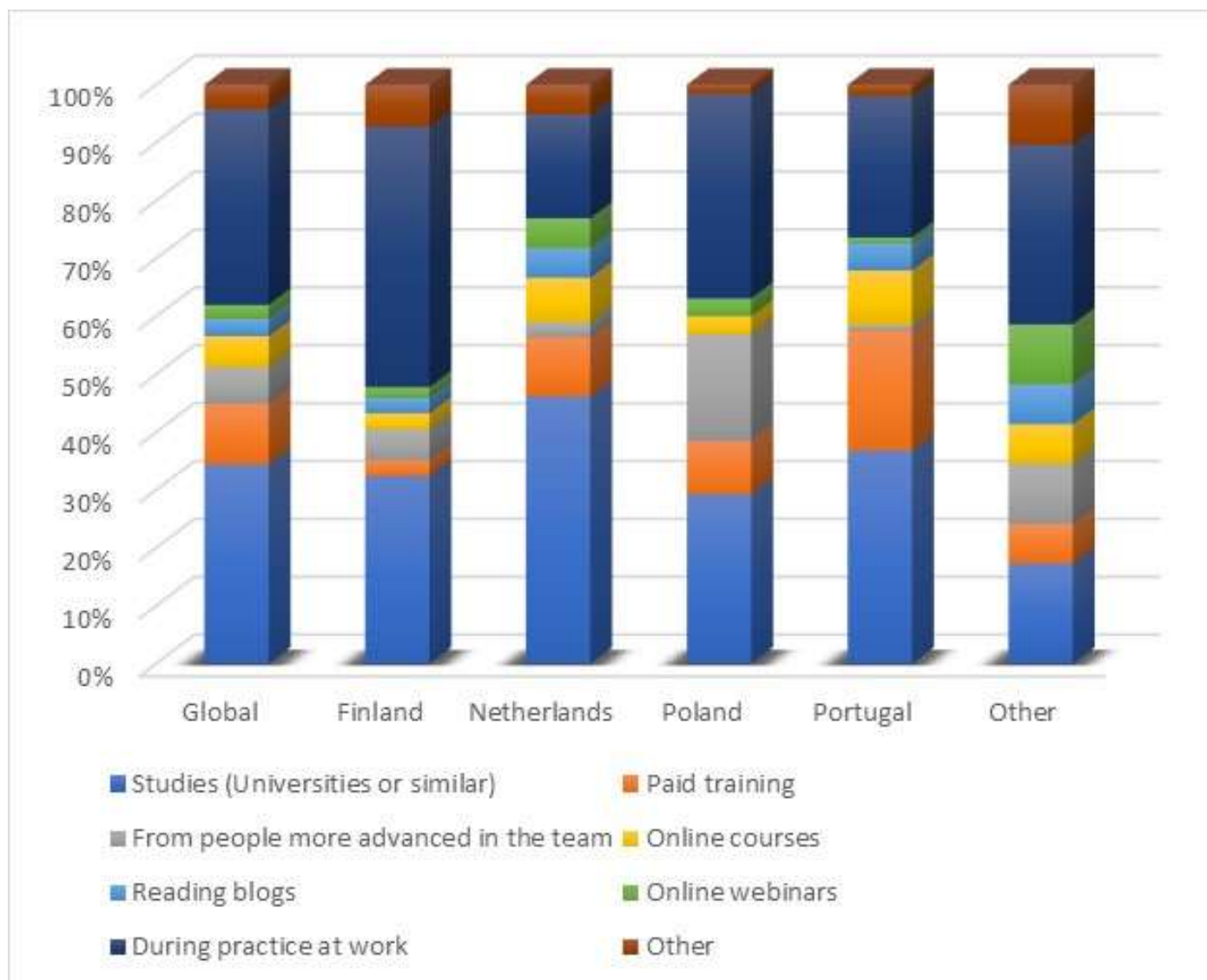


Figure 11 – Initial knowledge to work in digital marketing

With regard to the main means for updating knowledge on digital marketing, the results of the study indicate "During practice at work" (26.65%), followed by "Reading blogs" (18.26%). The least used means is "Studies (Universities or similar)" with 3.89%. The following figure shows the results obtained.

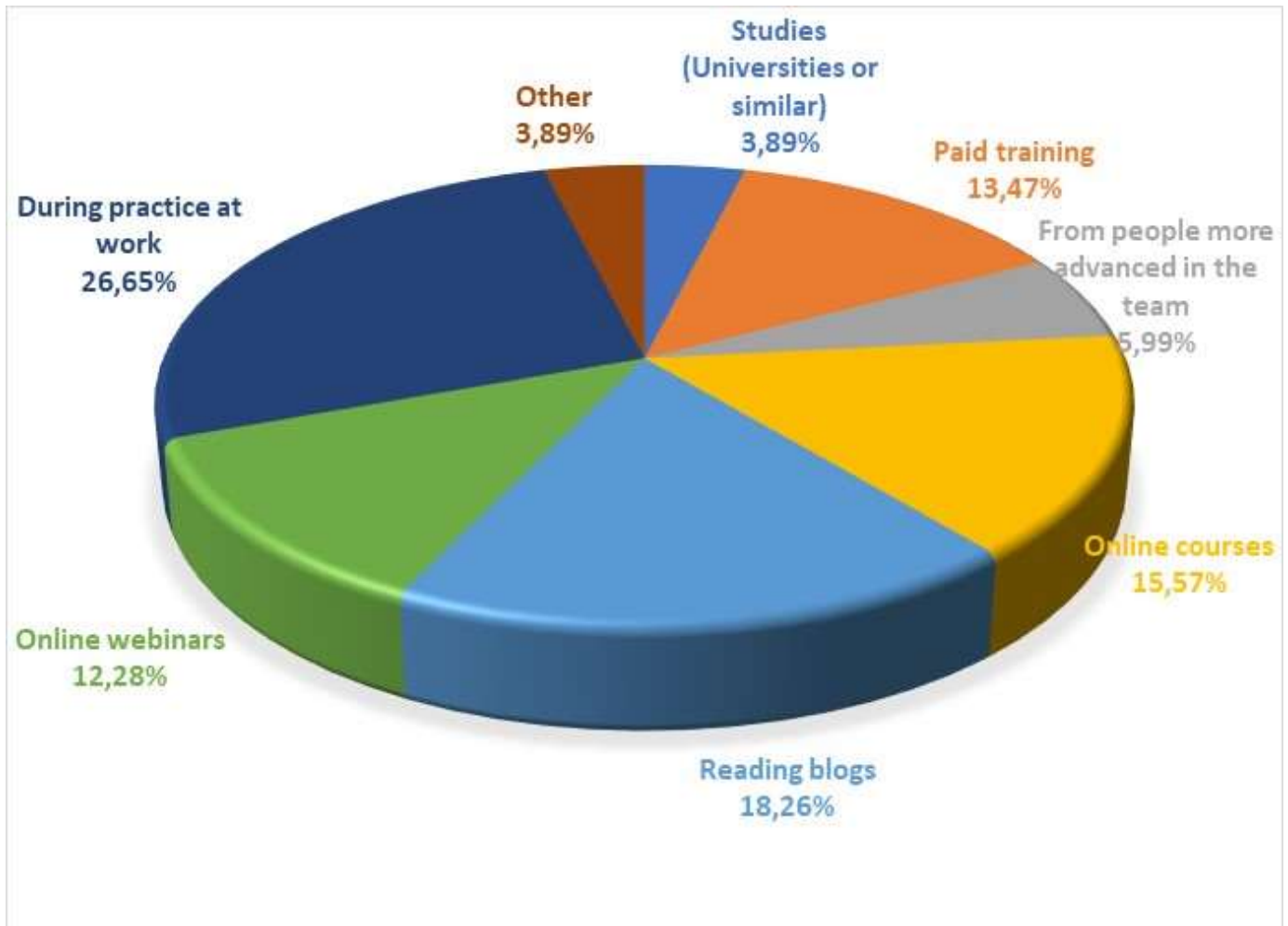


Figure 12 – How up-to-date knowledge on digital marketing - global

The main means for updating knowledge on digital marketing varies in each country (see the following chart). Thus, not considering "Others", Poland is the country which presents for the medium "During practice at work" the highest value (36.92%), a value above the average of all countries (26.65%), followed by Finland with 33.33%. The medium "Reading blogs" is essentially used by the Netherlands (41.03%), which also stands out as being the medium with the highest percentage value. Poland, with 15.09%, is the second country that uses this medium the most to update knowledge on digital marketing.

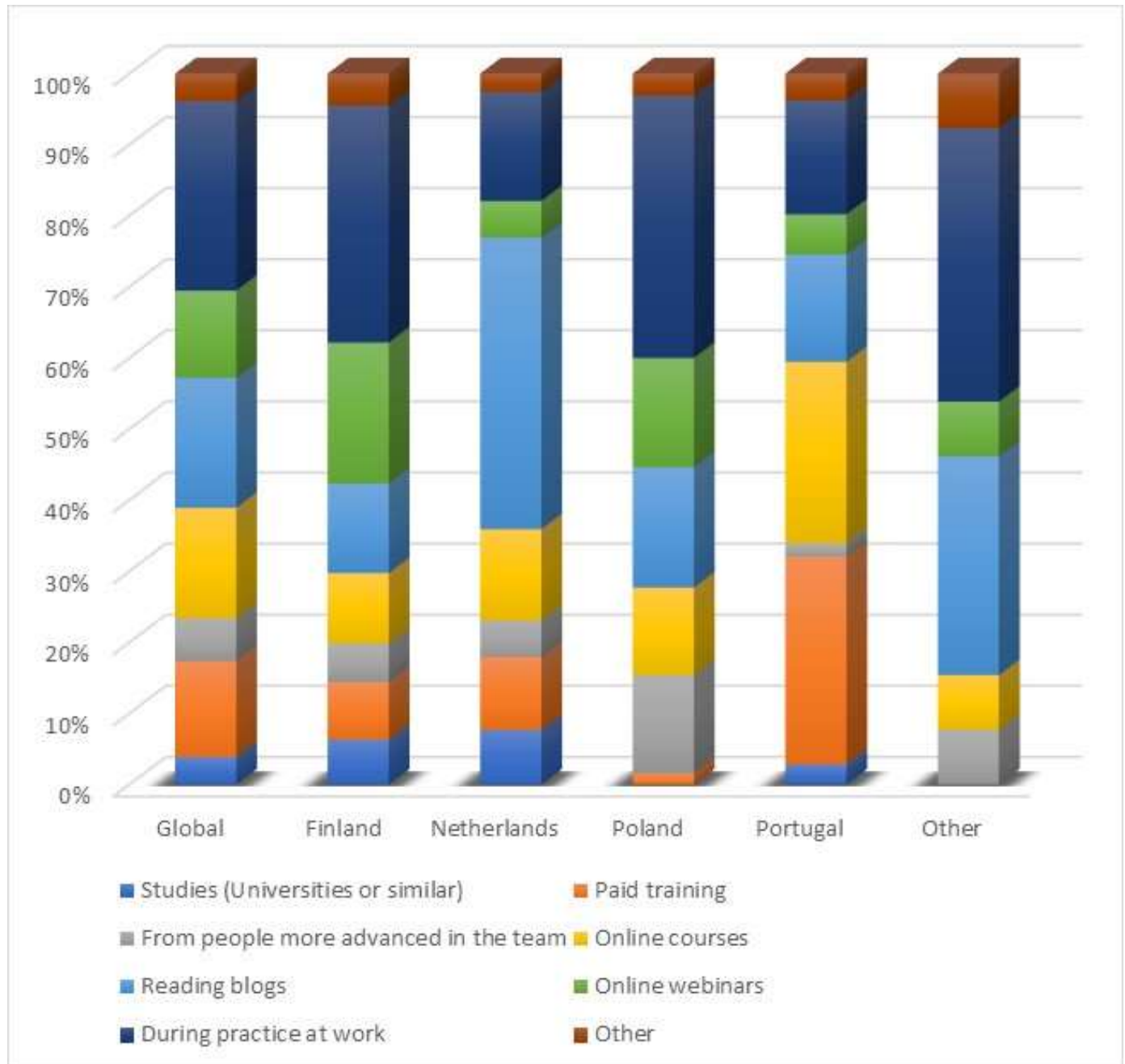


Figure 13 – How up-to-date knowledge on digital marketing

The following figure compares the means used to obtain initial knowledge with the means used to update this knowledge. It stands out that the means "Studies (Universities or similar)" no longer has the importance it had in the initial phase, dropping from 34.43% to 3.89%. Conversely, "Reading blogs" changes its value from 2.99% to 18.26%.

The medium "During practice at work" which is assumed as the second medium in the phase of obtaining initial knowledge in digital marketing, although with similar values (33.83%) to "Studies (Universities or similar)" with 34.43%,

is assumed as the first medium in the phase of updating knowledge in digital marketing with 26.65%, thus presenting a decrease, but less accentuated than the medium "During practice at work".

From people more advanced in the team" increases from 6.29% to 5.99%, with no significant variation compared to the other means. On the other hand, "Online webinars" grows from 2.40% to 12.28%.

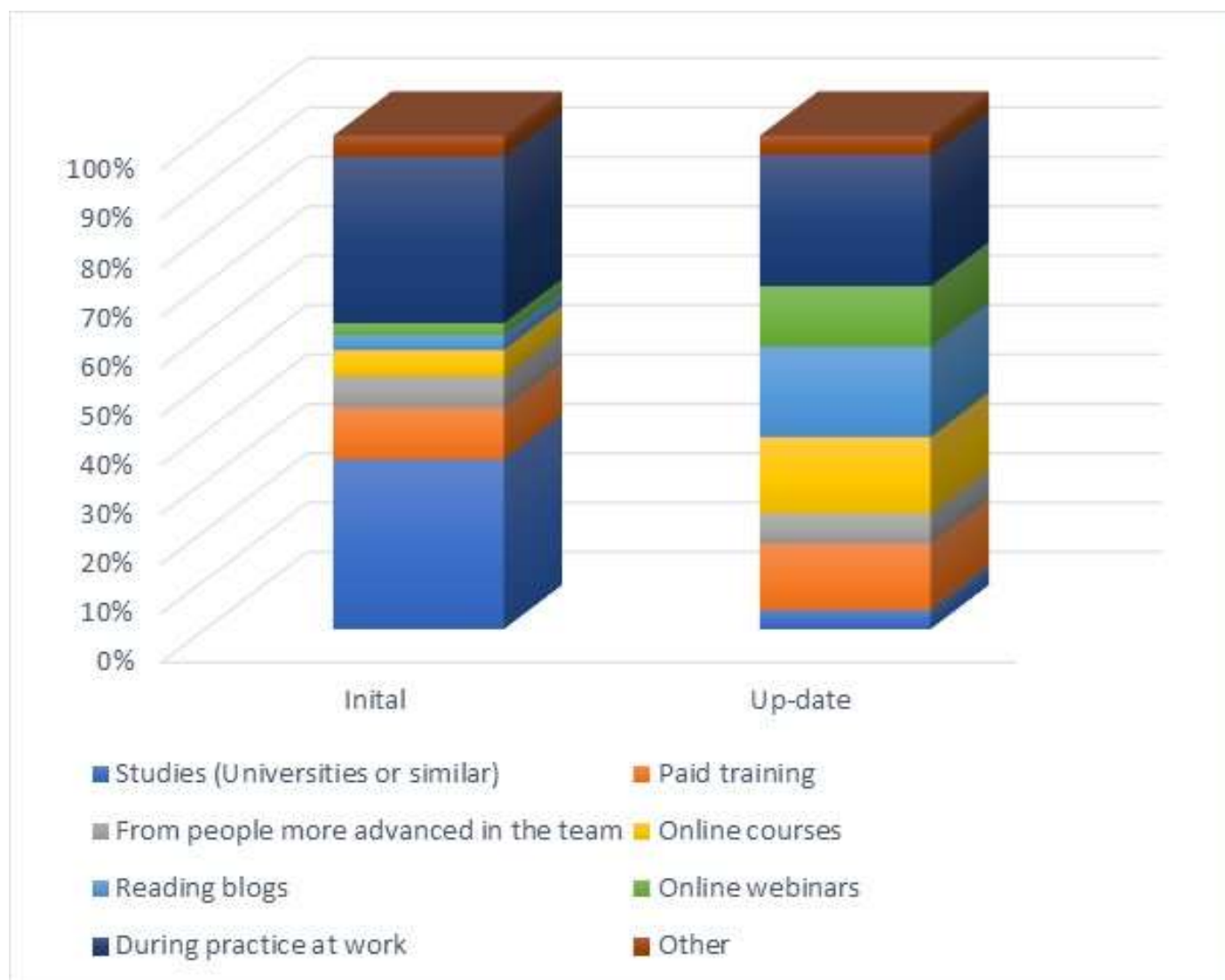


Figure 14 – Initial versus how up-to-date knowledge on digital marketing

7. CROSS-TABULATIONS

Cross-tabulations allow us to find out if two variables have any kind of association between them. The next pages contain the tables and respective variables where an association between variables was found.

7.1. YEARS OF EXPERIENCE VS. NUMBER OF ACTIVITIES PERFORMED

The first analysis consists in assessing whether the variables years of experience and activities performed are related to each other.

Table 3 – Years of experience vs. number of activities performed

Years	Number of activities performed																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	4	4	4	4	1	0	1	3	3	1	2	0	0	2	0	0	0	0	0	0
2	1	0	4	2	4	1	1	5	1	1	1	0	4	1	0	1	0	0	0	0
3	2	2	3	3	3	4	3	3	2	2	2	0	2	2	1	1	0	0	0	1
4	3	1	2	1	5	2	5	2	2	4	0	1	2	2	1	0	0	0	0	0
5	1	1	0	2	4	3	5	2	1	2	6	8	1	1	0	1	2	0	0	0
6	0	1	1	2	5	1	3	3	2	4	0	1	1	2	1	1	0	0	1	0
7	0	0	0	2	0	0	0	1	2	1	4	1	1	0	1	0	0	0	0	0
8	0	0	0	0	0	1	0	1	1	0	0	3	2	1	0	0	1	1	1	0
9	0	0	0	0	1	2	2	3	0	0	0	2	0	0	0	0	0	0	1	0
10	1	1	0	2	5	2	6	2	2	4	3	2	2	1	4	2	1	0	2	0
11	0	0	1	0	0	1	2	0	0	0	0	0	1	0	0	1	0	0	0	0
12	0	0	0	1	0	0	0	2	0	0	1	2	2	0	0	0	0	1	0	0
13	0	0	0	0	0	0	1	4	1	0	0	0	0	1	0	0	0	0	0	0
14	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0
15	0	0	1	2	0	1	1	1	1	3	2	1	1	0	0	0	0	0	1	0
16	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0
17	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0
24	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The table shows unequivocally that the less experience the respondents have the greater the number of different types of activities they perform. This relationship is clear for respondents who answered that they had less than 7 years of experience. Note however the outlier for the individuals who responded that they had 10 years of experience.

7.2. NUMBER OF ACTIVITIES VS. SIZE OF ORGANISATION

This is followed by the study of the variables number of activities and size of the organisation.

Table 4 – Number of activities vs. size of organisation

	Between 10 and 49 people	Between 50 and 249 people	Less than 10 people	More than 250 people	Total
Number of respondents	79	65	37	72	253
Number of activities	697	566	302	623	
Mean	8,8	8,7	8,2	8,7	

Contrary to what might be expected, the average type of activities performed is similar for all size categories of the organisation. This shows that regardless of the size of the organisation, respondents on average perform more than 8 different types of activities. This result is unexpected and goes against logic as one would expect a deeper degree of specialisation in larger companies.

Consequently, it is important to understand that digital marketers multitask.

7.3. WHERE THEY GOT VS. WHERE THEY GET KNOWLEDGE

Next is the study of the relationship between the sources where respondents obtain knowledge. The table contains the intersection of the variables "Where did you get your initial knowledge to work in digital marketing?" and "Where do you get up-to-date knowledge on digital marketing?"

Table 5 – Where they got vs. where they get knowledge

	Where do you get up-to-date knowledge on digital marketing?							
Where did you get your initial knowledge to work in digital marketing?	During practice at work	Online courses	Reading blogs	Online webinars	Paid training	From people more advanced in the team	Studies (Universities or similar)	Other
Studies (Universities or similar)	42	20	17	12	8	7	7	2
During practice at work	30	13	25	15	14	8	3	5
From people more advanced in the team	6	1	3	5	3	3	0	0
Paid training	6	6	5	2	14	1	0	1
Other	2	1	2	1	0	1	2	5
Online webinars	2	2	0	4	0	0	0	0
Reading blogs	1	3	5	0	1	0	0	0
Online courses	0	6	4	2	5	0	1	0

The table shows that the respondents who received initial training in educational institutions manifest the intention to acquire future knowledge during the practice of their activities, and in a smaller number resorting to Online courses, Reading blog and Online webinars.

On the other hand, those who acquired knowledge through practice expressed a preferential intention to continue to acquire knowledge in this way and then resort to Online courses, Reading blogs, Online webinars and Paid training.

It is however possible to consolidate the previous table by aggregating the previous categories into:

- Studies (Universities or similar) => Studies (Universities or similar)
- During practice at work => In company
- From people more advanced in the team => In company
- Paid training => Paid training
- Other => Other
- Online webinars => Online
- Reading blogs => Online
- Online courses => Online

The following table contains this representation.

Table 6 – Aggregation of where they got vs. where they get knowledge

		Where do you get up-to-date knowledge on digital marketing?				
Where did you get your initial knowledge to work in digital marketing?	N° of respondents	Online	In company	Paid training	Other	Studies (Universities or similar)
In company	134	46%	35%	13%	4%	2%
Studies (Universities or similar)	115	43%	43%	7%	2%	6%
Online	36	72%	8%	17%	0%	3%
Paid training	35	37%	20%	40%	3%	0%
Other	14	29%	21%	0%	36%	14%

It unequivocally emerges from the previous table that online training will be favoured by the majority of digital marketers. The only exception is respondents who obtained knowledge in paid training and who will continue to prefer this option. Note however that even for these types of professionals, the second option is online training.

8. RESPONDING TO THE RESEARCH QUESTIONS



The questionnaire contains four questions that are intended to answer the research objectives, namely:

9. "Select all the digital marketing activities you have performed or participated in in the last 7 days".
10. "Indicate the degree of importance of each module for inclusion in this introductory digital marketing course".
11. "Indicate what degree of importance you attach to each block of digital marketing specialisation".
12. "Please indicate what level of knowledge you would like to have after completing each block of digital marketing specialisation".

The first question lets us know what activities people working in digital marketing actually perform, allowing us to consequently know what modules should be part of a generic introductory course in digital marketing. Subsequently, the degree of importance of the specialisation blocks and the level that each block should have is also known. These answers are obtained in the three subsequent sections.

8.1. NUMBER OF RESPONSES

The next table presents the number of responses broken down by country.

Table 7 – Number of responses broken down by country

	Finland	Portugal	Poland	Netherlands	Other	Total
Responses	111	106	65	39	13	334
Percentage	33%	32%	19%	12%	4%	100%
Cumulative	33%	65%	84%	96%	100%	

The number of responses obtained, a total of 334, was lower than previously defined. However, the number of responses does not prevent us from making a valid statistical analysis.

The table also reveals that the number of responses is not homogeneous when disaggregated by country. Finland and Portugal account for approximately one-third of the answers each, Poland contributes almost 20% of the answers and the Netherlands 12%. The contribution of other countries stands at 4% (note that this category includes the responses of people working in countries other than the partners but whose nationality comes from one of the partner countries).

9. ACTIVITIES PERFORMED BY RESPONDENTS



9.1. DIGITAL MARKETING ACTIVITIES

The first option to find out the needs for training and learning in digital marketing is to ask those who perform activities or roles in this area. To this end, respondents were asked to select all the digital marketing activities they had performed or participated in over the last 7 days.

The activities were identified in advance and stem from the findings of the focus group, the interviews and the exploratory study consisting of course analysis.

Table 8 – Digital marketing activities

Activities				
Analytics (website, Social Media, etc.)	E-Mail Marketing	Web Content	Leads	Web Design
Digital Marketing Strategies	SEO	E-Commerce	CRM	Digital Selling
Social Media	Website (building or updating)	Conversion Rate Optimization	Reputation Management	Digital Public Relations
Digital Advertising	Landing Pages	Customer Experience	User Experience	Other Activity

9.2. DIGITAL MARKETING ACTIVITIES PERFORMED

A nominal scale was used, allowing respondents to select all the activities they performed. The information is summarised in the following table, showing the absolute values and the percentage of those who carried out the respective activity.

Table 9 – Digital marketing activities performed

Groups	Activities Perform	Total	Percentage
①	Analytics	245	73%
	Digital Marketing Strategies	235	70%
	Social Media	234	70%
②	Digital Advertising	206	62%
③	Web Content	186	56%
	E-Mail Marketing	180	54%
	SEO	170	51%
	Website	170	51%
	Landing Pages	163	49%
④	E-Commerce	131	39%
	Conversion Rate Optimization	127	38%
	Customer Experience	126	38%
	Leads	126	38%
	CRM	103	31%
	Reputation Management	96	29%
	User Experience	96	29%
	Web Design	93	28%
	Digital Selling	82	25%
	Digital Public Relations	71	21%
	Other Activity	17	5%

- The data in the table highlights three activities, which are performed by more than 70% of the respondents. These are Analytics, Digital Marketing Strategies and Social Media.
- The fourth position is occupied by Digital Advertising, with 62%.
- The third set of activities, which are carried out by approximately 50% of respondents, encompasses Web Content, E-Mail Marketing, SEO, Website and Landing Pages.
- The fourth and last set is performed by less than 40% of respondents and contains more than 11 activities.

9.3. DIFFERENT DIGITAL MARKETING ACTIVITIES PERFORMED

It is also important to know how many activities are performed by each person, allowing us to know if there is a need for a diversity of knowledge and how intense this knowledge should be. For this purpose, a table showing the number of different activities performed by each person was constructed.

Table 10 – Number of different digital marketing activities performed

Number of Different Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Responses	13	12	17	23	30	19	32	35	20	23	23	21	19	15	9	8	5	2	7	1
Percentage	4%	4%	5%	7%	9%	6%	10%	10%	6%	7%	7%	6%	6%	4%	3%	2%	1%	1%	2%	0%

Although there is a small number of people who specialised in one activity - 4% of people only carried out one activity - the table unequivocally reveals that most respondents perform different activities in the execution of their duties.

It should also be noted that the number of activities performed by each person is on average 8,6. The previous table was transformed into a graph which allows us to visualise the number of different activities performed by each person. The figure proves the centrality of the activities around the value 8,6 and follows a distribution somewhat similar to the normal distribution.

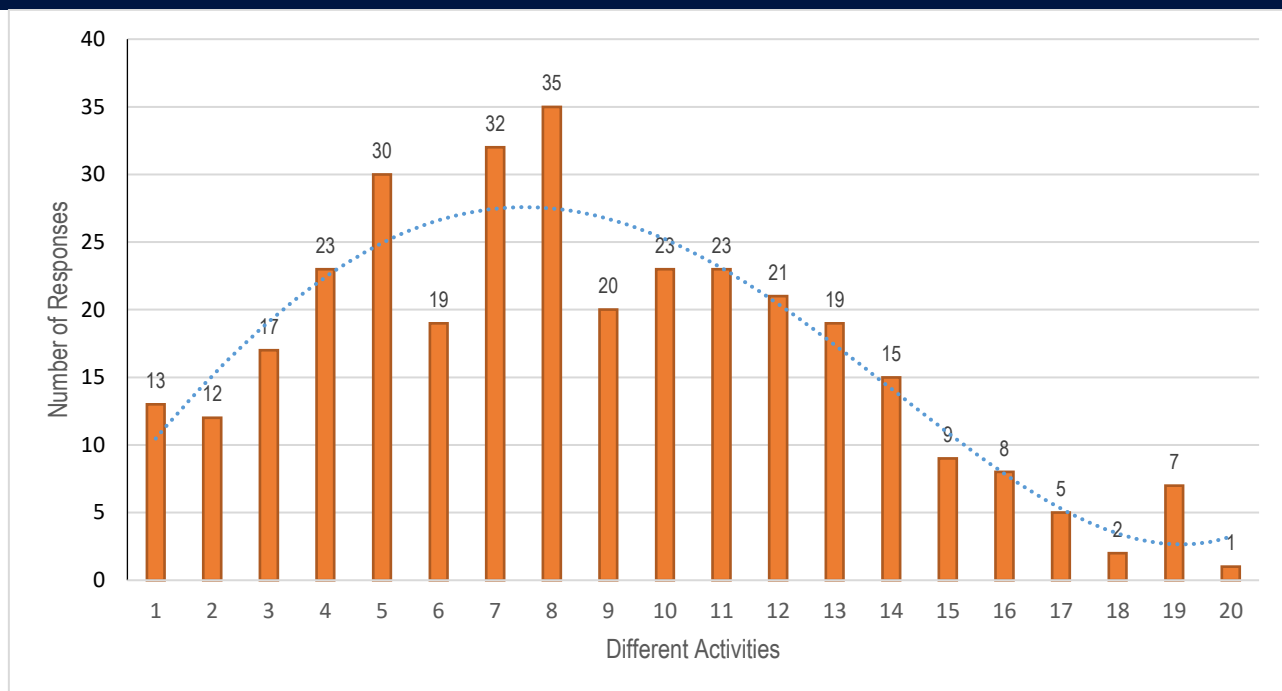


Figure 15 – Number of different digital marketing activities performed

9.4. ACTIVITIES CARRIED OUT IN CONJUNCTION WITH EACH OTHER

We now know that 96% of respondents perform different activities in digital marketing. Now it remains to be seen whether there is any pattern or association between these activities.

To identify whether there is any pattern or association between the activities performed, a two-entry table was constructed, where the row and the column labels are the activities performed.

Each cell in the table shows the percentage of respondents who simultaneously performed both activities.

The following conclusions can be drawn from the table below:

- Three activities are carried out jointly by more than 70% of the respondents. These are Analytics, Digital Marketing Strategies and Social Media. This result clusters a group of activities and is in line with the results obtained in Table 9 – Digital marketing activities performed
- A green coloured area can be identified in the top left corner, corresponding to the highest percentage values. This area identifies the nine activities in digital marketing that are most common activities that are performed by one respondent (all values are above 50%):

13. Analytics

14. Digital Marketing Strategies

15. Social Media

-
16. Digital Advertising
 17. Web Content
 18. E-Mail Marketing
 19. SEO
 20. Website
 21. Landing Pages

It should be noted that the identification of the nine most commonly performed activities together is in line with the result obtained for the average of the activities, which is 8,6.

Table 11 – Association between activities performed

N° Persons	Activities Perform	Analytics (website, Social Media, etc.)	Digital Marketing Strategies	Social Media	Digital Advertising	Web Content	E-Mail Marketing	SEO	Website (building or updating)	Landing Pages	E-Commerce	Conversion Rate Optimization	Customer Experience	Leads	CRM	Reputation Management	User Experience	Web Design	Digital Selling	Digital Public Relations	Other Activity
245	Analytics	-	80%	74%	69%	65%	59%	62%	60%	58%	44%	49%	41%	47%	31%	31%	34%	31%	29%	22%	5%
235	Digital Marketing Strategies	80%	-	76%	69%	61%	59%	58%	54%	57%	45%	47%	43%	45%	33%	37%	34%	30%	31%	25%	4%
234	Social Media	74%	76%	-	73%	65%	61%	55%	53%	52%	41%	40%	38%	41%	30%	34%	28%	32%	26%	25%	5%
206	Digital Advertising	69%	69%	73%	-	63%	62%	60%	55%	59%	48%	46%	39%	48%	33%	37%	29%	33%	32%	28%	5%
186	Web Content	65%	61%	65%	63%	-	65%	66%	67%	60%	41%	45%	42%	44%	32%	37%	38%	38%	28%	25%	6%
180	E-Mail Marketing	59%	59%	61%	62%	65%	-	62%	63%	62%	48%	48%	42%	49%	40%	32%	34%	35%	31%	28%	6%
170	SEO	62%	58%	55%	60%	66%	62%	-	70%	71%	52%	56%	44%	46%	34%	33%	42%	37%	34%	22%	6%
170	Website	60%	54%	53%	55%	67%	63%	70%	-	67%	42%	48%	44%	44%	38%	36%	40%	41%	29%	26%	8%
163	Landing Pages	58%	57%	52%	59%	60%	62%	71%	67%	-	48%	55%	45%	54%	41%	35%	44%	39%	36%	25%	7%
131	E-Commerce	44%	45%	41%	48%	41%	48%	52%	42%	48%	-	52%	52%	47%	43%	31%	45%	40%	41%	26%	5%
127	Conversion Rate Optimization	49%	47%	40%	46%	45%	48%	56%	48%	55%	52%	-	55%	62%	39%	39%	47%	33%	45%	24%	6%
126	Customer Experience	41%	43%	38%	39%	42%	42%	44%	44%	45%	52%	55%	-	49%	46%	40%	56%	35%	38%	30%	6%
126	Leads	47%	45%	41%	48%	44%	49%	46%	44%	54%	47%	62%	49%	-	49%	39%	40%	37%	40%	29%	6%
103	CRM	31%	33%	30%	33%	32%	40%	34%	38%	41%	43%	39%	46%	49%	-	36%	47%	39%	39%	34%	4%
96	Reputation Management	31%	37%	34%	37%	37%	32%	33%	36%	35%	31%	39%	40%	39%	36%	-	48%	45%	40%	38%	6%
96	User Experience	34%	34%	28%	29%	38%	34%	42%	40%	44%	45%	47%	56%	40%	47%	48%	-	49%	46%	32%	8%
93	Web Design	31%	30%	32%	33%	38%	35%	37%	41%	39%	40%	33%	35%	37%	39%	45%	49%	-	32%	32%	8%
82	Digital Selling	29%	31%	26%	32%	28%	31%	34%	29%	36%	41%	45%	38%	40%	39%	40%	46%	32%	-	35%	2%
71	Digital Public Relations	22%	25%	25%	28%	25%	28%	22%	26%	25%	26%	24%	30%	29%	34%	38%	32%	32%	35%	-	3%
17	Other Activity	5%	4%	5%	5%	6%	6%	6%	8%	7%	5%	6%	6%	6%	4%	6%	8%	8%	2%	3%	-

9.5. FINDINGS ABOUT THE DIGITAL MARKETING ACTIVITIES PERFORMED

Twenty main activities performed by digital marketing professionals have been identified. These activities were analysed and it was concluded that they can be divided into 4 groups. The first group contains the activities:

1. Analytics
2. Digital Marketing Strategies
3. Social Media

The second group includes the activity:

4. Digital Advertising.

The third group encompasses the activities:

5. Web Content
6. E-Mail Marketing
7. SEO
8. Website
9. Landing Pages

It is also relevant to know that the number of activities performed by each person is on average 8,6.

A pattern or association was identified between the activities carried out together, highlighting the following:

- | | |
|---------------------------------|---------------------|
| 1. Analytics | 6. E-Mail Marketing |
| 2. Digital Marketing Strategies | 7. SEO |
| 3. Social Media | 8. Website |
| 4. Digital Advertising | 9. Landing Pages |
| 5. Web Content | |

The results of both lists are in line with each other. The activities that stood out are 8,6 and are equal. It is also worth mentioning that the three most relevant activities are Analytics, Digital Marketing Strategies and Social Media.

10. INTRODUCTORY COURSE



10.1. MODULES OF THE INTRODUCTORY COURSE IN DIGITAL MARKETING

To know which modules should be included in an introductory course to digital marketing, the modules were previously identified using the information resulting from the focus group, the interviews, and the analysis of existing courses.

Table 12 – Modules of the introductory course in digital marketing

Modules				
IC - Social Media	IC - SEO	IC - Landing Pages	IC - E-Commerce	IC - Website
IC - Analytics	IC - Web Content	IC - User Experience	IC - Digital Selling	IC - Web Design
IC - Digital Advertising	IC - E-Mail Marketing	IC - Leads	IC - CRM	IC - Digital Public Relations
IC - Digital Marketing Strategies	IC - Customer Experience	IC - Conversion Rate Optimization	IC - Reputation Management	IC - Artificial Intelligence

10.2. ANALYSIS OF THE MODULES OF THE INTRODUCTORY COURSE IN DIGITAL MARKETING

Respondents were asked to use a 5-point scale of importance and respective anchors: Not at all important, Not very important, Indifferent, Important and Very important. The measurement scale is consequently an interval scale. Remember and bear in mind that the scale has one point of indifference - 3 -, two points of no importance - 1 and 2 - and two points of importance - 4 and 5.

The following table contains the list of modules ordered by decreasing mean value.

Table 13 – Mean of the modules of the introductory course in digital marketing

Modules	Mean
IC - Social Media	4,46
IC - Analytics	4,43
IC - Digital Advertising	4,39
IC - Digital Marketing Strategies	4,30
IC - SEO	4,30
IC - Web Content	4,17
IC - E-Mail Marketing	4,10
IC - Customer Experience	4,04
IC - Landing Pages	4,04
IC - User Experience	4,03
IC - Leads	4,02
IC - Conversion Rate Optimization	3,98
IC - E-Commerce	3,96
IC - Digital Selling	3,79
IC - CRM	3,63
IC - Reputation Management	3,58
IC - Website	3,54
IC - Web Design	3,48
IC - Digital Public Relations	3,42
IC - Artificial Intelligence	2,93

Since this is a statistical sample, we proceeded to the analysis of one-sided and two-sided hypothesis tests to the means.

The first test consists of determining which modules have a mean of 3 or less, as these modules are indifferent, or assume positions of no importance to the respondents.

$$\begin{aligned} H_0: \mu_i &\leq 3 \\ H_1: \mu_i &> 3 \end{aligned} \quad t_c = 1.65$$

Table 14 – One-Sample Test (identification of modules that have a mean of 3 or less)

One-Sample Test							
	Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Modules						Lower	Upper
IC - Social Media	4,46	34,767	333	0,000	1,455	1,37	1,54
IC - Digital Advertising	4,39	32,275	333	0,000	1,386	1,30	1,47
IC - Analytics	4,43	30,576	333	0,000	1,425	1,33	1,52
IC - SEO	4,3	26,728	333	0,000	1,296	1,20	1,39
IC - Digital Marketing Strategies	4,3	24,731	333	0,000	1,302	1,20	1,41
IC - Web content	4,17	22,753	333	0,000	1,174	1,07	1,28
IC - Landing Pages	4,04	21,042	333	0,000	1,036	0,94	1,13
IC - Customer Experience	4,04	21,040	333	0,000	1,045	0,95	1,14
IC - E-Mail Marketing	4,1	20,059	333	0,000	1,099	0,99	1,21
IC - Leads	4,02	19,788	333	0,000	1,024	0,92	1,13
IC - User Experience	4,03	18,528	333	0,000	1,030	0,92	1,14
IC - Conversion Rate Optimization	3,98	17,685	333	0,000	0,979	0,87	1,09
IC - E-Commerce	3,96	16,780	333	0,000	0,955	0,84	1,07
IC - Digital Selling	3,79	14,462	333	0,000	0,793	0,69	0,90
IC - CRM	3,63	11,397	333	0,000	0,632	0,52	0,74
IC - Reputation Management	3,58	10,162	333	0,000	0,584	0,47	0,70
IC - Website	3,54	8,043	333	0,000	0,542	0,41	0,67
IC - Digital Public Relations	3,42	7,305	333	0,000	0,422	0,31	0,54
IC - Web Design	3,48	7,163	333	0,000	0,476	0,35	0,61
IC - Artificial intelligence	2,93	-1,113	333	0,266	-0,069	-0,19	0,05

The data in the table shows that only the IC - Artificial intelligence module is in these parameters (highlighted in red). In fact, one cannot reject the null hypothesis that the mean of the module is equal to or less than 3. For all the others, and given the level of significance, it is legitimate to assume the rejection of the statement that the modules have a mean equal to or below 3.

The second test is to determine which modules have a mean greater than or equal to 4, as these modules are the ones that respondents expressed the importance of their inclusion.

$$H_0: \mu_i \geq 4 \quad t_c = -1.65$$

$$H_1: \mu_i < 4$$

Table 15 – One-Sample Test (Identification of modules that have a mean greater than or equal to 4)

One-Sample Test							
	Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
Modules						Lower	Upper
IC - Artificial intelligence	2,93	-17,283	333	0,000	-1,069	-1,19	-0,95
IC - Digital Public Relations	3,42	-9,999	333	0,000	-0,578	-0,69	-0,46
IC - Web Design	3,48	-7,883	333	0,000	-0,524	-0,65	-0,39
IC - Reputation Management	3,58	-7,243	333	0,000	-0,416	-0,53	-0,30
IC - Website	3,54	-6,799	333	0,000	-0,458	-0,59	-0,33
IC - CRM	3,63	-6,644	333	0,000	-0,368	-0,48	-0,26
IC - Digital Selling	3,79	-3,766	333	0,000	-0,207	-0,31	-0,10
IC - E-Commerce	3,96	-0,789	333	0,431	-0,045	-0,16	0,07
IC - Conversion Rate Optimization	3,98	-0,379	333	0,705	-0,021	-0,13	0,09
IC - Leads	4,02	0,463	333	0,644	0,024	-0,08	0,13
IC - User Experience	4,03	0,539	333	0,591	0,030	-0,08	0,14
IC - Landing Pages	4,04	0,730	333	0,466	0,036	-0,06	0,13
IC - Customer Experience	4,04	0,904	333	0,366	0,045	-0,05	0,14
IC - E-Mail Marketing	4,1	1,804	333	0,072	0,099	-0,01	0,21
IC - Web content	4,17	3,367	333	0,001	0,174	0,07	0,28
IC - Digital Marketing Strategies	4,3	5,742	333	0,000	0,302	0,20	0,41
IC - SEO	4,3	6,111	333	0,000	0,296	0,20	0,39
IC - Digital Advertising	4,39	8,992	333	0,000	0,386	0,30	0,47
IC - Analytics	4,43	9,121	333	0,000	0,425	0,33	0,52
IC - Social Media	4,46	10,873	333	0,000	0,455	0,37	0,54

The results show for the 7 modules marked in red the rejection of the null hypothesis, that is, the hypothesis that these modules have a mean greater than or equal to 4 is rejected. For the other modules, the null hypothesis that their mean is greater than or equal to 4 is not rejected.

Therefore, 13 modules are candidates to be included in an introductory course to digital marketing.

10.3. GROUPING THE MODULES OF THE INTRODUCTORY COURSE IN DIGITAL MARKETING

To rank the importance of the modules of the introductory course in digital marketing, a comparison was made between the means of the modules showing successive decreasing means. This comparison is shown in Table 16 – Comparing the means of the introductory course to digital marketing

From the 19 tests performed, it was found that the null hypothesis is rejected for the following module pairs:

1. IC - E-Commerce - IC - Digital Selling
2. IC - Digital Selling - IC - CRM
3. IC - Digital Public Relations - IC - Artificial intelligence

For all the other pairs of modules, the hypothesis that the modules have equal means cannot be rejected.

Given the results obtained, it was necessary to perform a new set of tests, presented in Table 17 – Grouping the modules of the introductory course in digital marketing, which allow grouping of the modules by order of importance. The procedure is described below:

1. The list of modules is sorted in descending order according to the mean value.
2. The module with the highest mean in the list is selected. That module is compared with the module that has the nearest lower mean.
3. If the test indicates that pairs of modules have equal means, then the initial module proceeds to the next module until a module is found that the test indicates different means.
4. When the test indicates that two modules have different means then the initial module is aggregated with all modules that have equal means.
5. The process repeats from the module that the test indicated different means.

The application of the previous procedure made it possible to rank the modules and group them, resulting in 8 groups of modules – Table 17 – Grouping the modules of the introductory course in digital marketing

$$H_0: \mu_i - \mu_j = 0$$

$$H_1: \mu_i - \mu_j \neq 0$$

Table 16 – Comparing the means of the introductory course to digital marketing

Pair	Modules	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	IC - Social Media - IC - Analytics	0,030	0,916	0,050	-0,069	0,129	0,597	333	0,551
Pair 2	IC - Analytics - IC - Digital Advertising	0,039	0,891	0,049	-0,057	0,135	0,798	333	0,425
Pair 3	IC - Digital Advertising - IC - Digital Marketing Strategies	0,084	0,986	0,054	-0,022	0,190	1,554	333	0,121
Pair 4	IC - Digital Marketing Strategies - IC - SEO	0,006	1,043	0,057	-0,106	0,118	0,105	333	0,916
Pair 5	IC - SEO - IC - Web content	0,123	0,986	0,054	0,017	0,229	2,274	333	0,024
Pair 6	IC - Web content - IC - E-Mail Marketing	0,075	1,000	0,055	-0,033	0,183	1,368	333	0,172
Pair 7	IC - E-Mail Marketing - IC - Customer Experience	0,054	1,148	0,063	-0,070	0,177	0,858	333	0,392
Pair 8	IC - Customer Experience - IC - Landing Pages	0,009	1,078	0,059	-0,107	0,125	0,152	333	0,879
Pair 9	IC - Landing Pages - IC - User Experience	0,006	1,118	0,061	-0,114	0,126	0,098	333	0,922
Pair 10	IC - User Experience - IC - Leads	0,006	1,170	0,064	-0,120	0,132	0,094	333	0,926
Pair 11	IC - Leads - IC - Conversion Rate Optimization	0,045	0,953	0,052	-0,058	0,147	0,861	333	0,390
Pair 12	IC - Conversion Rate Optimization - IC - E-Commerce	0,024	1,141	0,062	-0,099	0,147	0,384	333	0,702
Pair 13	IC - E-Commerce - IC - Digital Selling	0,162	0,851	0,047	0,070	0,253	3,471	333	0,001
Pair 14	IC - Digital Selling - IC - CRM	0,162	1,174	0,064	0,035	0,288	2,516	333	0,012
Pair 15	IC - CRM - IC - Reputation Management	0,048	1,277	0,070	-0,090	0,185	0,685	333	0,494
Pair 16	IC - Reputation Management - IC - Website	0,042	1,239	0,068	-0,091	0,175	0,618	333	0,537
Pair 17	IC - Website - IC - Web Design	0,066	0,895	0,049	-0,030	0,162	1,345	333	0,179
Pair 18	IC - Web Design - IC - Digital Public Relations	0,054	1,148	0,063	-0,070	0,177	0,858	333	0,392
Pair 19	IC - Digital Public Relations - IC - Artificial intelligence	0,491	1,190	0,065	0,363	0,619	7,542	333	0,000

$$H_0: \mu_i - \mu_j = 0$$

$$H_1: \mu_i - \mu_j \neq 0$$

Table 17 – Grouping the modules of the introductory course in digital marketing

Rank	Modules	Mean	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)
①	IC - Social Media	4,46	,551	,103	,008					
	IC - Analytics	4,43	,551							
	IC - Digital Advertising	4,39		,103						
②	IC - Digital Marketing Strategies	4,30			,008	,916	,040			
	IC - SEO	4,30				,916				
③	IC - Web Content	4,17	,172	,025			,040			
	IC - E-Mail Marketing	4,10	,172							
④	IC - Customer Experience	4,04		,025	,879	,779	,710	,247	,146	,000
	IC - Landing Pages	4,04			,879					
	IC - User Experience	4,03				,779				
	IC - Leads	4,02					,710			
	IC - Conversion Rate Optimization	3,98						,247		
	IC - E-Commerce	3,96							,146	
⑤	IC - Digital Selling	3,79	,012	,000						,000
	IC - CRM	3,63	,012							
⑥	IC - Reputation Management	3,58		,000	,537	,112	,003			
	IC - Website	3,54			,537					
	IC - Web Design	3,48				,112				
⑦	IC - Digital Public Relations	3,42	,000				,003			
⑧	IC - Artificial Intelligence	2,93	,000							

10.4. ASSOCIATION OF MODULES WITH VALUES GREATER THAN OR EQUAL TO 4

It is also relevant to know when a respondent scores a module with a value of 4 or 5, to which modules he also assigns these values. This will make it possible to ascertain which modules are associated.

To make these calculations, a table is drawn up containing the list of modules and the respective numbers of responses with a rating of 4 or 5 and the percentage of respondents who match these conditions.

Table 18 – Modules with values greater than or equal to 4

Modules	Responses	Percentage
IC - Social Media	308	92%
IC - Analytics	303	91%
IC - Digital Advertising	303	91%
IC - Digital Marketing Strategies	293	88%
IC - SEO	290	87%
IC - Web content	277	83%
IC - Landing Pages	272	81%
IC - Customer Experience	271	81%
IC - E-Mail Marketing	270	81%
IC - User Experience	270	81%
IC - Leads	266	80%
IC - Conversion Rate Optimization	263	79%
IC - E-Commerce	255	76%
IC - Digital Selling	237	71%
IC - Reputation Management	214	64%
IC - CRM	213	64%
IC - Website	206	62%
IC - Web Design	193	58%
IC - Digital Public Relations	183	55%
IC - Artificial intelligence	119	36%

The rank of the modules has changed in relation to the previous tables, but these changes are not significant.

Table 19 – Association of modules with values greater than or equal to 4 contains the percentage values of respondents who answered both modules simultaneously with values greater than or equal to 4.

Table 19 – Association of modules with values greater than or equal to 4

Modules	N. of Persons	IC - Social Media	IC - Digital Advertising	IC - Analytics	IC - SEO	IC - Digital Marketing Strategies	IC - Web content	IC - Landing Pages	IC - E-Mail Marketing	IC - Customer Experience	IC - Leads	IC - User Experience	IC - Conversion Rate Optimization	IC - E-Commerce	IC - Digital Selling	IC - Reputation Management	IC - CRM	IC - Website	IC - Web Design	IC - Digital Public Relations	IC - Artificial intelligence
IC - Social Media	308	100%	94%	93%	90%	90%	86%	85%	85%	83%	83%	83%	81%	80%	74%	67%	66%	64%	60%	57%	37%
IC - Digital Advertising	303	96%	100%	94%	89%	91%	85%	86%	86%	84%	84%	83%	83%	81%	75%	68%	65%	64%	59%	57%	37%
IC - Analytics	303	94%	94%	100%	90%	92%	86%	85%	85%	84%	84%	85%	85%	81%	75%	67%	67%	64%	59%	57%	38%
IC - SEO	290	96%	93%	94%	100%	90%	87%	87%	86%	84%	83%	86%	83%	82%	76%	67%	67%	66%	62%	58%	37%
IC - Digital Marketing Strategies	293	94%	94%	95%	89%	100%	85%	85%	84%	87%	86%	85%	84%	83%	76%	70%	67%	64%	61%	60%	40%
IC - Web content	277	96%	93%	94%	91%	90%	100%	87%	87%	86%	83%	86%	82%	82%	77%	71%	68%	69%	66%	61%	39%
IC - Landing Pages	272	97%	96%	95%	92%	92%	89%	100%	89%	85%	88%	86%	85%	82%	76%	70%	68%	67%	64%	63%	38%
IC - E-Mail Marketing	270	97%	96%	96%	92%	91%	89%	89%	100%	85%	88%	86%	86%	83%	79%	69%	68%	69%	64%	62%	39%
IC - Customer Experience	271	94%	94%	94%	90%	94%	88%	85%	85%	100%	85%	88%	84%	81%	76%	72%	69%	68%	63%	61%	41%
IC - User Experience	270	95%	93%	95%	92%	92%	88%	86%	86%	89%	84%	100%	86%	81%	76%	73%	68%	69%	65%	61%	42%
IC - Leads	266	96%	96%	96%	91%	95%	86%	90%	89%	86%	100%	85%	87%	85%	79%	70%	69%	68%	65%	62%	39%
IC - Conversion Rate Optimization	263	95%	95%	98%	92%	94%	86%	87%	88%	86%	88%	88%	100%	83%	78%	69%	70%	68%	62%	60%	41%
IC - E-Commerce	255	96%	96%	96%	93%	95%	89%	88%	88%	86%	88%	85%	86%	100%	83%	73%	69%	69%	67%	63%	41%
IC - Digital Selling	237	97%	95%	95%	92%	95%	90%	88%	90%	87%	88%	87%	86%	89%	100%	76%	70%	70%	67%	68%	43%
IC - Reputation Management	214	96%	96%	94%	91%	96%	92%	89%	86%	92%	87%	92%	85%	86%	84%	100%	71%	74%	72%	74%	47%
IC - CRM	213	96%	93%	95%	91%	92%	88%	87%	86%	88%	86%	86%	86%	83%	78%	71%	100%	72%	68%	66%	46%
IC - Website	206	96%	94%	95%	92%	91%	93%	88%	90%	89%	88%	90%	86%	86%	80%	77%	74%	100%	83%	67%	43%
IC - Web Design	193	96%	92%	93%	93%	92%	95%	90%	90%	89%	89%	91%	84%	89%	82%	80%	75%	88%	100%	71%	44%
IC - Digital Public Relations	183	97%	95%	94%	92%	96%	93%	93%	91%	90%	90%	91%	87%	87%	89%	87%	77%	75%	75%	100%	47%
IC - Artificial intelligence	119	96%	95%	97%	89%	97%	91%	87%	88%	93%	87%	95%	90%	88%	86%	84%	82%	74%	71%	72%	100%

A green coloured area can be identified in the leftmost columns of the table above. This reveals that when modules were scored 4 or 5, respondents were likely to score 4 or 5 for the following modules:

1. IC - Social Media
2. IC - Digital Advertising
3. IC - Analytics
4. IC - SEO
5. IC - Digital Marketing Strategies

10.5. FINDINGS ABOUT MODULES OF THE INTRODUCTORY COURSE

Twenty modules were identified to be included in the introductory digital marketing course.

A test was then carried out to identify which modules had a mean of 3 or less, and only one module was identified: IC - Artificial intelligence. Unequivocally, this module should not be included in the introductory digital marketing course.

To find out which modules should be included, a new single-sided statistical test was carried out to assess which modules have a mean greater than or equal to 4. The following modules have been identified:

- | | |
|--------------------------------------|---------------------------------------|
| 1. IC - Social Media | 8. IC - Customer Experience |
| 2. IC - Analytics | 9. IC - Landing Pages |
| 3. IC - Digital Advertising | 10. IC - User Experience |
| 4. IC - SEO | 11. IC - Leads |
| 5. IC - Digital Marketing Strategies | 12. IC - Conversion Rate Optimization |
| 6. IC - Web content | 13. IC - E-Commerce |
| 7. IC - E-Mail Marketing | |

A procedure was also defined to cluster and rank the modules, and 8 groups were identified. Finally, a pattern of association was sought between modules that were scored 4 or above by the same respondent. Almost all modules are associated with the following set:

- IC - Social Media
- IC - Digital Advertising
- IC - Analytics
- IC - SEO
- IC - Digital Marketing Strategies

11. DIGITAL MARKETING SPECIALISATION BLOCKS



11.1. SPECIALISATION BLOCKS IN DIGITAL MARKETING

The digital marketing specialisation blocks were built based on the analysis of the courses and specialisations that are offered on different platforms and educational institutions.

Table 20 – Specialisation blocks in digital marketing

Specialisation blocks				
Analytics Block	Digital Advertising Block	Web Content Block	User Experience and Usability Block	E-Brand Block
Digital Marketing Strategies Block	Performance Block	Customer Experience Block	E-Mail Marketing Block	Website Block
SEO Block	Social Media Block	E-Commerce Block	Digital Selling Block	Web Design Block

11.2. ANALYSIS OF THE DIGITAL MARKETING SPECIALISATION BLOCKS

Respondents were asked to rate the importance of the blocks on a 5-point scale with the following anchors: Not at all important, Not very important, Indifferent, Important, and Very important. As a result, the measuring scale is an interval scale. Remember, the scale comprises one point of indifference (3), two points of no importance (1 and 2), and two points of importance (4 and 5).

The following table contains the list of blocks ranked by mean decreasing value.

Table 21 – Mean of the digital marketing specialisation blocks

Blocks	Mean
Analytics Block	4,57
Digital Marketing Strategies Block	4,49
SEO Block	4,34
Digital Advertising Block	4,33
Performance Block	4,31
Social Media Block	4,28
Web Content Block	4,28
Customer Experience Block	4,25
E-Commerce Block	4,16
User Experience and Usability Block	4,13
E-Mail Marketing Block	4,06
Digital Selling Block	4,06
E-Brand Block	3,93
Website Block	3,77
Web Design Block	3,61

We continue to the analysis of one-sided and two-sided hypothesis tests to the means because this is a statistical sample.

The analysis of Table 21 – Mean of the digital marketing specialisation blocks – shows that the block with the smallest mean is 3.61 and consequently it is unnecessary to perform the one-sided test to know which blocks are not important. Consequently, it can be concluded that the respondents considered that all the specialisation blocks are important.

What follows is a test to determine which blocks have a mean greater than or equal to 4, as these blocks are the ones that respondents expressed the importance of their inclusion.

$$\begin{aligned} H_0: \mu_i &\geq 4 \\ H_1: \mu_i &< 4 \end{aligned} \quad t_c = -1.65$$

Table 22 – One-Sample Test (blocks have a mean greater than or equal to 4)

Blocks	One-Sample Test						
	Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Web Design Block	3,61	-6,110	333	0,000	-0,389	-0,51	-0,26
Website Block	3,77	-3,677	333	0,000	-0,231	-0,35	-0,11
E-Brand Block	3,93	-1,265	333	0,207	-0,069	-0,18	0,04
Digital Selling Block	4,06	1,067	333	0,287	0,057	-0,05	0,16
E-Mail Marketing Block	4,06	1,108	333	0,269	0,060	-0,05	0,17
User Experience and Usability Block	4,13	3,311	333	0,001	0,162	0,07	0,26
E-Commerce Block	4,16	2,634	333	0,009	0,132	0,03	0,23
Customer Experience Block	4,25	5,669	333	0,000	0,251	0,16	0,34
Social Media Block	4,28	5,782	333	0,000	0,281	0,19	0,38
Web Content Block	4,28	5,594	333	0,000	0,281	0,18	0,38
Performance Block	4,31	6,765	333	0,000	0,311	0,22	0,40
Digital Advertising Block	4,33	6,810	333	0,000	0,326	0,23	0,42
SEO Block	4,34	7,809	333	0,000	0,338	0,25	0,42
Digital Marketing Strategies Block	4,49	12,082	333	0,000	0,488	0,41	0,57
Analytics Block	4,57	14,558	333	0,000	0,566	0,49	0,64

The findings reveal the rejection of the null hypothesis for the blocks marked in red, that is, the hypothesis that these blocks have a mean greater than or equal to 4 is rejected since 2 blocks are found to be in this situation. The null hypothesis that their mean is greater than or equal to 4 is not rejected for the other blocks.

As a result, it can be stated that the respondents considered 13 specialisation blocks important.

11.3. GROUPING THE DIGITAL MARKETING SPECIALISATION BLOCKS

To determine the relevance of the specialisation blocks in digital marketing, the mean of each block with the mean of the block that ranks immediately after. Table 23 – Comparing the means of the specialisation blocks – shows this contrast.

According to the results of the 14 tests performed, the null hypothesis is rejected for the following block pairs:

- Digital Marketing Strategies Block - SEO Block
- E-Brand Block - Website Block
- Website Block - Web Design Block

The hypothesis that the blocks have equal means cannot be refuted for any other pair of blocks.

Looking at the results, a new series of tests were required, as shown in Table 24 – Grouping the specialisation blocks – which allows grouping the blocks by importance. The technique is as follows:

1. The list of blocks is sorted in descending order according to the mean value.
2. The block with the highest mean in the list is selected. That block is compared with the block which has the nearest lower mean.
3. If the test indicates that pairs of blocks have equal means, then the initial block proceeds to the next block until a block is found which test indicates different means.
4. When the test indicates that two blocks have different means then the initial block is aggregated with all blocks that have equal means.
5. The process repeats from the block that the test indicated different means.

The application of the previous procedure made it possible to rank the blocks and group them into clusters, resulting in 5 groups of blocks, Table 17 – Grouping the modules of the introductory course in digital marketing

$$H_0: \mu_i - \mu_j = 0$$

$$H_1: \mu_i - \mu_j \neq 0$$

Table 23 – Comparing the means of the specialisation blocks

Pair	Blocks	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Analytics Block - Digital Marketing Strategies Block	0,078	0,755	0,041	-0,003	0,159	1,884	333	0,06
Pair 2	Digital Marketing Strategies Block - SEO Block	0,15	0,878	0,048	0,055	0,244	3,117	333	0,002
Pair 3	SEO Block - Digital Advertising Block	0,012	0,87	0,048	-0,082	0,106	0,252	333	0,801
Pair 4	Digital Advertising Block - Performance Block	0,015	0,875	0,048	-0,079	0,109	0,313	333	0,755
Pair 5	Performance Block - Social Media Block	0,03	0,967	0,053	-0,074	0,134	0,566	333	0,572
Pair 6	Social Media Block - Web Content Block	0	0,873	0,048	-0,094	0,094	0	333	1
Pair 7	Web Content Block - Customer Experience Block	0,03	0,961	0,053	-0,074	0,133	0,569	333	0,57
Pair 8	Customer Experience Block - E-Commerce Block	0,09	1,033	0,057	-0,021	0,201	1,589	333	0,113
Pair 9	E-Commerce Block - User Experience and Usability Block	0,03	1,062	0,058	-0,084	0,144	0,515	333	0,607
Pair 10	User Experience and Usability Block - E-Mail Marketing Block	0,072	1,178	0,064	-0,055	0,199	1,115	333	0,266
Pair 11	E-Mail Marketing Block - Digital Selling Block	0,003	1,084	0,059	-0,114	0,12	0,05	333	0,96
Pair 12	Digital Selling Block - E-Brand Block	0,126	1,206	0,066	-0,004	0,256	1,905	333	0,058
Pair 13	E-Brand Block - Website Block	0,162	1,174	0,064	0,035	0,288	2,516	333	0,012
Pair 14	Website Block - Web Design Block	0,159	0,843	0,046	0,068	0,249	3,441	333	0,001

$$H_0: \mu_i - \mu_j = 0$$

$$H_1: \mu_i - \mu_j \neq 0$$

Table 24 – Grouping the specialisation blocks

Rank	Blocks	Mean	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)
①	Analytics Block	4,57	,060	,000						
	Digital Marketing Strategies Block	4,49	,060							
②	SEO Block	4,34		,000	,801	,585	,273	,222	,086	,000
	Digital Advertising Block	4,33			,801					
	Performance Block	4,31				,585				
	Social Media Block	4,28					,273			
	Web Content Block	4,28						,222		
	Customer Experience Block	4,25							,086	
③	E-Commerce Block	4,16	,607	,064	,064	,001				,000
	User Experience and Usability Block	4,13	,607							
	E-Mail Marketing Block	4,06		,064						
	Digital Selling Block	4,06			,064					
	E-Brand Block	3,93				,001				
④	Website Block	3,77	,001							
⑤	Web Design Block	3,61	,001							

11.4. ASSOCIATION OF BLOCKS WITH VALUES GREATER THAN OR EQUAL TO 4

When a respondent classifies a module with a value of 4 or 5, it is equally important to know which other modules also show these values. This will allow us to determine which modules are related to each other.

To perform these calculations, a table is created that includes the list of modules, the number of replies with a rating of 4 or 5, and the proportion of respondents that meet these criteria.

Table 25 – Blocks with values greater than or equal to 4

Modules	Responses	Percentage
Analytics Block	314	94%
Digital Marketing Strategies Block	311	93%
SEO Block	299	90%
Performance Block	293	88%
Social Media Block	292	87%
Digital Advertising Block	291	87%
Customer Experience Block	288	86%
Web Content Block	287	86%
E-Commerce Block	278	83%
User Experience and Usability Block	278	83%
E-Mail Marketing Block	263	79%
Digital Selling Block	260	78%
E-Brand Block	252	75%
Website Block	227	68%
Web Design Block	203	61%

Table 26 – Association of blocks with values greater than or equal to 4

Blocks	N. of Persons	Analytics Block	Digital Marketing Strategies Block	SEO Block	Performance Block	Digital Advertising Block	Social Media Block	Web Content Block	Customer Experience Block	E-Commerce Block	User Experience and Usability Block	E-Mail Marketing Block	Digital Selling Block	E-Brand Block	Website Block	Web Design Block
Analytics Block	314	100%	96%	92%	90%	90%	89%	89%	88%	86%	86%	81%	80%	77%	70%	62%
Digital Marketing Strategies Block	311	96%	100%	92%	90%	90%	90%	89%	88%	86%	86%	82%	81%	78%	70%	63%
SEO Block	299	97%	96%	100%	91%	91%	92%	90%	89%	88%	86%	84%	81%	78%	72%	66%
Performance Block	293	97%	96%	92%	100%	92%	91%	90%	88%	89%	85%	85%	84%	78%	72%	65%
Digital Advertising Block	291	97%	96%	93%	93%	100%	92%	89%	89%	89%	86%	85%	84%	79%	71%	63%
Social Media Block	292	96%	96%	94%	92%	92%	100%	91%	89%	87%	85%	85%	84%	79%	71%	64%
Web Content Block	287	98%	97%	94%	92%	91%	93%	100%	90%	87%	89%	84%	85%	82%	73%	67%
Customer Experience Block	288	96%	95%	92%	89%	90%	90%	90%	100%	86%	90%	84%	81%	81%	72%	65%
E-Commerce Block	278	97%	97%	95%	94%	94%	92%	90%	90%	100%	86%	86%	85%	79%	75%	66%
User Experience and Usability Block	278	97%	96%	92%	90%	90%	89%	91%	94%	86%	100%	84%	81%	81%	73%	68%
E-Mail Marketing Block	263	96%	97%	96%	95%	94%	94%	92%	92%	91%	89%	100%	86%	77%	75%	68%
Digital Selling Block	260	97%	97%	93%	94%	94%	94%	93%	90%	91%	86%	87%	100%	83%	74%	68%
E-Brand Block	252	96%	97%	92%	91%	92%	92%	93%	93%	88%	90%	81%	86%	100%	78%	73%
Website Block	227	97%	96%	95%	93%	91%	91%	93%	92%	92%	89%	87%	85%	86%	100%	81%
Web Design Block	203	96%	97%	97%	93%	91%	92%	95%	92%	91%	93%	88%	87%	90%	90%	100%

In the three leftmost columns of the table above, a green area may be found. This demonstrates that when respondents rated 4 or 5, they were more likely to rate 4 or 5 for the following modules:

1. Analytics Block
2. Digital Marketing Strategies Block
3. SEO Block

11.5. FINDINGS ABOUT THE SPECIALISATION BLOCKS

Fifteen specialization Blocks have been identified to be included in digital marketing curricula.

A single-sided statistical test was performed to determine which blocks should be included to determine whether blocks have a mean greater than or equal to 4. The blocks listed below have been identified:

- | | |
|---------------------------------------|---|
| 1. Analytics Block | 8. Customer Experience Block |
| 2. Digital Marketing Strategies Block | 9. E-Commerce Block |
| 3. SEO Block | 10. User Experience and Usability Block |
| 4. Digital Advertising Block | 11. E-Mail Marketing Block |
| 5. Performance Block | 12. Digital Selling Block |
| 6. Web Content Block | 13. Brand Block |
| 7. Social Media Block | |

A procedure for grouping and ranking the blocks was also devised, and five groups were identified. Finally, a pattern of association between blocks rated 4 or higher by the same respondent was examined. The following set is shared by almost all the blocks:

- Analytics Block
- Digital Marketing Strategies Block
- SEO Block

12. DIGITAL MARKETING SPECIALISATION BLOCKS LEVELS



12.1. SPECIALISATION BLOCKS LEVELS IN DIGITAL MARKETING

The specialisation blocks remain the same as listed in Table 20 – Specialisation blocks in digital marketing

12.2. ANALYSIS OF THE SPECIALISATION BLOCKS LEVELS IN DIGITAL MARKETING

This analysis aims to assess which levels are most suitable for the different digital marketing specialisation blocks. For this purpose, respondents were asked to respond on a three-point scale, corresponding to basic, intermediate, and advanced anchors. Respondents were also allowed to choose the option "I do not know". The scale does not contain an indifference point but allows the respondent not to express an opinion.

The following table contains the list of blocks ranked by mean decreasing value but as the respondents were allowed to omit their opinion, it is also necessary to present the number of responses and the percentage for each level of the block.

Table 27 – The specialisation blocks levels in digital marketing

Blocks	Mean	Number of responses	Level = 1	Level = 2	Level = 3
Level - Digital Marketing Strategies Block	2,31	327	18%	33%	49%
Level - Social Media Block	2,26	325	18%	37%	45%
Level - Digital Advertising Block	2,26	328	17%	40%	43%
Level -Analytics Block	2,25	327	15%	45%	40%
Level - Web Content Block	2,21	326	19%	42%	40%
Level - SEO Block	2,13	323	22%	43%	35%
Level - Performance	2,18	321	17%	49%	35%
Level - E-Commerce Block	2,00	311	32%	35%	32%
Level - E-Mail Marketing Block	2,02	326	29%	40%	31%
Level - Digital Selling Block	1,93	321	33%	41%	26%
Level - E-Brand Block	1,89	314	37%	37%	26%
Level - User Experience and Usability Block	1,99	315	27%	47%	26%
Level - Customer Experience Block	1,97	315	26%	51%	23%
Level - Website Block	1,81	307	40%	39%	21%
Level - Web Design Block	1,70	311	47%	36%	17%

The different colours in the table allow the following conclusions to be drawn:

- The specialisation blocks that stand out for level 1 (basic) are Level - Website Block, Level - Web Design Block, and also Level - E-Brand Block.
- For level 3 (advanced) the following blocks stand out: Level - Digital Marketing Strategies Block, Level - Social Media Block, Level - Digital Advertising Block, Level -Analytics Block, and Level - Web Content Block.
- Level 2 (intermediate) aggregates the remaining specialisation blocks.

As this is a 3-point scale, the only possible test to perform is a one-sided test to assess whether the specialisation blocks have a mean greater than or equal to 2.

$$\begin{aligned} H_0: \mu_i &\geq 2 \\ H_1: \mu_i &< 2 \end{aligned} \quad t_c = -1.65$$

Table 28 – One-Sample Test (identification of block levels that have a mean greater than or equal to 2)

One-Sample Test							
Blocks	Mean	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Level - Web Design Block	1,70	-6,988	310	0,000	-0,296	-0,38	-0,21
Level - Website Block	1,81	-4,377	306	0,000	-0,189	-0,27	-0,10
Level - E-Brand Block	1,89	-2,502	313	0,013	-0,111	-0,20	-0,02
Level - Digital Selling Block	1,93	-1,531	320	0,127	-0,065	-0,15	0,02
Level - Customer Experience Block	1,97	-0,883	314	0,378	-0,035	-0,11	0,04
Level - User Experience and Usability Block	1,99	-0,155	314	0,877	-0,006	-0,09	0,07
Level - E-Commerce Block	2,00	0,070	310	0,944	0,003	-0,09	0,09
Level - E-Mail Marketing Block	2,02	0,428	325	0,669	0,018	-0,07	0,10
Level - SEO Block	2,13	3,138	322	0,002	0,130	0,05	0,21
Level - Performance	2,18	4,573	320	0,000	0,178	0,10	0,25
Level - Web Content Block	2,21	5,121	325	0,000	0,209	0,13	0,29
Level - Analytics Block	2,25	6,375	326	0,000	0,248	0,17	0,32
Level - Digital Advertising Block	2,26	6,520	327	0,000	0,262	0,18	0,34
Level - Social Media Block	2,26	6,378	324	0,000	0,265	0,18	0,35
Level - Digital Marketing Strategies Block	2,31	7,464	326	0,000	0,312	0,23	0,39

The results show that the null hypothesis is rejected for the blocks shown in red, i.e., the hypothesis that these blocks have a mean greater than or equal to 2 is rejected, and therefore 3 blocks are detected in this situation. For the other blocks, the null hypothesis that their mean is greater than or equal to 2 is not rejected. Therefore, it can be claimed that only 3 blocks have a mean below 2: Level - Web Design Block, Level - Website Block, and Level - E-Brand Block.

12.3. GROUPING THE DIGITAL MARKETING SPECIALISATION BLOCKS BASED ON LEVELS

To determine the relevance of the specialisation block levels in digital marketing, the means of the block levels with subsequent means were compared. Table 29 – Comparing the means of the specialisation block levels – shows this disparity.

According to the results of the 14 tests, the null hypothesis is rejected for the following pair of blocks levels:

- Level - SEO Block - Level - E-Mail Marketing Block
- Level - Website Block - Level - Web Design Block

The hypothesis that the blocks have equal means cannot be refuted for any other pair of blocks.

Looking at the results, a new series of tests were required, as shown in Table 30 – Grouping the specialisation block levels – which allows grouping the blocks by importance. The procedure is as follows:

1. The list of block levels is sorted in descending order according to the mean value.
2. The block level with the highest mean in the list is selected. That block level is compared with the block level which has the nearest lower mean.
3. If the test indicates that pairs of block levels have equal means, then the initial block level proceeds to the next block level until a block level is found which test indicates different means.
4. When the test indicates that the two blocks have different means then the initial block level is aggregated with all block levels that have equal means.
5. The process repeats from the block level that the test indicated different means.

The use of the preceding procedure made it feasible to rank the blocks and group them into clusters, resulting in 5 groups of blocks, Table 30 – Grouping the specialisation block levels

$$H_0: \mu_i - \mu_j = 0$$

$$H_1: \mu_i - \mu_j \neq 0$$

Table 29 – Comparing the means of the specialisation block levels

Pair	Blocks	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Level - Digital Marketing Strategies Block - Level - Social Media Block	0,040	0,844	0,047	-0,052	0,133	0,859	321	0,391
Pair 2	Level - Social Media Block - Level - Digital Advertising Block	0,009	0,753	0,042	-0,073	0,092	0,221	323	0,825
Pair 3	Level - Digital Advertising Block - Level -Analytics Block	0,022	0,818	0,045	-0,068	0,111	0,475	324	0,635
Pair 4	Level -Analytics Block - Level - Web Content Block	0,028	0,872	0,049	-0,068	0,123	0,574	322	0,566
Pair 5	Level - Web Content Block - Level - Performance	0,038	0,849	0,048	-0,056	0,132	0,794	316	0,428
Pair 6	Level - Performance - Level - SEO Block	0,041	0,783	0,044	-0,046	0,128	0,936	314	0,350
Pair 7	Level - SEO Block - Level - E-Mail Marketing Block	0,103	0,910	0,051	0,003	0,204	2,029	318	0,043
Pair 8	Level - E-Mail Marketing Block - Level - E-Commerce Block	0,013	0,787	0,045	-0,075	0,101	0,290	307	0,772
Pair 9	Level - E-Commerce Block - Level - User Experience and Usability Block	0,010	0,857	0,050	-0,088	0,108	0,202	298	0,840
Pair 10	Level - User Experience and Usability Block - Level - Customer Experience Block	0,036	0,680	0,039	-0,041	0,112	0,920	308	0,358
Pair 11	Level - Customer Experience Block - Level - Digital Selling Block	0,026	0,824	0,047	-0,066	0,119	0,554	306	0,580
Pair 12	Level - Digital Selling Block - Level - E-Brand Block	0,039	0,869	0,050	-0,059	0,137	0,791	304	0,430
Pair 13	Level - E-Brand Block - Level - Website Block	0,077	0,901	0,052	-0,026	0,180	1,478	297	0,140
Pair 14	Level - Website Block - Level - Web Design Block	0,102	0,661	0,038	0,028	0,177	2,696	302	0,007

$$H_0: \mu_i - \mu_j = 0$$

$$H_1: \mu_i - \mu_j \neq 0$$

Table 30 – Grouping the specialisation block levels

Rank	Blocks	Mean	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)	Sig. (2-tailed)
①	Level - Digital Marketing Strategies Block	2,31	,391	,327	,137	,054	,000			
	Level - Social Media Block	2,26	,391							
	Level - Digital Advertising Block	2,26		,327						
	Level - Analytics Block	2,25			,137					
	Level - Web Content Block	2,21				,054				
②	Level - Performance	2,18	0,350	,001			,000			
	Level - SEO Block	2,13	0,350							
③	Level - E-Mail Marketing Block	2,02		,001	,772	,851	,331	,072	,012	
	Level - E-Commerce Block	2,00			,772					
	Level - User Experience and Usability Block	1,99				,851				
	Level - Customer Experience Block	1,97					,331			
	Level - Digital Selling Block	1,93						,072		
④	Level - E-Brand Block	1,89	,140	,000					,012	
	Level - Website Block	1,81	,140							
⑤	Level - Web Design Block	1,70		,000						

12.4. ASSOCIATION OF BLOCKS WITH THE SAME LEVELS

The next three tables show the relationship between the blocks that have the same level. If one has three levels - basic, intermediate, and advanced - one will consequently have three tables. We shall begin with the table for level 3, continues to level 2 and concludes with level 3.

In Table 31 – Blocks with level = 3 – there is a green area corresponding to the four columns on the left, showing that when respondents rated blocks as advanced, they almost always indicated the following blocks:

1. Digital Marketing Strategies Block
2. Digital Advertising Block
3. Social Media Block
4. Analytics Block

For Table 32 – Blocks with level = 2 – a somewhat similar pattern is seen. In this case, the leftmost columns show blocks different from those in the previous table, but most of the blocks that were classified at an intermediate level by respondents, have associated the following blocks with an intermediate level:

1. Customer Experience Block
2. User Experience and Usability Block
3. Performance Block

Table 33 – Blocks with level = 1 – follows the previous pattern with the highlight falling in different blocks. In this case, where the associations between blocks with a level equal to one are ascertained, the following blocks stand out:

1. Web Design Block
2. Website Block
3. E-Brand Block

The previous results allow us to construct a set of three blocks associated with basic, intermediate and advanced levels.

Table 31 – Blocks with level = 3

Blocks (Level=3)	N	Digital Marketing Strategies Block	Digital Advertising Block	Social Media Block	Analytics Block	Performance Block	E-Mail Marketing Block	Web Content Block	E-Commerce Block	SEO Block	Digital Selling Block	E-Brand Block	User Experience and Usability Block	Customer Experience Block	Website Block	Web Design Block
Digital Marketing Strategies Block	160	100%	71%	63%	62%	57%	56%	56%	53%	51%	45%	38%	38%	35%	24%	22%
Digital Advertising Block	141	81%	100%	67%	61%	57%	52%	54%	55%	51%	45%	39%	35%	30%	28%	24%
Social Media Block	145	70%	66%	100%	54%	50%	53%	66%	42%	52%	40%	41%	40%	30%	27%	26%
Analytics Block	131	76%	66%	60%	100%	60%	50%	53%	53%	63%	45%	34%	40%	39%	28%	20%
Performance Block	111	82%	72%	65%	71%	100%	60%	56%	57%	64%	51%	36%	39%	34%	32%	25%
E-Mail Marketing Block	101	88%	73%	76%	65%	66%	100%	65%	65%	59%	55%	47%	42%	41%	33%	29%
Web Content Block	129	69%	59%	74%	53%	48%	51%	100%	44%	54%	39%	39%	41%	33%	30%	28%
E-Commerce Block	101	84%	77%	60%	69%	62%	65%	56%	100%	65%	60%	40%	41%	40%	32%	27%
SEO Block	113	73%	64%	67%	73%	63%	53%	62%	58%	100%	47%	33%	44%	35%	35%	28%
Digital Selling Block	84	86%	76%	69%	70%	68%	67%	60%	73%	63%	100%	50%	45%	42%	30%	30%
E-Brand Block	82	74%	67%	72%	55%	49%	57%	61%	49%	45%	51%	100%	52%	50%	39%	40%
User Experience and Usability Block	82	73%	60%	71%	63%	52%	51%	65%	50%	61%	46%	52%	100%	56%	37%	39%
Customer Experience Block	72	78%	58%	60%	71%	53%	57%	58%	56%	54%	49%	57%	64%	100%	33%	32%
Website Block	64	59%	61%	61%	58%	55%	52%	61%	50%	61%	39%	50%	47%	38%	100%	63%
Web Design Block	54	65%	63%	69%	48%	52%	54%	67%	50%	59%	46%	61%	59%	43%	74%	100%

Table 32 – Blocks with level = 2

Blocks (Level=2)	N	Customer Experience Block	User Experience and Usability Block	Performance Block	Web Content Block	E-Mail Marketing Block	Analytics Block	Digital Selling Block	E-Brand Block	SEO Block	Social Media Block	Web Design Block	Website Block	E-Commerce Block	Digital Advertising Block	Digital Marketing Strategies Block
Customer Experience Block	160	100%	64%	54%	49%	48%	46%	46%	46%	45%	43%	43%	43%	41%	41%	36%
User Experience and Usability Block	149	69%	100%	56%	55%	51%	52%	53%	51%	52%	50%	44%	45%	48%	45%	40%
Performance Block	156	55%	53%	100%	49%	51%	56%	51%	38%	54%	49%	37%	49%	40%	54%	43%
Web Content Block	136	58%	60%	56%	100%	50%	55%	51%	50%	57%	55%	46%	47%	46%	52%	41%
E-Mail Marketing Block	130	59%	58%	61%	52%	100%	57%	52%	45%	58%	55%	42%	48%	48%	50%	47%
Analytics Block	146	51%	53%	60%	51%	51%	100%	49%	36%	62%	49%	29%	39%	40%	56%	45%
Digital Selling Block	132	55%	60%	61%	52%	51%	55%	100%	42%	58%	50%	43%	42%	48%	54%	37%
E-Brand Block	115	63%	66%	52%	59%	51%	45%	49%	100%	50%	45%	54%	55%	48%	53%	44%
SEO Block	139	52%	56%	61%	55%	54%	65%	55%	41%	100%	55%	37%	44%	49%	53%	43%
Social Media Block	121	57%	61%	64%	62%	60%	60%	55%	43%	64%	100%	39%	49%	41%	58%	44%
Web Design Block	111	62%	59%	52%	57%	49%	39%	51%	56%	46%	42%	100%	69%	41%	42%	37%
Website Block	121	57%	55%	64%	53%	51%	47%	46%	52%	50%	49%	64%	100%	44%	47%	34%
E-Commerce Block	110	60%	65%	57%	56%	56%	54%	57%	50%	62%	45%	42%	48%	100%	51%	43%
Digital Advertising Block	132	49%	51%	64%	54%	49%	62%	54%	46%	56%	53%	36%	43%	42%	100%	50%
Digital Marketing Strategies Block	109	53%	55%	61%	51%	56%	60%	45%	47%	55%	49%	38%	38%	43%	61%	100%

Table 33 – Blocks with level = 1

Blocks (Level=1)	N	Web Design Block	Website Block	E-Brand Block	E-Commerce Block	Digital Selling Block	E-Mail Marketing Block	User Experience and Usability Block	Customer Experience Block	Web Content Block	SEO Block	Social Media Block	Digital Marketing Strategies Block	Digital Advertising Block	Analytics Block	Performance Block
Web Design Block	146	100%	66%	53%	47%	44%	44%	37%	34%	29%	26%	25%	24%	21%	18%	18%
Website Block	122	79%	100%	53%	51%	48%	49%	39%	39%	30%	30%	27%	28%	26%	21%	25%
E-Brand Block	117	66%	56%	100%	50%	47%	48%	43%	40%	30%	27%	28%	35%	27%	15%	19%
E-Commerce Block	100	68%	62%	59%	100%	64%	53%	54%	42%	29%	33%	27%	42%	28%	23%	31%
E-Mail Marketing Block	95	67%	63%	59%	56%	47%	100%	43%	41%	37%	29%	41%	39%	33%	22%	27%
Digital Selling Block	105	61%	55%	52%	61%	100%	43%	42%	43%	28%	31%	30%	30%	35%	29%	30%
User Experience and Usability Block	84	64%	56%	60%	64%	52%	49%	100%	60%	38%	42%	31%	30%	24%	26%	33%
Customer Experience Block	83	60%	57%	57%	51%	54%	47%	60%	100%	31%	30%	25%	28%	19%	18%	27%
Web Content Block	61	70%	61%	57%	48%	48%	57%	52%	43%	100%	44%	49%	33%	41%	34%	33%
SEO Block	71	54%	51%	45%	46%	46%	39%	49%	35%	38%	100%	37%	25%	30%	34%	32%
Social Media Block	59	61%	56%	56%	46%	54%	66%	44%	36%	51%	44%	100%	34%	51%	29%	36%
Digital Marketing Strategies Block	58	60%	59%	71%	72%	53%	64%	43%	40%	34%	31%	34%	100%	36%	34%	31%
Digital Advertising Block	55	56%	58%	58%	51%	67%	56%	36%	29%	45%	38%	55%	38%	100%	33%	35%
Analytics Block	50	54%	52%	36%	46%	60%	42%	44%	30%	42%	48%	34%	40%	36%	100%	46%
Performance Block	54	48%	56%	41%	57%	59%	48%	52%	41%	37%	43%	39%	33%	35%	43%	100%

12.5. FINDINGS ABOUT THE LEVELS OF THE SPECIALISATION BLOCKS

The specialisation blocks have been labelled with basic, intermediate, and advanced levels.

Based on the means and the percentage values for each level it was possible to conclude that:

- The specialisation blocks that stand out for level 1 are:
 1. Level - Website Block
 2. Level - Web Design Block
 3. Level - E-Brand Block.
- For level 3 the following blocks stand out:
 1. Level - Digital Marketing Strategies Block
 2. Level - Social Media Block
 3. Level - Digital Advertising Block
 4. Level -Analytics Block
 5. Level - Web Content Block.
- Level 2 aggregates the remaining specialisation blocks, namely:
 1. Level – SEO
 2. Performance
 3. E-Commerce
 4. E-mail Marketing
 5. Digital Selling
 6. User Experience and Usability Block
 7. Customer Experience Block

Statistically, it was confirmed that all but three modules have a mean of more than one:

1. Level - Web Design Block
2. Level - Website Block
3. Level - E-Brand Block

The division of the blocks according to their level gave rise to 5 groups. The first group, which has the highest mean and contains the following blocks, stands out (confirms the initial results that were obtained with the means and percentages):

1. Level - Digital Marketing Strategies Block
2. Level - Social Media Block
3. Level - Digital Advertising Block
4. Level -Analytics Block
5. Level - Web Content Block

13. WHICH MODULES WILL BE DEVELOPED IN PR2?

The insights gained from this study may be of assistance to the development of digital marketing curricula. This research establishes a quantitative framework intended for identifying the activities performed by those working or holding positions in digital marketing and also identifies the modules and the specialisation blocks and their importance. What we have then are two complementary perspectives that reflect what people do and what they say about what digital marketing training should be.

It is indispensable to remember that we had previously carried out focus groups and interviews with professionals in the digital marketing sector and with teachers who taught curricular units in this area of knowledge. It was the information from these actions that made it possible to design and delimit the questions that were incorporated into the questionnaire. It is also indispensable to remember that an exploratory study was carried out to identify the supply of digital marketing courses on the market, by analysing online platforms and some higher education institutions. This action also contributed and was decisive for the elaboration of the questionnaire.

To answer the research questions and the objectives of the project it is also necessary to recall that the next activity contemplates the development of five modules. Additionally, it is known that practitioners develop their activities in multiple domains of digital marketing, which perform on average 8.6 different activities

Given the above information and that in point “Findings about the digital marketing activities performed” the five activities to be subject to treatment are:

1. Analytics
2. Digital Marketing Strategies
3. Social Media
4. Digital Advertising
5. Web Content

Based on the information in the chapter analysing the modules to be included in the introductory digital marketing course, “Findings about modules of the introductory”, we come up with a new set of topics:

1. Social Media
2. Digital Advertising
3. Analytics
4. SEO
5. Digital Marketing Strategies

14. TRANSVERSAL DIGITAL MARKETING CURRICULA

14.1. INTRODUCTION

Academic proficiency is being replaced in higher education by a more market-oriented functional competence. Indeed, higher education bears a great deal of responsibility for developing digital marketing expertise in undergraduates and professionals. Graduates and professionals working in digital marketing are increasingly being pushed to change jobs within the sector and adjust their expectations of it owing to career goals or other circumstances beyond their control. To stay up with technology advancements, they will need to learn new digital marketing abilities or improve on existing ones.

Contrariwise, the assumption "one size fits all" is no longer applicable, and academics are increasingly being obliged to act and respond to an expanding diversity of learners. It should be mentioned, however, that academics are not often trained as professors. They lack the competence, knowledge, and experience in teaching, as well as the confidence to adjust digital marketing courses to changing demands. Ad hoc skill development cannot continue, and the digital marketing curriculum must begin with a well-defined and comprehensive picture of how skills will be created across the courses for learning to be useful.

The methodological development of the transversal digital marketing curricula requires defining precisely the terms associated with the development of course curricula in general and in specific of curricula for digital marketing courses. The next sub-chapters contain these definitions.

14.2. DEFINITIONS, TERMS AND SPECIFICATIONS

14.2.1. CURRICULUM

The Latin noun curriculum can refer to both a "course" and a "vehicle", and the word curriculum is derived from the Latin verb currere, which means to run.

"Therefore, the term curriculum is defined as a plan for learning"

A curriculum is a planned selection of educational materials and activities designed to help students achieve predetermined goals. The curriculum outlines the learning objectives and outlines what is intended to be accomplished, to put it simply. The curriculum offers a framework or layout that makes learning possible.

It goes beyond a syllabus to be a curriculum. A syllabus, which is a component of a curriculum, outlines the course material. The syllabus outlines the precise information and schedule of what must be taught and evaluated at predetermined stages of instruction. The syllabus specifies how the curriculum will be delivered and includes all of the operational information of the curriculum.

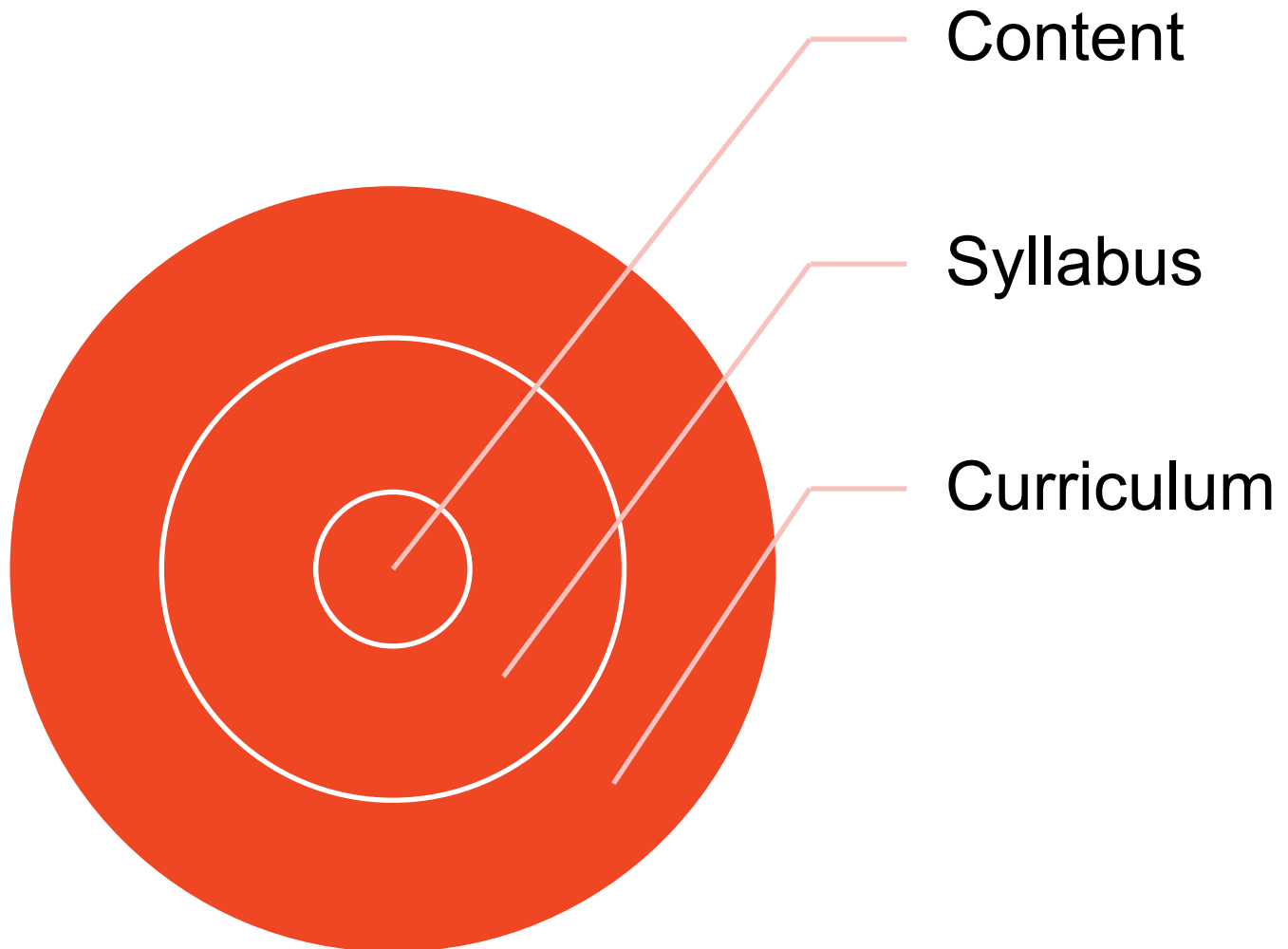


Figure 16 – The relation between content, syllabus and curriculum

14.2.2. LEVELS OF CURRICULA

Although there are various taxonomies on levels of curricula, for the case under study the following classification is appropriate:

6. SUPRA: is applied to international curricula. An example is the Common European Framework of References for Languages.
7. MACRO: is applied to national curricula. Example: Core objectives, attainment levels, examination programs.
8. MESO: is applied at school or institute curricula. An example is the school program.
9. MICRO: is applied in the classroom or by the teacher. Examples are the teaching plan, instructional materials, modules, courses, and textbooks.
10. NANO: is applied by the individual. An example is a personal learning plan.

14.2.3. COMPONENTS OF THE CURRICULUM

To develop a curriculum, it is necessary to proceed by answering several questions, namely.

Rationale	Why are they learning?
Aims and objectives	Towards which goals are they learning?
Content	What are they learning?
Learning activities	How are they learning?
Teacher role	How is the teacher facilitating their learning?
Materials and resources	With what are they learning?
Grouping	With whom are they learning?
Location	Where are they learning?
Time	When are they learning?
Assessment	How is their learning assessed?

Figure 17 – Components of the curriculum

It is also necessary to include additional perspectives on the components of a curriculum. The development of digital marketing curricula must include three major perspectives:

11. Substantive: focus on traditional curriculum, questioning about what knowledge is of most value for teaching and learning.
12. Technical professional: refers to how to deliver curriculum development activities, in particular producing curricula that are used in practice and that lead to desirable learning outcomes.

13. Socio-political: refers to curriculum decision-making processes where the values and interests of different stakeholders play a role.

Literature review on curriculum development states that there are three main sources for selection and prioritizing aims and content:

14. Knowledge: an academic and cultural legacy for learning and future development.
15. Social preparation: challenges relevant for insertion from the perspective of societal trends and needs.
16. Personal development: relevant elements to learning and development from the personal and educational needs and interests of learners themselves.

Pivotal is the inclusion of the perspectives between outcome-based and competency-based curricula, where:

- Competency-based curriculum: A competency-based curriculum is centred on learners obtaining skills to apply knowledge, rather than acquiring knowledge. The outcomes are what learners can do.
- Outcome-based curriculum: Identifies what students should know or be able to do following a period of study. Outcomes may include skills, or they may only relate to knowledge.

The relationship between competency-based curricula and outcome-based curricula is intrinsically linked to the traditional dichotomy between academic and competency-based curricula.

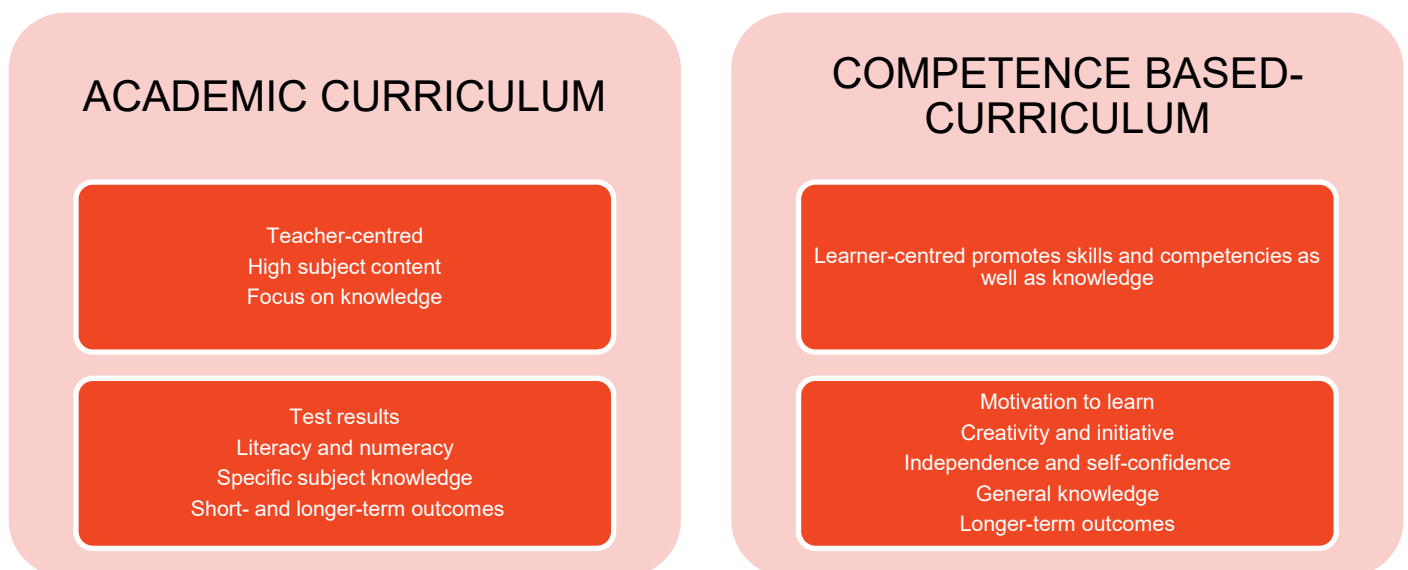


Figure 18 – Academic curriculum vs. competence based-curriculum

14.2.4. CURRICULUM DEVELOPMENT

Curriculum development is centred on the enhancement and innovation of teaching and learning. Curriculum development allows professors to take a careful and systematic method to establish what learners will be obliged to learn.

Generally, curriculum development is the process by which an instructor or institution creates or adopts a plan for a course. Another meaning proposes that curriculum development is a multi-step process of creating and improving a

course. The ideal curriculum development process should be one of continuous improvement rather than a linear or stagnant approach. Therefore, curriculum development is a circular process that includes five phases.



Figure 19 – Curriculum development

The recurrent process, analysis, design, development, implementation, and evaluation take place iteratively. Curriculum development often starts with an analysis of the existing curricula, as was the case in this project, where the first document was produced, with the analysis of the different courses and their curricula.

It is also relevant to know that curriculum design follows one of three approaches.

- Subject-centred: emphasizes the skills and knowledge related to a specific area.
- Problem-centred: seeks to give students with relevant real-world skills, teaching them to look at a problem and come to a solution.
- Learner-centred: stresses the requirements and objectives of each learner as an individual.

It is important to differentiate between curriculum design and curriculum development. Curriculum development is what students will learn, while curriculum design is how students will learn it.

14.3. DEVELOPMENT OF TRANSVERSAL DIGITAL MARKETING CURRICULA

Bearing in mind the contextualisation of curriculum development presented in the previous subchapters and the information from the data analysis, the conditions are in place to proceed to the development of transversal curricula in digital marketing.

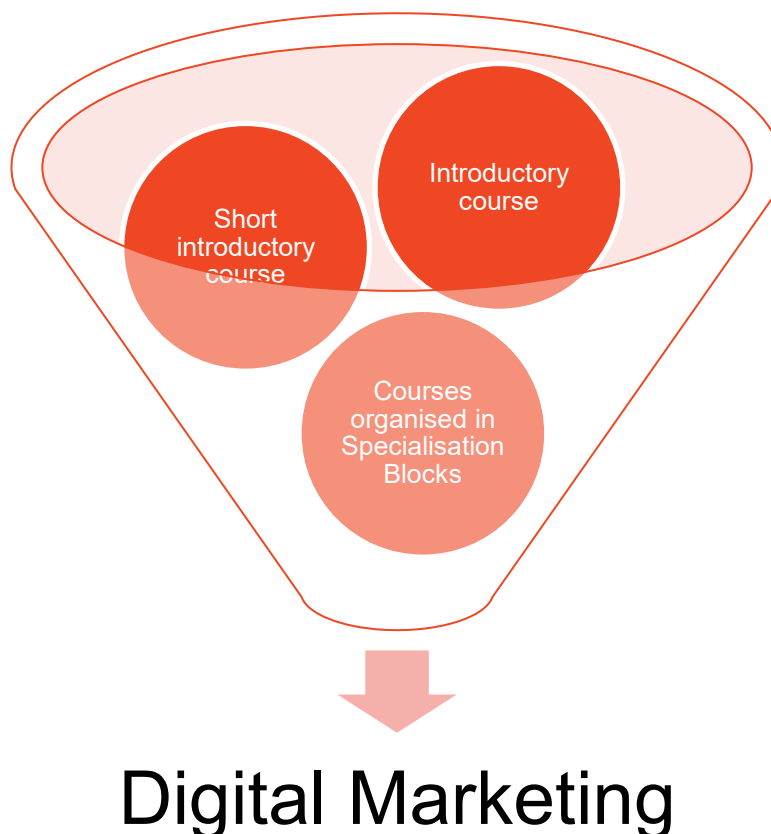


Figure 20 – The digital marketing curricula funnel

14.3.1. INTRODUCTORY COURSE IN DIGITAL MARKETING

One of the most relevant contributions of this research is to have come to the conclusion that it is necessary to have an introductory course to digital marketing and what modules constitute such an introductory course. The introductory course in digital marketing is both comprehensive and deep enough and those who take it will gain the knowledge and knowledge and skills necessary to perform in a digital marketing role.

Rationale	To be a professional in digital marketing or perform marketing roles
Aims and objectives	Have the knowledge and skills to perform generic functions in the transversal areas of digital marketing
Content	13 modules have been identified to be included in the curriculum plan of the introductory course in digital marketing
Learning activities	Learning occurs with theoretical exposition, practical application in case studies and implementation in tools
Teacher role	The teacher designs the module, develops the content and defines the process for assessing learners
Materials and resources	Theoretical content, case studies and operational tools
Grouping	Individual or in groups
Location	On-site or online
Time	Following a schedule or at one's own pace
Assessment	Peer review, by the teacher or by an automated procedure

Figure 21 – Curriculum components of the introductory course in digital marketing

Introductory Course in Digital Marketing

Competence based-curriculum

Problem-centred

Objectives

- The course covers the main subjects a professional needs to know in a step by step style, taking him from complete beginner into intermediate knowledge all the way to becoming a professional digital marketer

Audience

- Those who want to start their activity or acquire competence in digital marketing

Prerequisites

- None

Duration

- Two semesters

Modules

Social Media	<ul style="list-style-type: none"> • Social Strategy; Social Research; Building Communities; Social Customer Service; Social Commerce; Affiliate Marketing; Influencers; Engagement
Analytics	<ul style="list-style-type: none"> • Data and analytics fundamentals; Web analytics; Data security; Social analytics; Aggregating data; Visualizing and presenting data; Forecasting
Digital Advertising	<ul style="list-style-type: none"> • Digital Advertising Campaigns; Digital Advertising in Search Engines; Digital Advertising in Social Media; Display Advertising; Retargeting and Programmatic
Digital Marketing Strategies	<ul style="list-style-type: none"> • Strategy Formulation; Digital Channels; Budget & Resourcing; Operations and Control
SEO	<ul style="list-style-type: none"> • Keyword Strategies; Optimizing On-Page; Optimizing Off-page; Local SEO; SEO Audit
Web Content	<ul style="list-style-type: none"> • Content Strategy; Producing content; Content for social, website, seo, e-mail and advertising; Creativity and Storytelling; User Generated Content; Monitoring
E-Mail Marketing	<ul style="list-style-type: none"> • Developing an email strategy; Managing the Email Database; Campaign Management; Legal Compliance
Customer Experience	<ul style="list-style-type: none"> • Buying Process; Personas and Buyer Personas; Persuasion; Customer Journey; Managing Customer Touchpoints;
Landing Pages	<ul style="list-style-type: none"> • Landing Pages Principles; Design Principles; Persuasion; Optimizing the conversion process
User Experience	<ul style="list-style-type: none"> • Principles of User Experience and Usability; UX Prototyping and Testing; Measuring UX; Improving UX; Auditing UX
Leads	<ul style="list-style-type: none"> • Inbound and outbound marketing; Campaign management; Prospecting; Qualifying; CRM
Conversion Rate Optimization	<ul style="list-style-type: none"> • Principles of optimization; Funnels; Optimizing elements; Testing the elements; Tests A/B
E-Commerce	<ul style="list-style-type: none"> • Important Elements of Online Stores; Lowering the rate of shopping cart abandonment; Gamification; Promotions; Raising the Conversion Rate

Figure 22 – Curriculum of the introductory course in digital marketing

The modules of the introductory course in digital marketing can be grouped as to their degree of importance into four groups, shown in the figure.



Figure 23 – Groups of modules for the introductory course in digital marketing

14.3.2. SHORT INTRODUCTORY COURSE ON DIGITAL MARKETING

Following the same line of reasoning and the same assumptions, another important contribution emerges from the work carried out. In this case, it was concluded that the introductory course in digital marketing can be reduced in its scope and in its length. This new proposal assumes the designation of short introductory course in digital marketing.

Rationale	To be a professional in digital marketing or perform marketing roles
Aims and objectives	Have the knowledge and skills to perform generic functions in the transversal areas of digital marketing
Content	5 modules have been identified to be included in the curriculum plan of the short introductory course in digital marketing
Learning activities	Learning occurs with theoretical exposition, practical application in case studies and implementation in tools
Teacher role	The teacher designs the module, develops the content and defines the process for assessing learners
Materials and resources	Theoretical content, case studies and operational tools
Grouping	Individual or in groups
Location	On-site or online
Time	Following a schedule or at one's own pace
Assessment	Peer review, by the teacher or by an automated procedure

Figure 24 – Curriculum components of the short introductory course in digital marketing

Short Introductory Course in Digital Marketing

Competence based-curriculum

Problem-centred

Objectives

- The course covers the 5 main subjects a professional needs to know in a step by step style, taking him from complete beginner into intermediate knowledge all the way to becoming a professional digital marketer

Audience

- Those who want to start their activity or acquire competence in digital marketing

Prerequisites

- None

Duration

- One trimester

Modules

Social Media

- Social Strategy; Social Research; Building Communities; Social Customer Service; Social Commerce; Affiliate Marketing; Influencers; Engagement

Analytics

- Data and analytics fundamentals; Web analytics; Data security; Social analytics; Aggregating data; Visualizing and presenting data; Forecasting

Digital Advertising

- Digital Advertising Campaigns; Digital Advertising in Search Engines; Digital Advertising in Social Media; Display Advertising; Retargeting and Programmatic

Digital Marketing Strategies

- Strategy Formulation; Digital Channels; Budget & Resourcing; Operations and Control

SEO

- Keyword Strategies; Optimizing On-Page; Optimizing Off-page; Local SEO; SEO Audit

Figure

25 – Curriculum of the introductory course in digital marketing

14.3.3. COURSES ORGANISED IN SPECIALISATION BLOCKS

During the six-month research, which included various methods including a review of existing courses, several focus groups and interviews, and a final survey in the four countries to consolidate the information, it was repeatedly stated that there was a need for specialised courses with different levels of knowledge and skills. Thirteen blocks of areas of digital marketing specialisation have been identified.



Figure 26 – Digital Marketing Specialisation Blocks

Rationale	Being a specialised professional in a given area
Aims and objectives	Have the knowledge and skills to perform specialist digital marketing roles
Content	1 module
Learning activities	Learning occurs with theoretical exposition, practical application in case studies and implementation in tools
Teacher role	The teacher designs the module, develops the content and defines the process for assessing learners
Materials and resources	Theoretical content, case studies and operational tools
Grouping	Individual or in groups
Location	On-site or online
Time	Following a schedule or at one's own pace
Assessment	Peer review, by the teacher or by an automated procedure

Figure 27 – Curriculum components of each specialisation block in digital marketing

Block Specialization in Digital Marketing

Competence based-curriculum

Problem-centred

Objectives

- The specialisation covers just one subject that a professional needs to know step by step, taking them from complete beginner or intermediate knowledge to becoming an expert on the subject of the specialisation block

Audience

- Those who want to be an expert in the specialisation block

Prerequisites

- Have some background in digital marketing, preferably having attended an introductory course

Duration

- One month

Modules

Figure 28 – Curriculum of each specialisation block in digital marketing

14.3.4. LEVELS OF EACH SPECIALISATION BLOCK

The results of this study contribute to the rapid expansion of the digital marketing field and additionally assist in defining the level that each block of expertise should have.

Table 34 – Levels of specialisation for each block

	LEVEL 1	LEVEL 2	LEVEL 3
1 Analytics Block			
2 Digital Marketing Strategies Block			
3 Social Media Block			
4 Digital Advertising Block			
5 Web Content Block			
6 SEO Block			
7 Performance Block			
8 Customer Experience Block			
9 E-Commerce Block			
10 User Experience/Usability Block			
11 E-Mail Marketing Block			
12 Digital Selling Block			
13 E-Brand Block			
14 Website Block			
15 Web Design Block			

14.3.5. SPECIALISATION BLOCKS DESCRIPTION

The following illustration contains the description of each block of digital marketing specialisation.

Table 35 – Specialisation blocks description

Analytics Block	Integrated vision (360°) of traffic and consumer interaction on digital platforms: Website, E-mail, SEO, Social Media, Digital Advertising
Digital Marketing Strategies Block	Strategy Formulation; Digital Channels; Budget & Resourcing; Operations and Control
SEO Block	Define the SEO strategy, knowing the implication of controllable and non-controllable factors on search engine results. Know how to optimise the keywords and the actions required to be in the top positions
Performance Block	Integration of digital marketing areas regarding Landing Pages, Conversion Rate Optimization, Persuasion, A/B testing, and forecasting
Social Media Block	Setup a social strategy, know how to do social research and to build communities, how to devise a social customer service, implement social commerce, setup relationships with influencers
Digital Advertising Block	Know how to manage digital advertising campaigns on different platforms, specifically search engines, social media and other platforms. Digital Advertising Campaigns; Digital Advertising in Search Engines; Digital Advertising in Social Media; Display Advertising; Retargeting and Programmatic
Customer Experience Block	Buying Process; Personas and Buyer Personas; Persuasion; Customer Journey; Managing Customer Touchpoints;
Web Content Block	Content Strategy; Producing content; Content for social, website, seo, e-mail and advertising; Creativity and Storytelling; User Generated Content; Monitoring
E-Commerce Block	Important Elements of Online Stores; Lowering the rate of shopping cart abandonment; Gamification; Promotions; Raising the Conversion Rate
User Experience/Usability Block	Principles of User Experience and Usability; UX Prototyping and Testing; Measuring UX; Improving UX; Auditing UX
E-Mail Marketing Block	Developing an email strategy; Managing the Email Database; Campaign Management; Legal Compliance
Digital Selling Block	Inbound and outbound selling; campaign management; prospecting; qualifying; CRM, social selling. Integrate digital selling channels
E-Brand Block	Increase brand equity with digital presence, create a reputation management system, establish e-public relations

14.4. FINAL TRANSVERSAL DIGITAL MARKETING CURRICULA

The DEMS project assumed as purpose for PR1 the production and availability of a set of curricula in digital marketing transversal to the European educational space. Taking into account all the information included in this and previous chapters, it is now possible to present the curricula.

It is of crucial importance to note the following: higher education institutions, be they polytechnics or universities, have scientific autonomy, and consequently course curricula are subject to validation by the institutions' scientific councils and evaluation by course accreditation agencies in the countries where this occurs. Consequently, the curricular plans presented can be subject to change and adaptation, without losing their transversal nature, without losing their scientific nature and the purposes of their development.

14.4.1. TRANSVERSAL INTRODUCTORY COURSE IN DIGITAL MARKETING

The introductory cross-course in digital marketing builds on the introductory course and includes the modules identified in the study and data analysis.

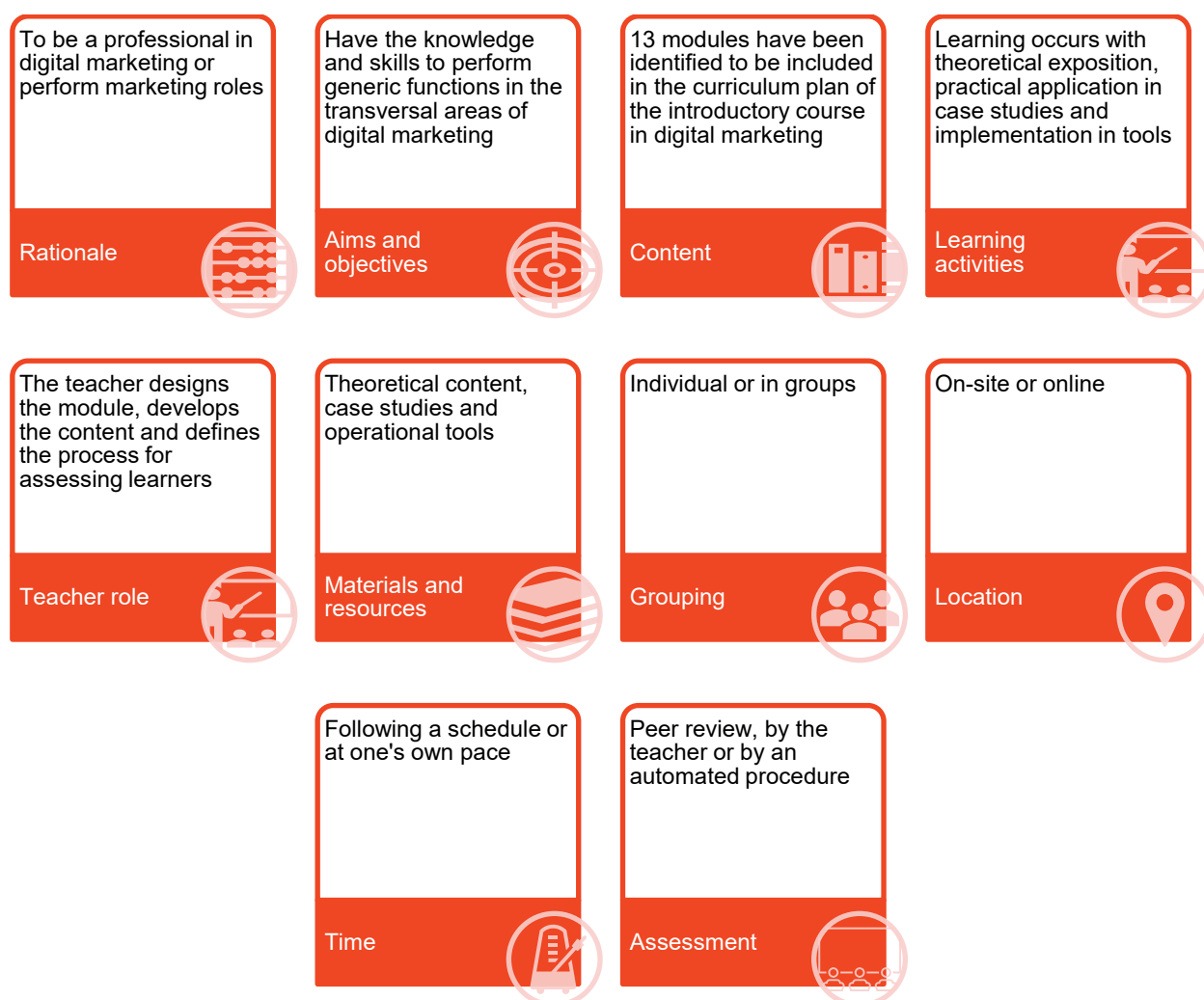


Figure 29 – Curriculum components of the transversal introductory course in digital marketing

Table 36 – Transversal introductory course in digital marketing curriculum

INTRODUCTORY COURSE IN DIGITAL MARKETING	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	The course covers the main subjects a professional needs to know in a step by step style, taking him from complete beginner into intermediate knowledge all the way to becoming a professional digital marketer
AUDIENCE	Those who want to start their activity or acquire competence in digital marketing
PREREQUISITES	None
DURATION	Two semesters

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-S-01	Social Media	5	MARKETING
IC-A-01	Analytics	5	MARKETING
IC-DA-01	Digital Advertising	5	MARKETING
IC-DMKS-01	Digital Marketing Strategies	5	MARKETING
IC-S-01	SEO	5	MARKETING
IC-WC-01	Web Content	5	MARKETING
IC-M-01	E-Mail Marketing	5	MARKETING
IC-CE-01	Customer Experience	5	MARKETING
IC-LP-01	Landing Pages	5	MARKETING
IC-UX-01	User Experience	5	MARKETING
IC-L-01	Leads	5	MARKETING
IC-CRO-01	Conversion Rate Optimization	5	MARKETING
IC-EC-01	E-Commerce	5	MARKETING

14.4.2. TRANSVERSAL SHORT INTRODUCTORY COURSE IN DIGITAL MARKETING

Another significant contribution results from the study done, using the same line of thinking and assumptions. In this instance, it was determined that the scope and duration of the basic course in digital marketing might be decreased. This new idea will be known as a transversal short introductory course in digital marketing.

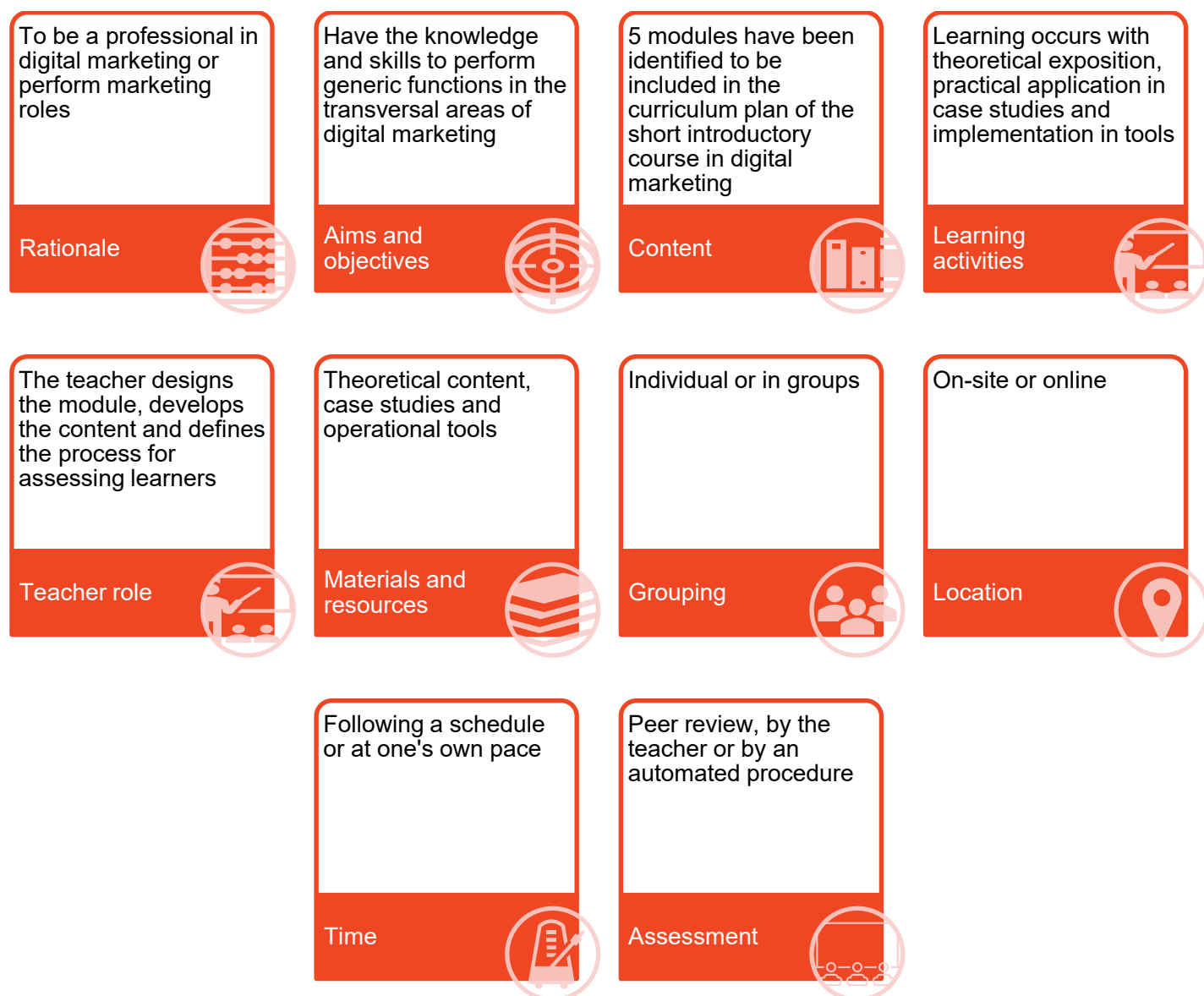


Figure 30 – Curriculum components of the transversal short introductory course in digital marketing

Table 37 – Transversal short introductory course in digital marketing curriculum

SHORT INTRODUCTORY COURSE IN DIGITAL MARKETING	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	The course covers the main subjects a professional needs to know in a step by step style, taking him from complete beginner into intermediate knowledge all the way to becoming a professional digital marketer
AUDIENCE	Those who want to start their activity or acquire competence in digital marketing
PREREQUISITES	None
DURATION	One trimester

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-S-01	Social Media	5	MARKETING
IC-A-01	Analytics	5	MARKETING
IC-DA-01	Digital Advertising	5	MARKETING
IC-DMKS-01	Digital Marketing Strategies	5	MARKETING
IC-S-01	SEO	5	MARKETING

14.4.3. TRANSVERSAL SPECIALISATION BLOCKS – ANALYTICS

Table 38 – Transversal specialisation blocks curriculum – ANALYTICS

TRANSVERSAL SPECIALISATION BLOCK – ANALYTICS	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Integrated vision (360°) of traffic and consumer interaction on digital platforms: Website, E-mail, SEO, Social Media, Digital Advertising
AUDIENCE	Those who want to start their business or acquire skills and be proficient in analytics
PREREQUISITES	Basic knowledge of digital marketing
DURATION	One trimester

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-A-01	Analytics I	5	MARKETING
IC-A-02	Analytics II	5	MARKETING
IC-A-03	Analytics III	5	MARKETING

14.4.4. TRANSVERSAL SPECIALISATION BLOCKS – DIGITAL MARKETING STRATEGIES

Table 39 – Transversal specialisation blocks curriculum – Digital Marketing Strategies

TRANSVERSAL SPECIALISATION BLOCK – DIGITAL MARKETING STRATEGIES	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Integrated vision (360°) of traffic and consumer interaction on digital platforms: Website, E-mail, SEO, Social Media, Digital Advertising
AUDIENCE	Those who want to start their business or acquire skills and be proficient in analytics
PREREQUISITES	Basic knowledge of digital marketing
DURATION	One trimester

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-DMKS-01	Digital Marketing Strategies I	5	MARKETING
IC-DMKS-02	Digital Marketing Strategies II	5	MARKETING
IC-DMKS-03	Digital Marketing Strategies III	5	MARKETING

14.4.5. TRANSVERSAL SPECIALISATION BLOCKS – SOCIAL MEDIA

Table 40 – Transversal specialisation blocks curriculum – Social Media

TRANSVERSAL SPECIALISATION BLOCK – SOCIAL MEDIA	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Setup a social strategy, know how to do social research and to build communities, how to devise a social customer service, implement social commerce, setup relationships with influencers
AUDIENCE	Those who want to start their business or acquire skills and be proficient in social media
PREREQUISITES	Basic knowledge of digital marketing
DURATION	One trimester

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-S-01	Social Media I	5	MARKETING
IC-S-02	Social Media II	5	MARKETING
IC-S-03	Social Media III	5	MARKETING

14.4.6. TRANSVERSAL SPECIALISATION BLOCKS – DIGITAL ADVERTISING

Table 41 – Transversal specialisation blocks curriculum – Digital Advertising

TRANSVERSAL SPECIALISATION BLOCK – DIGITAL ADVERTISING	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Know how to manage digital advertising campaigns on different platforms, specifically search engines, social media and other platforms. Digital Advertising Campaigns; Digital Advertising in Search Engines; Digital Advertising in Social Media; Display Advertising; Retargeting and Programmatic
AUDIENCE	Those who want to start their business or acquire skills and be proficient in digital advertising
PREREQUISITES	Basic knowledge of digital marketing
DURATION	One trimester

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-DA-01	Digital Advertising I	5	MARKETING
IC-DA-02	Digital Advertising II	5	MARKETING
IC-DA-03	Digital Advertising III	5	MARKETING

14.4.7. TRANSVERSAL SPECIALISATION BLOCKS – WEB CONTENT

Table 42 – Transversal specialisation blocks curriculum – WEB CONTENT

TRANSVERSAL SPECIALISATION BLOCK – WEB CONTENT	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Content Strategy; Producing content; Content for social, website, seo, e-mail and advertising; Creativity and Storytelling; User Generated Content; Monitoring
AUDIENCE	Those who want to start their business or acquire skills and be proficient in digital advertising
PREREQUISITES	Basic knowledge of digital marketing
DURATION	One trimester

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-WC-01	Web Content I	5	MARKETING
IC-WC-02	Web Content II	5	MARKETING
IC-WC-03	Web Content III	5	MARKETING

14.4.8. TRANSVERSAL SPECIALISATION BLOCKS – SEO

Table 43 – Transversal specialisation blocks curriculum – SEO

TRANSVERSAL SPECIALISATION BLOCK – SEO	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Define the SEO strategy, knowing the implication of controllable and non-controllable factors on search engine results. Know how to optimise the keywords and the actions required to be in the top positions
AUDIENCE	Those who want to start their business or acquire skills and be proficient in search engine optimization
PREREQUISITES	Basic knowledge of digital marketing
DURATION	Two months

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-S-01	SEO I	5	MARKETING
IC-S-02	SEO II	5	MARKETING

14.4.9. TRANSVERSAL SPECIALISATION BLOCKS – PERFORMANCE

Table 44 – Transversal specialisation blocks curriculum – PERFORMANCE

TRANSVERSAL SPECIALISATION BLOCK – PERFORMANCE	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Integration of digital marketing areas regarding Landing Pages, Conversion Rate Optimization, Persuasion, A/B testing, and forecasting
AUDIENCE	Those who want to start their business or acquire skills and be proficient in performance of digital marketing
PREREQUISITES	Basic knowledge of digital marketing
DURATION	One trimester

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-LP-01	Landing Pages	5	MARKETING
IC-L-01	Leads	5	MARKETING
IC-CRO-01	Conversion Rate Optimization	5	MARKETING

14.4.10. TRANSVERSAL SPECIALISATION BLOCKS – CUSTOMER EXPERIENCE

Table 45 – Transversal specialisation blocks curriculum – Customer Experience

TRANSVERSAL SPECIALISATION BLOCK – CUSTOMER EXPERIENCE	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Buying Process; Personas and Buyer Personas; Persuasion; Customer Journey; Managing Customer Touchpoints;
AUDIENCE	Those who want to start their business or acquire skills and be proficient in customer experience
PREREQUISITES	Basic knowledge of digital marketing
DURATION	Two months

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-CE-01	Customer Experience I	5	MARKETING
IC-CE-02	Customer Experience II	5	MARKETING

14.4.11. TRANSVERSAL SPECIALISATION BLOCKS – E-COMMERCE

Table 46 – Transversal specialisation blocks curriculum – E-Commerce

TRANSVERSAL SPECIALISATION BLOCK – E-COMMERCE	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Important Elements of Online Stores; Lowering the rate of shopping cart abandonment; Gamification; Promotions; Raising the Conversion Rate
AUDIENCE	Those who want to start their business or acquire skills and be proficient in e-commerce
PREREQUISITES	Basic knowledge of digital marketing
DURATION	Two months

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-EC-01	E-Commerce I	5	MARKETING
IC-EC-02	E-Commerce II	5	MARKETING

14.4.12. TRANSVERSAL SPECIALISATION BLOCKS – USER EXPERIENCE/USABILITY

Table 47 – Transversal specialisation blocks curriculum – User Experience/Usability

TRANSVERSAL SPECIALISATION BLOCK – USER EXPERIENCE/USABILITY	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Principles of User Experience and Usability; UX Prototyping and Testing; Measuring UX; Improving UX; Auditing UX
AUDIENCE	Those who want to start their business or acquire skills and be proficient in user experience and usability
PREREQUISITES	Basic knowledge of digital marketing
DURATION	Two months

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-UX-01	User Experience I	5	MARKETING
IC-UX-02	User Experience II	5	MARKETING

14.4.13. TRANSVERSAL SPECIALISATION BLOCKS – E-MAIL MARKETING

Table 48 – Transversal specialisation blocks curriculum – E-Mail Marketing

TRANSVERSAL SPECIALISATION BLOCK – E-MAIL MARKETING	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Developing an email strategy; Managing the Email Database; Campaign Management; Legal Compliance
AUDIENCE	Those who want to start their business or acquire skills and be proficient in email marketing
PREREQUISITES	Basic knowledge of digital marketing
DURATION	Two months

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-M-01	E-Mail Marketing I	5	MARKETING
IC-M-02	E-Mail Marketing II	5	MARKETING

14.4.14. TRANSVERSAL SPECIALISATION BLOCKS – E DIGITAL SELLING

Table 49 – Transversal specialisation blocks curriculum – Digital Selling

TRANSVERSAL SPECIALISATION BLOCK – DIGITAL SELLING	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Inbound and outbound selling; campaign management; prospecting; qualifying; CRM, social selling. Integrate digital selling channels
AUDIENCE	Those who want to start their business or acquire skills and be proficient in digital selling
PREREQUISITES	Basic knowledge of digital marketing
DURATION	One trimester

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
IC-EC-01	E-Commerce	5	MARKETING
IC-CRO-01	Conversion Rate Optimization	5	MARKETING
IC-CE-01	Customer Experience	5	MARKETING
IC-LP-01	Landing Pages	5	MARKETING

14.4.15. TRANSVERSAL SPECIALISATION BLOCKS – INTEGRATED BLOCK

Table 50 – Transversal specialisation blocks curriculum – INTEGRATED BLOCK

TRANSVERSAL SPECIALISATION BLOCK – INTEGRATED BLOCK	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Integrated vision (360°) of traffic and consumer interaction on digital platforms. Strategy Formulation; Digital Channels; Budget & Resourcing; Operations and Control. Define the SEO strategy, knowing the implication of controllable and non-controllable factors on search engine results. Know how to optimise the keywords and the actions required to be in the top positions
AUDIENCE	Those who want to start their business or acquire skills and be proficient in SEO, digital marketing strategies and analytics
PREREQUISITES	Basic knowledge of digital marketing
DURATION	One, two or three trimesters

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
BASIC			
IC-A-01	Analytics I	5	MARKETING
IC-DMKS-01	Digital Marketing Strategies I	5	MARKETING
IC-S-01	SEO I	5	MARKETING
INTERMEDIATE			
IC-A-02	Analytics II	5	MARKETING
IC-DMKS-02	Digital Marketing Strategies II	5	MARKETING
IC-S-02	SEO II	5	MARKETING
ADVANCED			
IC-A-03	Analytics III	5	MARKETING
IC-DMKS-03	Digital Marketing Strategies III	5	MARKETING
IC-S-03	SEO III	5	MARKETING

14.4.16. TRANSVERSAL SPECIALISATION BLOCKS – INTEGRATED BLOCK LEVEL 3

Table 51 – Transversal specialisation blocks curriculum – INTEGRATED BLOCK LEVEL 3

TRANSVERSAL SPECIALISATION BLOCK – INTEGRATED BLOCK LEVEL 3	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	<p>Strategy Formulation; Digital Channels; Budget & Resourcing; Operations and Control</p> <p>Know how to manage digital advertising campaigns on different platforms, specifically search engines, social media and other platforms. Digital Advertising Campaigns; Digital Advertising in Search Engines; Digital Advertising in Social Media; Display Advertising; Retargeting and Programmatic</p> <p>Setup a social strategy, know how to do social research and to build communities, how to devise a social customer service, implement social commerce, setup relationships with influencers</p> <p>Integrated vision (360°) of traffic and consumer interaction on digital platforms: Website, E-mail, SEO, Social Media, Digital Advertising</p>
AUDIENCE	Those who want to start their business or acquire skills and be proficient in digital marketing strategies, digital advertising, social media and analytics
PREREQUISITES	Basic knowledge of digital marketing
DURATION	Three semesters

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
BASIC			
IC-DMKS-01	Digital Marketing Strategies I	5	MARKETING
IC-A-01	Analytics I	5	MARKETING
IC-DA-01	Digital Advertising I	5	MARKETING
IC-S-01	Social Media I	5	MARKETING
INTERMEDIATE			
IC-DMKS-02	Digital Marketing Strategies II	5	MARKETING
IC-A-02	Analytics II	5	MARKETING

IC-DA-02	Digital Advertising II	5	MARKETING
IC-S-02	Social Media II	5	MARKETING
ADVANCED			
IC-A-03	Digital Marketing Strategies III	5	MARKETING
IC-DMKS-03	Analytics III	5	MARKETING
IC-S-03	Digital Advertising III	5	MARKETING
IC-S-03	Social Media III	5	MARKETING

14.4.17. TRANSVERSAL SPECIALISATION BLOCKS – INTEGRATED BLOCK LEVEL 2

Table 52 – Transversal specialisation blocks curriculum – INTEGRATED BLOCK LEVEL 2

TRANSVERSAL SPECIALISATION BLOCK – INTEGRATED BLOCK LEVEL 3	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Buying Process; Personas and Buyer Personas; Persuasion; Customer Journey; Managing Customer Touchpoints. Principles of User Experience and Usability; UX Prototyping and Testing; Measuring UX; Improving UX; Auditing UX. Integration of digital marketing areas regarding Landing Pages, Conversion Rate Optimization, Persuasion, A/B testing, and forecasting
AUDIENCE	Those who want to start their business or acquire skills and be proficient in Customer experience, user experience and usability and performance
PREREQUISITES	Basic knowledge of digital marketing
DURATION	Three semesters

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
BASIC			
IC-CE-01	Customer Experience I	5	MARKETING
IC-UX-01	User Experience I	5	MARKETING
IC-LP-01	Landing Pages I	5	MARKETING
IC-L-01	Leads I	5	MARKETING
IC-CRO-01	Conversion Rate Optimization I	5	MARKETING
INTERMEDIATE			
IC-CE-02	Customer Experience II	5	MARKETING
IC-UX-02	User Experience II	5	MARKETING
IC-LP-02	Landing Pages II	5	MARKETING
IC-L-02	Leads II	5	MARKETING
IC-CRO-02	Conversion Rate Optimization II	5	MARKETING

14.4.18. TRANSVERSAL SPECIALISATION BLOCKS – INTEGRATED BLOCK LEVEL 1

Table 53 – Transversal specialisation blocks curriculum – INTEGRATED BLOCK LEVEL 1

TRANSVERSAL SPECIALISATION BLOCK – INTEGRATED BLOCK LEVEL 1	
COMPETENCE BASED-CURRICULUM	
PROBLEM-CENTRED	
OBJECTIVES	Buying Process; Personas and Buyer Personas; Persuasion; Customer Journey; Managing Customer Touchpoints. Principles of User Experience and Usability; UX Prototyping and Testing; Measuring UX; Improving UX; Auditing UX. Integration of digital marketing areas regarding Landing Pages, Conversion Rate Optimization, Persuasion, A/B testing, and forecasting
AUDIENCE	Those who want to start their business or acquire skills and be proficient in Customer experience, user experience and usability and performance
PREREQUISITES	Basic knowledge of digital marketing
DURATION	Two trimesters

UNIT CODE	CURRICULAR UNIT	ECTS	FIELD OF STUDY
BASIC			
IC-WD-01	Web Design	5	MARKETING
IC-W-01	Website	5	MARKETING
IC-EB-01	E-Brand	5	MARKETING