

**Propuestas  
multidisciplinares**  
de innovación e  
intervención educativa

viu

## Edición especial del II Congreso Internacional en Tecnologías e Innovación Educativa

Valencia 6, 7 y 8 de junio de 2018

Edita: Universidad Internacional de Valencia

**ISBN: 978-84-09-07242-2**

### **COORDINADORES:**

- Cruz Chust, Ana María
- Aguilar Cuesta, Ángel Ignacio

### **AUTORES:**

- Cruz Chust, Ana María
- Aguilar Cuesta, Ángel Ignacio
- Colomo Magaña, Ernesto
- Gabarda Méndez, Vicente
- Domínguez Martín, Rosa

## Capítulos

- |    |   |    |  |
|----|---|----|--|
| 1  | Aprendizaje basado en experimentos en el grado de educación primaria<br>— PAG. 5  | 14 | Sociometría, una metodología al servicio de la investigación en el aula de Ciencias Sociales<br>— PAG. 120   |
| 2  | El Aprendizaje-Servicio como innovación educativa<br>— PAG. 14  | 15 | Evolución de la oferta formativa en TIC para docentes de Educación Primaria (Castellón – España)<br>— PAG. 129   |
| 3  | Experiencias didácticas para el aprendizaje de la historia a través del cine y los documentales en la enseñanza superior<br>— PAG. 20   | 16 | La Innovación Educativa al servicio de la Mejora de la Convivencia Escolar<br>— PAG. 137   |
| 4  | Recursos digitales: Innovación, propiedad intelectual e inclusión en la Escuel@ Digit@<br>— PAG. 29   | 17 | Herramientas Tecnológicas en la Escuela Primaria: El EduBlog<br>— PAG. 143   |
| 5  | <i>Laboratorio de pintura: una experiencia docente con “maestra sombra”</i><br>— PAG. 39  | 18 | Aprendizaje y Enseñanza Mediados por la Tecnología<br>— PAG. 154   |
| 6  | Resultados del uso de Instagram en el aprendizaje de la Historia<br>— PAG. 46   | 19 | Is it possible to build university brand with the 140 characters in a Tweet?<br>— PAG. 163   |
| 7  | Systematic literature review for a characterization of the smart learning environments<br>— PAG. 55   | 20 | Competencia digital del profesorado de educación especial. Importancia de la formación inicial<br>— PAG. 173   |
| 8  | Desarrollo de competencias STEAM mediante robótica marina educativa de bajo coste<br>— PAG. 72  | 21 | Efectos de la audición pasiva de música minimalista en el alumnado de educación secundaria<br>— PAG. 181   |
| 9  | Los Sistemas de Información Geográfica y ABP en la didáctica del paisaje. Estudio de caso.<br>— PAG. 77   | 22 | El <i>ciberplagio</i> universitario en el marco de la enseñanza online. ¿Qué opinan los estudiantes de traducción de la Universidad Internacional de Valencia (VIU)?<br>— PAG. 189 |
| 10 | La Universidad Internacional de Valencia desde la mirada del <i>flipped classroom</i> digital<br>— PAG. 84  | 23 | El <i>Play Sound</i> en el Aula de Música . El Aprendizaje de la Lectoescritura Musical<br>— PAG. 208  |
| 11 | Aprendizaje colaborativo en Educación Superior. Innovación a través de <i>PechaKucha</i> y Puzle de Aronson<br>— PAG. 92  | 24 | Percepción docente sobre el uso de las redes sociales en las cooperativas de enseñanza<br>— PAG. 219   |
| 12 | Prevalencia del <i>Cyberbullying</i> en el alumnado universitario y su relación con la imagen corporal y la sintomatología de los Trastornos de la Conducta Alimentaria<br>— PAG. 101 | 25 | Propuesta de Programa de Intervención: cuentos como herramienta de conocimiento de emociones en Educación Infantil.<br>— PAG. 229  |
| 13 | Roles docentes en el desarrollo del aprendizaje autorregulado: Metodologías alternativas y Cambio de paradigma.<br>— PAG. 110   |    |  |

## Introducción

La innovación educativa se ha convertido en los últimos años en un mantra que impregna el discurso pedagógico en cualquier etapa.

Y es que la innovación, concebida precisamente como procesos de mejora, tiene implicaciones y resonancias directas sobre la labor de los diferentes agentes que constituyen la comunidad educativa.

Bajo la perspectiva de que el alumno debe ser considerado el agente primordial en el diseño y la puesta en marcha de las programaciones, resulta fundamental analizar y potenciar sus posibilidades y su capacidad de desarrollo, con el fin de dotarle de mecanismos y herramientas para que pueda enfrentarse a las dificultades y problemáticas en los diferentes contextos de su vida.

Asimismo, la formación inicial y continua y el papel del profesorado se postulan como elementos cruciales para que los procesos formativos se conviertan en acciones eficaces de aprendizaje.

Sin olvidar el rol de las familias y el resto de agentes en la acción formativa, consideraremos a la tecnología como agente transversal a todos estos participantes. Hoy en día nos relacionamos interpersonalmente, en gran medida, a través de ella, pero también sirven de intermediarias para gestionar trámites en diferentes instancias o incluso para autogestionar las propias necesidades.

Ahora bien, ¿qué papel juegan las tecnologías en este contexto formativo? Innegablemente, sus posibilidades de integración en el ámbito educativo son casi inimaginables.

Por un lado, y pensando en un uso más instrumentalista, las TIC pueden servir de apoyo puntual para los procesos de enseñanza y aprendizaje, constituyendo un recurso para enfatizar contenidos que pueden resultar más atractivos abordados desde un punto de vista más visual o para la realización de actividades prácticas más interactivas.

Sin embargo, y dando mayor amplitud a sus posibilidades, también permiten comunicarse en tiempo real con los estudiantes, así como de forma asíncrona.

Además, nos permiten conocer más al estudiante, hacerle un seguimiento más individualizado y ofrecerles una mejor experiencia formativa. En definitiva, las tecnologías permiten que una comunidad heterogénea de estudiantes

haya podido encontrar en el entorno digital el canal idóneo para hacer posible su desarrollo formativo, intelectual y profesional.

Desde este punto de vista, apostamos por las posibilidades innovadoras y pedagógicas de la tecnología, convirtiéndose en un medio que facilite el acceso a los contenidos y realidades que conformen el core de los procesos de aprendizaje en el futuro. Su potencial, ligado a planteamientos de procesos personalizados de formación, aprendizajes significativos o la enseñanza colaborativa ayudan a dibujar un panorama que va más allá de la realidad en que se desarrolla actualmente la labor formativa.

En el II Congreso Internacional en Tecnologías e Innovación Educativa, ha querido hacer un pequeño balance de las propuestas de innovación que se desarrollan en las aulas de nuestros centros, tanto físicas y virtuales. Aprovechamos para dar las gracias a los profesores participantes por su generosidad por lanzar al mundo académico sus éxitos y sus buenas prácticas. Un especial agradecimiento a los miembros del Comité Científico que han participado de forma desinteresada en la revisión y evaluación de todas las contribuciones presentadas, tanto en la modalidad de resumen como en la de texto completo, y sin la cual esta publicación no habría sido posible.

Desde la Universidad Internacional de Valencia seguiremos enriqueciendo con nuestras aportaciones a la mejora de la Educación a través de la tecnología y la innovación.

**Ana M. Cruz**

# Capítulo 19

Is it possible to build university brand with the 140 characters in a Tweet?

## 1. Introduction

Given that universities operate in dynamic and challenging environments, marketing strategy has become a priority to ensure strong recruitment and the retention of students and teachers (Asaad *et al.*, 2013). There is a consensus that understanding the university brand and its clear development and communication contributes great value to higher education institutions (Duesterhaus and Duesterhaus, 2014). For this reason, the strategic management of the brand has become a key element in the education sector and, especially, in higher education institutions (Rauschnabel *et al.*, 2016).

In addition, the explosion of academic information and advanced knowledge is bringing about important transformations in the university's educational function, seeking to guarantee lifelong learning opportunities for people, as well as providing professional competencies in tune with the requirements of the labour market (Bok, 2003). The higher education market is currently well established as a global phenomenon, especially in the main English-speaking nations (Hemsley and Oplatka, 2006).

Focusing our attention on the role played by higher education in Spain, Grijalba and López (2007) consider that the increase in the educational level achieved in our country in recent years has been one of the most important phenomena that have occurred. Although in some aspects the levels of other European countries have not yet been achieved, the trajectory experienced has culminated in an educational convergence with the neighbouring countries. In this context, it has been argued that the growth of the Spanish university system has been significant since the beginning of the nineties. As a consequence, the Spanish University has ceased to be an elitist institution to become a system that provides mass education (Pérez, 1997).

Chen (2008) considers that higher education also provides an interesting and important context for marketing research, since higher education institutions around the world are becoming more and more oriented towards marketing strategy, and students are, increasingly, considered to be consumers and potential customers. Moreover, Küster (2012) states that there is some evidence that the theories and concepts of marketing can be applied to the educational context and, especially, the field of higher education. Therefore, results in terms of value, effectiveness and potential benefits are sought, which have been effective in the business world through the attainment of

competitive advantage and the conquest of a large segment of the international market.

Parallel to this, brands have evolved over time to become a life experience for consumers, having acquired an emotional importance that is reflected in the satisfaction of people who consume or buy (Camacho, 2008). That is to say, brands simplify the purchasing decision-making processes and represent both a guarantee of quality and a real alternative that is different, relevant and credible compared to the competition (Casanoves, 2017). Thus, in relation to the definition of brand capital in higher education, Berry (2000) argues that although the product is considered the main brand in terms of packaged products, the same does not occur in service companies. In this case, the company is the main brand, the service itself being the cornerstone of marketing for today and tomorrow. In addition, the co-creation of value is considered fundamental for those companies that offer, above all, services (such as those linked to the education sector), since this increases the involvement, commitment and loyalty of the client towards the organization (Molesworth, Scullion and Nixon, 2010).

Bearing in mind that the market is increasingly complex and competitive, universities and colleges make use of strategic brand management to face the global challenges of today (Whisman, 2009). Thus, social networks today also play a very important role in higher education, since they allow anyone to express their opinion about the treatment received in the university and the services that have been provided (Ramos and Torres, 2016). These opinions (known as *Electronic Word of Mouth* or eWOM) represent a rich source of information, being opinions that express what the user considers most relevant to their experience with the brand, without being conditioned by the items in a questionnaire (O'Connor, 2010). Thus, it is considered that this can help to understand the perception of educational brand capital by the agents involved and by the type of educational institution.

In this framework, the objectives of the present research are to (1) establish which are the most determinant variables of brand capital in the higher education sector, and (2) decipher, at an empirical level, the most notable variables of brand capital by type of university on Twitter. Thus, in the scenario described, the realisation of the present investigation supposes a scientific advance in the discipline of marketing; since, although there has been specific research into brand capital and the variables that compose it (Farquhar, 1989; Aaker, 1992; Keller, 1993; Faircloth, Capella and Alford, 2001; Yoo and Donthu, 2001; Delgado and Munuera, 2002; Buil, Martínez and De Chernatony,

2010) there are very few investigations that comprehensively analyse the perception of brand capital through the opinions of the agents involved in higher education institutions in Spain (Cervera et al., 2012). In addition, brand capital in the virtual domain, considering the information contained in social networks to be valuable, has hardly been investigated (Casanoves, Küster and Vila, 2017). Likewise, it can be helpful to university managers as they can decipher the keys in terms of the opinions of their agents regarding the brand capital of the institution itself and thereby generate adequate strategies to maintain or improve it.

## 2. Conceptual framework

### 2.1. Brand capital and higher education

In relation to the definition of brand capital in higher education, Berry (2000) argues that although the product is considered the main brand in terms of packaged products, this does not occur with service companies. In this case, the company is the main brand, the service itself being the cornerstone of marketing for today and tomorrow. This contribution, applied to the provision of educational services, includes generating brand capital based on the strength of the brand transmitted by the higher educational institution.

Chen (2008) considers that higher education also provides an interesting and important context for marketing research, since higher education institutions around the world are increasingly oriented towards marketing strategy, and students are, increasingly, considered to be consumers and potential customers. Thus, the attributes of the supplier, product attributes and marketing activities carried out by a higher educational institution will help generate better brand capital. Furthermore, Mazzarol and Soutar (2008) add that factors such as personnel contracts, location, size, history and international relations directly influence the quality of higher education.

On the other hand, Mourad, Ennew and Kortam (2011) consider that marketing in the service sector is relatively complicated, due to the unique characteristics of the service and the dominance of experience and credence qualities. This is entirely related to higher education since its structure is designed to offer teaching services to students. In addition, a particular consequence is that the perceived risk in a service is usually higher when consumers make purchasing decisions (Parasuraman, Zethaml and Berry, 1985).

More recently, Pinar et al. (2014), point out that there are nine fundamental factors to brand capital creation in higher education: (1) brand awareness, (2) perceived quality, (3) brand associations, (4) organizational associations, (5) brand loyalty, (6) brand emotions, (7) brand confidence, (8) the learning environment, and (9) reputation. These factors of value creation are based on the student's experience, among others, in residences, catering services, professional guidance services, physical facilities (gym, classrooms, laboratories, etc.) and library services.

To sum up, according to Mourad (2013), higher education is one of the most important services offered in any economy; however, it is very difficult to evaluate its quality. Consumers often perceive the selection of an educational service as a risky decision, since it can play an important role in their future professional career and, in general, it is usually an expensive service. For this reason, for the author, the brand capital of a higher educational institution is an element that has an important influence on the selection process, since it acts as a tool for differentiation and aversion to risk. This is why universities are increasing their investments in building and managing a single brand capital, in order to differentiate themselves from their competitors (Mourad, 2013), even if only to improve their ranking in the market (Bunzel, 2007).

Thus, after reviewing the seven main proposals for models of brand capital in the literature (Farquhar, 1989; Aaker, 1992; Keller, 1993; Faircloth, Capella and Alford, 2001; Yoo and Donthu, 2001; Delgado and Munuera, 2002; Buil, Martínez and De Chernatony, 2010), four elements were considered that are common to all the studies, and taking into account the importance given to them in previous studies, we understand that they are essential to brand capital. These are: (1) brand awareness, (2) brand image, (3) perceived quality and (4) brand loyalty. Along with these contributions, a series of investigations were reviewed that support each of the elements of brand capital in its application to the education sector, such as brand awareness (Zlotkowski, 1998; Toma, Dubrow and Hartley, 2005; Bunzel, 2007; Furey, Springer and Parsons, 2009; Brewer and Zhao, 2010; Mourad, Ennew and Kortam, 2011; Pinar et al., 2014), brand image (Bosch et al., 2006; Hamann, Williams and Omar, 2007; Hemsley and Goo-nawardana, 2007; Chen, 2008; Williams and Omar, 2009; Waeraas and Solbakk, 2009; Whisman, 2009; Gómez and Medina, 2010; Mourad, Ennew and Kortam, 2011; Cervera et al., 2012; Williams, Williams and Omar, 2013; Denegri et al., 2014; Pinar et al., 2014), perceived quality (Díaz, Alonso and Más, 2002; Binsardi and Ekwulugo, 2003; Peltier, Schibrowsky and Drago, 2007; Voss, Gruber and Szmigin, 2007; Chen, 2008; Pinar et al., 2014) and brand loyalty (Nguyen

and LeBlanc, 2001; Bok, 2003; Helgesen, 2008; Brown and Mazzarol, 2009; Paswan and Ganesh, 2009; Rojas et al., 2009; Pinar et al., 2014).

Considering the review, and for the purpose of analyzing brand capital in universities through social networks, the following dimensions of brand capital are therefore considered: (1) brand awareness, (2) brand image, (3) perceived quality and (4) brand loyalty.

## 2.2. Educational brand capital and social networks

According to Martínez (2013), the Internet and social networks are being studied by different disciplines (sociology, economics, politics, communication, etc.) as they have become an instrument loaded with possibilities for action, a communication tool where the fluid and the complex (computer language, digital technology, etc.) are shown in applications that are increasingly usable and close to human beings.

Thus, Maqueira and Bruque (2009) mention that the great theorists of marketing have envisioned, since the origin of the Internet, a new medium through which brands can establish a relationship with their consumers. Classic marketing understood that the principles of the 4P's (product, price, place and promotion) should be adapted to the environment, and this was possible through the development of websites, placing advertisements and promotions online, creating or participating in web communities and using mass emails. The new reality of the Internet, therefore, has made this form of marketing obsolete.

The rise of *digital social networks* in recent years, such as Facebook, Twitter, Google+, YouTube, LinkedIn and Pinterest, has changed the way people communicate through the Internet (Saavedra, Rialp and Llonch, 2013). Companies, aware that their customers are an active part of *digital social networks*, have increased the interest of those in charge of marketing to explore them as a new marketing tool (Katona et al., 2011).

Deepening the relationship between the Internet and brands, Soloaga (2002) argues that to build a brand it is necessary to have experience of use. That is to say, it is advisable to make a great effort in the creation and communication of those attitudes and behaviours that are of interest to the brands because, ultimately, they are the ones that give meaning to them. Aguado and García (2009) state that social networks are a new and attractive chan-

nel which brands want to use to reactivate their branding: listening, segmenting, talking, conversing, mobilising, helping and involving potential clients to convert them into loyal users. Thus, consumers have created antibodies against traditional marketing, so it is necessary to create an environment in which they themselves are responsible for propagating ideas.

Detailing the relationship that the Internet has with higher education, Adell (1996) states that the Internet plays several important roles, such as: (1) a multidirectional communication channel of the educational community, as a source of support information and as an environment for integration of facilities and resources, (2) experiments in which students present their work and anyone with access to the network can participate in their discussion have been especially motivating, (3) scientific information available on the network, which can be very useful if teachers are able to identify it among the terabytes of irrelevant information and to facilitate access to students.

Thus, according to Roca (2006), the communication of universities through the Internet is an unquestionable fact, and it is necessary to reach and show society real quality standards and optimal management of resources. Reina, Fernández and Noguer (2012) state that universities should actively manage the use of social networks (especially Facebook and Twitter) in their area of communication and brand, in order to have a real interaction and connection with university students and their audiences.

Considering what was mentioned in previous lines, it is possible to raise our *Research Question* (RQ) in which the possibility of building educational brand capital through social networks is established; is it possible to build university brand with the 140 characters in a Tweet?

In view of the above, Figure 1 shows the proposed theoretical model designed to defend the present research.

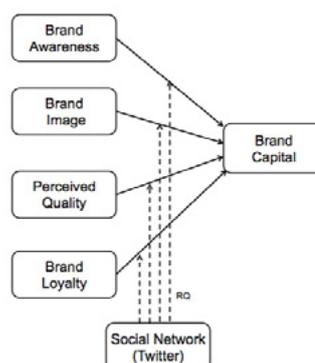


Figure 1. Theoretical model proposed for the present research.

### 3. Methodology

In order to reach the objective of exploring the perceptions of brand capital on a digital level, the opinions about higher education of users of the social network Twitter were compiled. Specifically, comments referring to eight higher education institutions in the province of Valencia (Spain) were selected, two of them public and six private. This decision was based on the fact that the city of Valencia has been decidedly committed to education (both private and public) in recent years, being perceived by the student market as a great educational site, thereby attracting important student numbers to the city (Alfaro et al., 2006).

It was considered appropriate to collect the comments of Twitter as one of the social networks that generates the most influence in the network at a professional level (Cha et al., 2010). Thus, written opinions were selected in two languages (Spanish, as the language used by the majority of users in our country, and English, being the most spoken language in the world) as many of the users teach or receive classes in those languages and some of them are from abroad.

To quantify the target population, official data from the Faculties of Economics of the selected universities were used in order to decipher the exact number of professionals working in the educational centres. A process based on three steps was carried out: (1) data extraction, through the Topsy social media analytics program; (2) analysis of perceptions, determining the polarity of opinions using SentiWordNet 3.0; and (3) word frequency analysis, performed manually through Microsoft Excel and developing concept maps through Text2MindMap.

At the time of collecting opinions, more than 3,000 comments were found from users who had had previous experience with one of the educational institutions mentioned. From there, they were thoroughly reviewed to determine their validity in terms of our study objectives, considering a total of 1,051 valid responses (327 from the public sector and 724 from the private).

Finally, it should be noted that 89.3% of the monitored users provided some type of information about their status in the university to which they were linked. Certain values were lost because users did not provide this information (10.7%). Based on these data, the prevalence of Spanish users stands out (94.3%), followed by foreign users who use the English language to tweet (5.7%).

### 4. Results and discussion

The results obtained are presented below based on (1) analysis of perceptions and (2) analysis of word frequency by type of higher education institution. The details are presented below.

#### 4.1. Analysis of perceptions

Analyzing the perceptions based on the type of higher education institution, Figure 2 shows that in the two public higher education institutions analysed, brand awareness is the most significant element in terms of positive opinions in the social network (49.5%), followed by brand loyalty (24.2%) and brand image (9.8%). On the other hand, perceived quality in the public sector is valued negatively, which leads us to deduce that Twitter users do not view this element as meaningful.

On the other hand, in the private sector, of the six universities analyzed, brand awareness is also the most significant element for users, based on 46% of the total opinions valued positively. As with the public sector, brand loyalty is the second best valued item (30.9%), followed by brand image (13.1%) and finally perceived quality (5.5%), which in this case gives a higher score to positive opinions, although it is not considered to be significant by users.

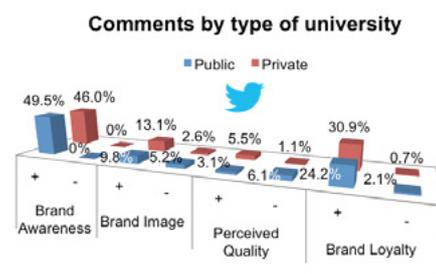


Figure 2. Perceptual graph on brand capital: type of university  
Source: The authors

#### 4.2. Word frequency analysis

On the one hand, and with respect to the comments made about public higher education institutions, it is observed that most words denote feelings and positive evaluations, with comments on brand awareness being the most used at a level of brand familiarity, being detected as almost half of the text corpus of that element. On the other hand, the comments referring to brand performance and brand

reputation were the most used to evaluate the educational brand image, having been found in about 70% of the texts. In terms of perceived quality, judgments and opinions about the brand (positive and negative) stand out, making up more than half of the total comments on that element. In terms of brand loyalty, comments related to customer satisfaction and positive brand evaluation were accentuated, occupying the top positions within the set of components of that element (see Figure 3).

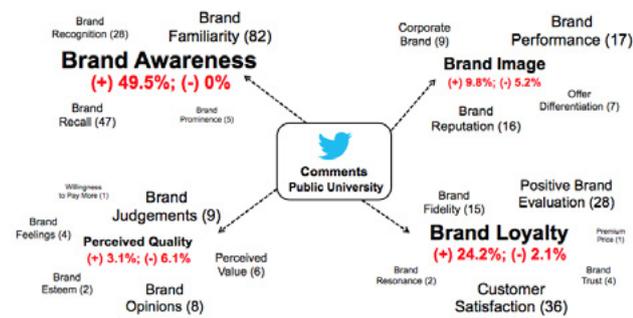


Figure 3. Word cloud based on comments per element: public university  
Source: The authors

In respect to the comments made about private universities, it is appreciated that most words also show positive feelings and evaluations, with comments on brand familiarity being the most used about brand awareness, comprising more than 73% of the text corpus of that element. On the other hand, those referring to brand performance and brand reputation were the most used to evaluate the educational brand image, making up close to 84% of the texts. In terms of perceived quality, brand feelings, brand esteem and perceived value (positive and negative) stand out, making up 87.5% of the total comments on that element. In terms of brand loyalty, those referring to customer satisfaction and positive brand evaluation were accentuated, occupying about 84% of the set of comments about that element (see Figure 4).

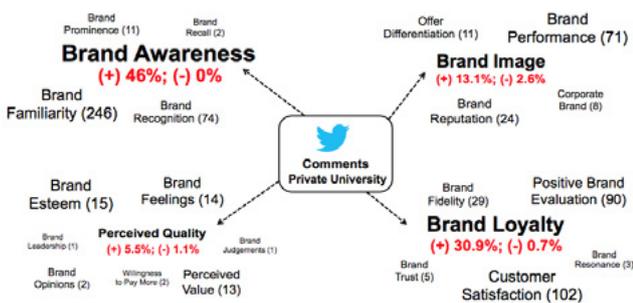


Figure 4. Word cloud based on comments per element: private university  
Source: The authors

In conclusion, one could infer the existence of indications that brand awareness, brand image and brand loyalty could positively affect the perception of educational brand capital, thus supporting the opinions of various researchers studied (Adell, 1996; Soloaga, 2002; Roca, 2006; Aguado and García, 2009; Maqueira and Bruque, 2009; Fernández and Noguer, 2012; Martínez, 2013; Saavedra, Rialp and Llonch, 2013) while perceived quality would have certain negative connotations. Therefore, with respect to the research question posed in the present investigation, the results indicate that it would be possible to build university brand capital through the interactions of users in Twitter.

## 5. Conclusions

Due to the results and conclusions reached, it is possible to raise a series of managerial implications. Firstly, detailing the results obtained in the online public university sample, note that in the study conducted based on the monitoring of 327 user comments on Twitter about the two public universities in Valencia, brand awareness is the most significant element in terms of positive opinions, followed by brand loyalty and brand image. In this case, perceived quality is conceived more negatively than positively, which indicates that, effectively, said variable would not be significant for the proposed global model. Thus, as can be seen from the information gathered in online comments, both variables (perceived quality and brand capital) do not seem to be significantly connected, and cannot be accepted, despite the theoretical support found in the literature (Adell, 1996; Soloaga, 2002; Roca, 2006; Aguado and García, 2009; Maqueira and Bruque, 2009; Fernández and Noguer, 2012; Martínez, 2013; Saavedra, Rialp and Llonch, 2013).

Secondly, detailing the results obtained in the private online sample, we can highlight that digitally and in the study conducted based on the monitoring of 724 user comments on Twitter about six private universities in Valencia, brand awareness is the most significant element in terms of positive opinions, followed by brand loyalty, brand image and, finally, perceived quality. Therefore, perceived quality is also perceived at the digital level as the least significant element within the proposed brand capital model. Thus, both variables (perceived quality and brand capital) do not seem to be significantly connected, and their relationship cannot be accepted, despite the theoretical support found in the literature (Adell, 1996; Soloaga, 2002; Roca, 2006; Aguado and García, 2009; Maqueira and Bruque, 2009; Fernández and Noguer, 2012; Martínez, 2013; Saavedra, Rialp and Llonch, 2013).

Thirdly, and speaking of possible business implications, we can highlight that as possible brand awareness strategies, Google Adwords campaigns can be used, in order to increase the traffic that the website receives from its internal customers, or encourage them to interact with the brand. Once the objectives of the branding campaign are established, the best sites to show the ads can be chosen, looking for the measurement of results through the monitoring of impressions, conversions and other statistics. The most common is the placement of ads in view of the largest possible number of users that are part of the target audience (Ros, 2008). Thus, brand awareness can be measured, based on the success or failure of the campaign designed, following the following metrics: (1) impressions are used to track the campaigns, regardless of the proposed objectives. In the branding campaigns, they represent the number of clients who have really noticed the ad. To prioritize impressions, a cost-per-thousand campaign can be created, instead of cost-per-click, so it will be paid based on the number of impressions the ad receives, instead of the number of clicks it has; (2) customer participation, the percentage of clicks is used to measure the customer's participation in an ad on the search network. Although conversions can also be used, which help to check if the ads are generating user behaviour related to the brand that is considered valuable, such as subscriptions or visits to the main website of the university or other landing pages that have been created; (3) coverage and frequency, coverage is based on the number of users that are exposed to an advertisement. If such coverage grows, it implies that a greater number of potential customers have been exposed, which can increase brand awareness. Frequency, on the other hand, is the average number of times a user is exposed to an ad in a time period. Finally, it would be interesting for educational managers to include actions focused on supporting influencers in the network, such as youtubers or bloggers, who can also be internal and/or external clients of the brand itself.

On the other hand, and in relation to brand image, satisfied customers (internal and external) act as brand ambassadors of their educational institutions, which means that managers must contemplate, in their marketing mix program, adequate strategies to reward such loyalty and involvement, which help improve, without doubt, the online image of the educational brand. Even so, there are important challenges for local and national educational managers, since they must develop marketing strategies that channel the associations that their workers and clients have with the educational brand in the annual strategic planning.

Regarding perceived quality, it should be remembered that many negative comments were monitored about the quality of the institutions (this being the worst valued element of all), which confirms the results obtained in the quantitative study. Thus, educational managers must, in this case, try to improve their services and facilities and, afterwards, encourage their internal clients with training programmes and improvements in salary, so that they develop their work with passion, are more innovative and the result can be perceived by external customers. In short, educational managers must rethink, at a global level, the degree of innovation and salary policy of their internal staff and the competitive advantage and price policy of their students.

As far as brand image is concerned, we can highlight that satisfied customers are more involved with the educational brand and generate eWOM and positive publicity, which helps to increase brand awareness and improves the image in the network. Thus, educational managers must contemplate actions aimed at rewarding such fidelity, either through actions in the network or in the higher educational institution. Thus, university managers must perform more internal marketing activities based on fostering cooperation, the team and internal customer satisfaction with the university brand. This should also be applied externally, so that students do not lose the thrill of studying at the university and extol the virtues of their educational centre to their relatives, either through word of mouth or the Internet.

On the other hand, and speaking of research limitations, it should be noted that although eight completely heterogeneous educational institutions were studied, if it had been extended to more higher education institutions (public and private) it would have increased the quality of the present investigation. Finally, the composition of the sample has also acted as a limitation of the study, since an entirely qualitative technique has been carried out, considering that if it had been supplemented with a quantitative study it would have possibly improved that quality, considering it interesting as future research, as perceptions could be compared in the online and offline environment.

## 6. References

Aaker D. The value of brand equity. *Journal of business strategy*, 1992, vol. 13, no 4, p. 27-32.

Adell J. Internet en educación: una gran oportunidad. *Net Conexión*, 1996, vol. 11, no 5.

- Aguado G, García A. Del Word-of-mouth al Marketing viral: aspectos claves de la comunicación a través de redes sociales, 2009.
- Alfaro I, et al. Metodologías de enseñanza y aprendizaje para el desarrollo de competencias: orientaciones para el profesorado universitario ante el Espacio Europeo de Educación Superior. Madrid: Alianza editorial, 2006.
- Asaad Y, et al. Universities and export market orientation: An exploratory study of UK post-92 universities. *Marketing Intelligence & Planning*, 2013, vol. 31, no 7, p. 838-856.
- Berry, LL. Cultivating service brand equity. *Journal of the Academy of marketing Science*, 2000, vol. 28, no 1, p. 128-137.
- Binsardi A, Ekwulugo F. International marketing of British education: research on the students' perception and the UK market penetration. *Marketing Intelligence & Planning*, 2003, vol. 21, no 5, p. 318-327.
- Bok D. *Universities in the Marketplace* Princeton. NJ: Princeton Univer, 2003.
- Bosch J, et al. The impact of brand identity on the perceived brand image of a merged higher education institution: Part one. *Management Dynamics: Journal of the Southern African Institute for Management Scientists*, 2006, vol. 15, no 2, p. 10-30.
- Brewer A, Zhao J. The impact of a pathway college on reputation and brand awareness for its affiliated university in Sydney. *International Journal of Educational Management*, 2010, vol. 24, no 1, p. 34-47.
- Brown RM, Mazarrol TW. The importance of institutional image to student satisfaction and loyalty within higher education. *Higher Education*, 2009, vol. 58, no 1, p. 81-95.
- Bunzel DL. Universities sell their brands. *Journal of Product & Brand Management*, 2007, vol. 16, no 2, p. 152-153.
- Buil I, Martínez E, De Chernatony L. Medición del valor de marca desde un enfoque formativo, 2010.
- Camacho J. El valor de la marca; Brand Equity. Página electrónica de Nielsen México. [en línea] Disponible en: [http://mx.nielsen.com/press/Elvalordelamarca\\_BrandEquity.shtml](http://mx.nielsen.com/press/Elvalordelamarca_BrandEquity.shtml) (consulta: diciembre de 2009), 2008.
- Casanoves J. *Fundamentos de Branding*. Profit Editorial, 2017.
- Casanoves J, Küster I, Vila N. La importancia de percibir notoriedad e imagen de marca entre el personal de servicios de universidad. *Cuadernos de Estudios Empresariales*, 2017, vol. 27, p. 65.
- Cha M, et al. Measuring user influence in twitter: The million follower fallacy. *lcwsm*, 2010, vol. 10, no 10-17, p. 30.
- Cervera A, et al. Medición de la imagen de la universidad y sus efectos sobre la identificación y lealtad del egresado: una aproximación desde el modelo de Beerli y Díaz (2003). *Revista Española de Investigación en Marketing ESIC*, 2012, vol. 16, no 2, p. 7-29.
- Chen LH. Internationalization or international marketing? Two frameworks for understanding international students' choice of Canadian universities. *Journal of Marketing for Higher Education*, 2008, vol. 18, no 1, p. 1-33.
- Delgado E, Munuera JL. Medición del capital de marca con indicadores formativos. *Investigación y Marketing*, 2002, vol. 759, p. 16-20.
- Denegri M., et al. Personalidad de marca de las carreras deficiencias empresariales: un análisis comparativo entre universidad pública y privada. *Estudios de personalidad de marca en educación superior y sectores no tradicionales*. Temuco: Ediciones Universidad de La Frontera, 2014.
- Díaz JA, Alonso A, Más MA. Evaluación de actitudes y creencias GIS: diferencias entre alumnos y profesores. *Revista de educación*, 2002, vol. 328, p. 355-382.
- Duesterhaus A, Duesterhaus M. Attributes of successful university brands in the USA. *Journal of brand strategy*, 2014, vol. 3, no 2, p. 169-183.
- Farquhar PH. Managing brand equity. *Marketing research*, 1989, vol. 1, no 3.
- Gómez F, Medina R. Diagnóstico de la imagen de marca de las instituciones universitarias en España. 2010.
- Grijalba M, López M. Evolución de la educación universitaria en España: diferentes perspectivas y principales tendencias (1991-2005). *Revista de Educación*, 2007.
- Faircloth J, Capella LM, Alford BL. The effect of brand attitude and brand image on brand equity. *Journal of Marketing Theory and Practice*, 2001, vol. 9, no 3, p. 61-75.
- Furey S, Springer P, Parsons C. University Brand Promises. En Presentation at Academy of Marketing 2009 Conference.

rence, 2009.

Hamann D, Williams R, Omar M. Branding strategy and consumer high-technology product. *Journal of Product & Brand Management*, 2007, vol. 16, no 2, p. 98-111.

Helgesen Ø. Marketing for higher education: A relationship marketing approach. *Journal of marketing for higher education*, 2008, vol. 18, no 1, p. 50-78.

Hemsley J, Goonawardana S. Brand harmonization in the international higher education market. *Journal of business Research*, 2007, vol. 60, no 9, p. 942-948.

Hemsley J, Oplatka I. Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of public sector management*, 2006, vol. 19, no 4, p. 316-338.

Keller KL. Conceptualizing, measuring, and managing customer-based brand equity. *The Journal of Marketing*, 1993, p. 1-22.

Küster I. El Docente Universitario desde una perspectiva de mercado: Influencia en el rendimiento del estudiante. *Alicante*, 2012, vol. 3, p. 1-118.

Maqueira JM, Bruque S. Marketing 2.0: el nuevo marketing en la web de las redes sociales. *Ra-Ma*, 2009.

Martínez A. Estrategias empresariales en la Web 2.0. Las redes sociales online. Editorial Club Universitario, 2013.

Mazzarol T, Soutar G. *The Global Market for Higher Education: Sustainable Competitive Strategies for the New Millennium*. Edward Elgar Publishing, 2008.

Molesworth M, Scullion R, Nixon E. *The marketisation of higher education*. Routledge (ed.), 2010.

Mourad M, Ennew C, Kortam W. Brand equity in higher education. *Marketing Intelligence & Planning*, 2011, vol. 29, no 4, p. 403-420.

Mourad M. Conceptualizing Brand Equity in the Higher Education: An Exploratory Study. *American Marketing Association*, 2013.

Nguyen N, LeBlanc G. Image and reputation of higher education institutions in students' retention decisions. *International Journal of Educational Management*, 2001, vol. 15, no 6, p. 303-311.

O'Connor P. Managing a hotel's image on TripAdvisor. *Journal of Hospitality Marketing & Management*, 2010, vol. 19, no 7, p. 754-772.

Parasuraman A, Zethaml V, Berry L A conceptual model of service quality and its implications for future research. *the Journal of Marketing*, 1985, p. 41-50.

Paswan AK, Ganesh G. Higher education institutions: Satisfaction and loyalty among international students. *Journal of Marketing for Higher Education*, 2009, vol. 19, no 1, p. 65-84.

Peltier JW, Schibrowsky JA, Drago W. The interdependence of the factors influencing the perceived quality of the online learning experience: A causal model. *Journal of Marketing Education*, 2007, vol. 29, no 2, p. 140-153.

Pérez R. La calidad como reto en la universidad. En *Calidad en la universidad: orientación y evaluación*. Editorial Laertes, 1997, p. 223-233.

Pinar M, et al. University brand equity: an empirical investigation of its dimensions. *International Journal of Educational Management*, 2014, vol. 28, no 6, p. 616-634.

Rauschnabel PA, et al. Brand management in higher education: the university brand personality scale. *Journal of Business Research*, 2016, vol. 69, no 8, p. 3077-3086.

Reina J, Fernández I, Noguer A. El uso de las Redes sociales en las Universidades andaluzas: el caso de Facebook y Twitter, 2012.

Rojas JJ, et al. Determinants of student loyalty in higher education: A tested relationship approach in Latin America. *Latin American Business Review*, 2009, vol. 10, no 1, p. 21-39.

Saavedra FU, Rialp J, Llonch J. El uso de las redes sociales digitales como herramienta de marketing en el desempeño empresarial. *Cuadernos de administración*, 2013, vol. 26, no 47.

Soloaga PD. Construcción de Imagen de marca en Internet. Aplicación de un modelo interactivo. *Área Abierta*, 2002, no 4.

Toma JD, Dubrow G, Hartley M. The Uses of Institutional Culture: Strengthening Identification and Building Brand Equity in Higher Education. *ASHE Higher Education Report*, Volume 31, Number 2. *ASHE Higher Education Report*, 2005, vol. 31, no 2, p. 1-105.

Yoo B, Donthu N. Developing and validating a multidimensional consumer-based brand equity scale. *Journal of business Research*, 2001, vol. 50, no 2, p. 109-130.

Business research, 2001, vol. 52, no 1, p. 1-14.

Voss R, Gruber T, Szmigin I. Service quality in higher education: The role of student expectations. *Journal of Business Research*, 2007, vol. 60, no 9, p. 949-959.

Waeraas A, Solbakk M. Defining the essence of a university: Lessons from higher education branding. *Higher Education*, 2009, vol. 57, no 4, p. 449.

Whisman R. Internal branding: a university's most valuable intangible asset. *Journal of Product & Brand Management*, 2009, vol. 18, no 5, p. 367-370.

Williams RL, Omar M. Renaming service organizations for growth. En *Presentation at Academy of Marketing 5th International Colloquium: Brand, Identity and Corporate Reputation*, University of Cambridge, UK, 2009.

Williams RL, Williams HA, Omar M. *The Marketing Impact of the Principles of Renaming Within a Higher Education Service Organization*. American Marketing Association, 2013.

Zlotkowski E. *Successful Service-Learning Programs. New Models of Excellence in Higher Education*. Anker Publishing Company, Inc. 176 Ballville Road, PO Box 249, Bolton, MA 01740-0249, 1998.