Saimaa University of Applied Sciences
Faculty of Business Administration, Lappeenranta
Degree Programme in International Business

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Video Promotion and Advertising: YouTube Channels and Their Role in Promotion of Education

Bachelor's Thesis 2014

Abstract

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The purpose of this study was to explore the ways educational programs are marketed and promoted in social media (YouTube) by educational institutions (Saimaa UAS and LUT). This was done through analysis of the existing theory on the subject and content analysis of the channels hosted by both universities.

Mostly qualitative research methods were used. The theoretical framework was gathered from various literature sources, such as books, articles, newspapers, the internet and library databases. Theory provided information on definitions of marketing mix and its components, advertising content, promotional practices and strategies applicable to social media and role of promotion in education. Empirical data for this study were collected by analyzing the content of two YouTube channels, hosted by the studied educational institutions.

The results of the study show that YouTube is significantly underutilized as a promotional media by Saimaa University of Applied Sciences. The commentaries and suggestions made as a result of this study may be used to support promotional activity at the studied educational institutions. Further study is suggested to explore the advertising and promotional efforts hosted by the same educational institutions in other social media platforms.

Key words: promotion, advertising, education, content, social media

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1 Introduction

1.1 Background of the study

Along with the fast development of social media, broadcasting, gaming and cinematic industries, entertainment heavily outstrips education in terms of appearance in the media, awareness among marketing message recipients, and recognition as a time spending possibility (Akhtar; 2011).

Although most of the content is browsed and searched by individuals, the choice is obvious whenever a spare time spending activity becomes a habit. Hence, entertainment takes away a lot of the time meant for acquiring new information and education. This paper is dedicated to seek for a solution with the support of social media and marketing theory.

The topic was discovered when the author first saw a series of animated educational videos on a logistics course. Videos themselves had been created and assembled on a program at the W. P. Carey School of Business (link to the channel: https://www.youtube.com/channel/UCkIkqvPmO5UP6Q5so4hYFBA). While first seeing this type of videos, the author noticed that heavy theoretical knowledge seemed entertaining, it is easy to remember and share with friends. Thus, the message engaged the author and made him want to know a little more. Such a method is widely used in educational systems, and Finland is no worse.

Another encounter with this type of content happened by chance, when the author was browsing feeds on another social media platform vk.com. It was a short animated video, created by TedEd initiative, which in a simple and pleasant way discussed the topic "why is yawning contagious?". In a few minutes this video presented and explained the most prevalent hypothesizes related to the phenomenon, while still remained entertaining and easy to understand.

This evoked the author's interest in the TedEd group. Searching for some more information the author discovered that initiatives of this group create and upload videos regarding many fields of science such as biology, physics, chemistry and

mathematics. The author thought that those kind of engaging video addresses are of a great value for educational institutions: they can attract new audience (acting as a promotional tool) and serve as a source of valuable information. (link to the channel: (https://www.youtube.com/user/TEDEducation)

Due to the expansion of social media, education has been significantly transforming. "Computers provide users with framed experiences, selected information or events that are ordered and presented in a way that can imply causation, provide social content, and influence anyone receiving the information". "What is seen on screen becomes important." (Morrison, 2003)

Merge of educational and entertainment medias is a natural process. A study conducted by Morrison (2003) shows that online participation creates a new kind of "instructional hybrid": one that combines education, information, entertainment, and advertising. Internet access, in this case, is being presented as an educational advantage.

This paper wants to highlight the role of social media in education and discover the promotional possibilities coming along with the creation of this type of content on YouTube. "In 2010, YouTube reached over 700 billion playbacks. Over 3 billion videos are viewed every day. YouTube mobile got over 320 million views a day, up 300 percent year over year, representing 10 percent of the site's daily views. More than 50 percent of videos on YouTube had been rated or included comments from the community "(Jarboe 2011.) Millions of people take social actions on YouTube, such as likes, shares, or comments, on a daily basis. Every day thousands of subscriptions and shares are made by online users. These numbers show that YouTube has a huge audience, and the most part of it actively participates in the content creation. (Jarboe 2011.)

At the time of this research, the chosen educational institutions have their YouTube channels and some of video content posted on them. This study has an aim to find out what kind of content those channels have, and based on the findings, come up with means of development introduced in literature on promotion and advertising, as well as experience of social media browsing.

1.2 Purpose of the study

Based on the author's own experience, the problem is that entertainment industry outshines personal education in terms of appearance in the media, meaning that sometimes it is very difficult to choose an educational program to suit one's own interests and pick up those ones which will be of use for the future career.

The advertising industry has been working on capturing people's attention for quite a long time already and those methods can be used to drag attention to education and emphasize its necessity. The author seeks to add some longevity to educational and media systems, allowing people to receive engaging advertisements about interesting educational subjects.

The primary purpose of this study is to explore the ways educational programs are marketed and promoted in given social media (YouTube) by the chosen educational institutions (Saimaa UAS and LUT), and then draw a comparison between them to highlight practices suggested in recent literature.

Therefore, the sub-purposes of this study are:

- To study the existing marketing approach to advertising educational programs

- To examine the promotional appearance of educational programs presented in a social media platform (YouTube)

- To combine some theoretical knowledge with practical examples of existing techniques to suggest some options for advertisements aimed at creating interest in educational programs

1.3 Research question(s)

The research subject of this thesis is quite broad and aimed generally at improving educational image appearing in the chosen social media. As the study concerns concrete forms of marketing communication of educational institutions, the research questions are divided into two interdependent sections following the study purposes: one theoretical and one empirical.

Theoretical knowledge will be useful in finding out what kind of marketing tools and techniques are used or might be used in advertising educational programs. The questions are:

- How do media changes influence education?
- What is the relationship between marketing and education?
- What kind of marketing is generally used to enhance demand in education?

The empirical part will consist of content analysis and will help find out how education is promoted now in the chosen social media. Questions of the study are:

- What kind of video content exists on those channels?
- What do they (videos) consist of?
- What kind of promotional features do they (videos) employ?

1.4 Delimitations

This research refers mostly to means of formal education programs. This study is limited to two particular educational institutes: Saimaa University of Applied Sciences and Lappeenranta University of Technology, because they form a basis for those who study in the Lappeenranta region and have YouTube channel, which comply with the purpose of this study.

The social media choice is YouTube as it is commonly used among people of all age groups and provide a huge amount of content on almost any given subject. YouTube has been chosen for two particular reasons: ease of access and dispersed audience. The research pays attention to both paid advertisements and videos created and posted on the particular channel for the sake of promotion.

The author may be unaware of some noteworthy content which might be of a great value for this study. General outcome of those promotional efforts will be discussed. This research, however, does not evaluate or criticise effectiveness of the promotional efforts, but concentrates on the content and means for improvement.

1.5 Research method

For the most part this paper uses qualitative research methods, in order to get a proper understanding of the issues related to the topic. Based on the research questions stated previously, promotional and advertising activities will be reviewed.

The theoretical part contains a discussion and analysis upon literature creacted by researchers in the field of marketing explaining the main concept of promotion and advertising, various advertising techniques and methods related to promotion of educational programs. The field of social sciences is briefly mentioned. Definitions and concepts used in the paper are explained and connected to the research topic.

The empirical part requires an analysis of the existing marketing means to promote educational programs in the chosen social media. Therefore empirical data will be collected by tracing and analyzing the content of channels hosted by the chosen educational institutions. A more detailed explanation on the methodology will be provided in the empirical part.

1.6 Thesis structure

In general, the thesis follows the Saimaa UAS Thesis Report Guidelines. The paper is divided into three parts, complementing one another and reflecting the research process. The first part is dedicated to the literature review of the chosen topic. This part uses mostly academic and scientific books and articles to present certain points of view on the subject within the given context. The second part contains the empirical data and the content analysis of the chosen channels. The third part will be devoted to discussion upon the relationship between theoretical and empirical findings, and further suggestions. The paper will be concluded with the list of references to compose the whole study.

2   Theoretical framework

The theoretical part of this thesis reviews several aspects of promotional activities (and advertising in particular) to get a better understanding of the studied phenomena and obtain necessary knowledge to further support the empirical part with commentaries and suggestions. Theory choice is limited to the author's research abilities, and generally is justified by common sense and applicability to the study carried out in the empirical part.

This chapter is divided into a few sections, each presenting the somewhat individual blocks of theory, and reveals the gradual gather of information. Firstly, the author takes a look on general definitions of marketing mix and its components to introduce the topic and provide the reader with sufficient knowledge on the basics of the studied matter. Secondly, the author connects those basics to the social media, and supplements them with theory upon practices and strategies which are applicable only in this media field. Thirdly, the author discusses the role of marketing mix components in promotion of education, marketing practices, and their previous and current employment among other educational institutions.

Although the thesis concentrates only on promotional videos and video-advertising in the sphere of education, some other elements of marketing mix are discussed in the theory part. In addition, all three sections are supplemented with some kind of digressions, such as philosophical and psychological studies and studies in the field of social sciences. This complies the paper and supports an overall picture of the studied matter.

2.1   General concepts of promotion and advertising

In most of the literature, promotion represents a part of a broader concept "Marketing Mix" and is usually defined as any communicative activity whose main object is to move forward products, services, ideas, industries, channels of distribution and so on. Promotion might also be addressed as "an effort by a marketer to connect information to potential consumers, persuade them to accept, resell, recommend, or use the product, service or idea" which is being promoted. (Waterschoot & Bulte 1992)

Promotional activities always rely on a variety of media to create awareness, provide/affect knowledge, and motivate to take actions. In other words, promotional communication is used to "overcome a lack of awareness or other informational barriers, stimulate credibility and highlight the benefits of using some particular product or service. The element of persuasion (attempt to affect knowledge, attitudes, preferences and behavior of recipients) in communicating ideas, products, services, etc., is the heart of promotion". (Waterschoot & Bulte 1992)

In their research, Walter van Waterschoot and Christophe van den Bulte have not been satisfied with the 4P classification of existing "Marketing Mix" components, because of "its inherent negative definition of sales promotion and lack of mutual exclusiveness and collective exhaustiveness" (Watershoot & Bulte 1992). The new classification, devised in October 1992, supplemented the theoretical clearance and practical appliance of the marketing mix and is still relevant.

According to their new classification, marketing mix is divided in two distinctive categories: basic mix and promotion mix. Basic mix is defined as a "number of instruments (such as advertising) that have a proportionally fixed composition over a long period", while promotional mix "comprises a supplementary class of instruments, used mostly as tactical adaptations to external circumstances" (Waterschoot & Bulte 1992). This difference between original and supplemented classification is mentioned because, according to the author's own observation, it significantly better reflects the promotion of ideas and services in the interactive media, such as social media.

Marketing communication involves sharing of meaning, information and concepts between the source and the receiver about products, services or ideas, connecting providers (producers and marketers) and users (consumers) . Marketing communication is undertaken by marketers through the use of Integrated Marketing Communication tools such as advertising, publicity, salesmanship and sales promotion. Word-of-mouth, which also takes a great part of marketing communication, however do not represent a tool, but is rather an effect of successful usage of existing tools. (Hundekar et al. 2010.)

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Advertising is a prominent promotion tool and usually appears as a major element of most marketing communication programs. Information conveyed through advertising takes form of words or symbols, or usually a combination of those. "It can work to inform, educate or persuade. An image can be supported or created, enquiries can be elicited and the functions/results of a product/service/idea can be demonstrated". (Ruskin-Brown 2006) According to Jules Henry (1974), an American anthropologist, "advertisement, similar to all other cultural instances, should have its own philosophy and thought methodology" (Uchenova and Starych 2002). Dictionaries give several definitions of advertising:

- "The activity of attracting public attention to a product or business, as by paid announcements in the print, broadcast, or electronic media" (Random House Kernerman Webster's College Dictionary 2010).

- "The promotion of goods or services for sale through impersonal media, such as radio or television" (Collins English Dictionary 2003).

- "The act or practice of offering goods or services to the public through announcements in the media" (The American Heritage Dictionary of the English Language 2000).

In general, all these definitions agree that advertising is an informative unit (or action) that can take many forms, is presented in the media and is aimed at drawing attention to the enterprise - producer of a product or a service. "A good commercial advertisement is the one, which allow selling product or convince human to behave a certain way, without paying any attention to the message itself." (Ogilvy 1988.)

Igor Rozhkov (2004), Russian professor in Public Relations, states an expanded definition of advertising: "Advertising is a form of activity, or a result of it, the aim of which is an implementation of sales through the dissemination of information, formed in a way that provides increased influence on the mass or individual consciousness, causing the desired reaction of selected audience." This definition assumes the participation of advertising in the psychological (mental)

life of any recipient of the message. It emphasizes the influence on conscious-
ness or sub-consciousness.

2.1.1 Advertising and promotional appeals

Advertising appeals are often divided into two broad categories; information-
al/rational and emotional. The rational appeal tends to give information on prod-
uct (service) characteristics and the functional benefits consumers can obtain
from purchasing/using the product (service). In contrast, an emotional appeal
addresses the feelings and provides emotional images (i.e. warm, happy),
bringing an experience, associated with the product (service), to the foreground.
Appeals can be identified as follows (Kyunghee & Yoon 2012):

Informational appeals

- address the rationality and expediency
- inform of one or more key benefits, understood as highly functional or
  important to target consumers
- provide information about the product or brand
- use logical and factual content
- state objectively verifiable descriptions of product (service).

Emotional appeals

- create a mood and appeals to the experience
- build personality for the product (service)
- create an image of the product (service) user
- create content consisting of emotional, subjective impressions
- use characterization, humor, and other strategies that are quite low in in-
  formational content.

2.2 Advertising content

At the first look on advertising or any other type of promotional message, people
tend to ask a question: what is the extent to which I can believe in the infor-
mation received? These considerations are not the master key to decrypt each

particular case of advertising, but can provide important guidance to marketers and promoters.

Specific nature of cognitive processes resulting from perception of an advertising message requires special consideration. The substance of those messages is synthetic, contains a large element of truth, and the elements masking its (the truth) excessive nudity. Ogilvy writes (1988): "Among the authors, there exists a ridiculous belief that consumers are not interested in facts. Nothing could be farther from the truth than this opinion." (Uchenova and Starych 2002.)

The basis of quality of advertising texts, whatever audience hey are related to is an object voted to any fact. Fact is a significant display of an actual fragment of reality. Therefore, a factual account is the documentary basis of any quality advertising message. Presentation of facts, in the long run, forms more potent effects on the audience. This is, firstly, the effect of visibility, which can be called the apparent conviction. Secondly, it is the effect of reliability that can be classified as confirmed conviction. Finally, it is the effect of the fundamental feasibility of those desires which advertising messages offer to satisfy. (Uchenova and Starych 2002.)

Each member of a media audience has his or her own screens through which they filter incoming messages. These screens are defined by Morrison (2003):

- audiences react differently depending on their predisposition
- audiences respond by fitting messages into their own systems of perception
- audiences use skills in interpreting media messages.

So, there is a known radical tendency in the human mind to an inaccurate perception of the objects of the external world. This is the situation most conducive to the formation of illusions under the influence of advertising techniques. To a large extent, the impact of advertising skill is a skill of temptation or motivation.

The purpose of advertising messages is not only to inform the audience, but also to encourage some part of it, the most desirable, to take action. In that case, facts are not enough. To do this, the facts must dress up in seducing vestments: symbolic, metaphorical, visual, music, gaming.

High-quality advertising is designed not only to promptly and truthfully report the fact, but emanate charm that stimulates the audience to perceive an illusory appearance of structures. Again referring to Ogilvi (1988): "Speak the truth, but make the truth fascinating." In advertising, the fact of the appearance of a new product/service on the market and its actual features framed by a set of those opportunities the purchase of this product/service might bring to buyers. In fact, these features are often an illusion, but there is no guilt on advertisers. Buyers, if advertising is factually accurate, make a voluntary choice to follow the strength of their desires. According to the French philosopher J. Baudrillard, "advertising captures the imaginary potential and gives them a way out." (Uchenova and Starych 2002.)

Finally, illusions are the powerful tool in activation of one's imagination and willingness to do something, deep psychological spring of creativity. "An attitude to the great acquisitions of human culture, such as Hope, Faith, Love, cannot be lowered by realizing that these spiritual, moral peaks of human being are largely cut from the illusions" (Uchenova and Starych 2002.)

The combination of these three functional prerequisites (fact, illusion and suggestion) initially occurs spontaneously or unconsciously, but nevertheless, has an extensive operational impact on the target audience. The exploration of this practical impact, brought by such combination leads to more purposeful use of it by emerging professionals. (Uchenova and Starych 2002)

Research among children, conducted by Kunkel and Roberts (1991) found out that a "sophisticated understanding of advertising intent was not enough to recognize advertising" (Morrison 2003). Thus, a sense of proportion, understanding the line beyond which the promotion of illusions becomes deception is the core professional credo of an advertiser.

The prime expedient of temptation is promise. From the epistemological point of view there are several types of promises depending on degree of commitment. Thus, the modality of the standard set of promises, which operates the advertising text, can be defined as follows:

- receiver will necessarily receive the promised

- receiver is likely to receive the promised

- receiver may acquire the promised

In the first case, the factual elements of the promotional product will be leading; in the second, the fact and illusion interact on an equal footing, and in the third case message is tailored to the formation of mostly illusion. Or, what is the same, to create the conditions under which the consumer gives in to the temptation of self-deception. Johnson (1995) states that self-deception, is a consequence of the production and perception of illusory structures, resulting in the appearance and reality are reversed. (Uchenova and Starych 2002). Clash of the arguments "for" and "against" in one's mind come to the desired result of an advertiser: the choice is made, the product is purchased/service is used.

"In everyday life consumers pay less attention to the truth of the reported information, and more on its value and pragmatic usefulness. Values are based on a foundation of "hierarchy of needs" and highly depend on the satisfaction of basic and middle level needs, those that ensure the survival and comfort of a man. This is the position, in particular, the American scientist Maslow took." (Uchenova and Starych 2002.)

Values are of particular importance for understanding the needs of the consumer decision-making process. Moreover, values influence the way consumer defines the evaluation criteria, wondering whether it is the brand he/she needs. Most powerful and deepest value formations are identified by the analytical psychology of C.G Jung and called archetypes. An archetype, in the theory of Carl Jung, is a leading element of the collective unconscious, which is constantly influencing the individual and public consciousness. (Uchenova and Starych 2002.)

Current value preferences of society are concentrated in the mental formations and called stereotypes. These are the sets of strongly held beliefs about good and bad, unacceptable and proper, approvable and condemned by the social norms (Hilton and von Hippel 1996). Stereotypes of both cognitive and emotional value define socially adaptive behavior, as pointers to the path of life.

Value of psychological and ideological constructs are called ideals and can be

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both public and private. Ideals are significant drivers of the supreme and ultimate goals regarding human activity or community. The positive role of these entities is enormous, as they are able to concentrate great energy to achieve great goals. Without the existence of a variety of ideals would be simply impossible to coordinate purposeful human activity. (Jung and Hull 1991.)

Qualifications, skills, effectiveness of advertising are directly correlated with the ability of marketers to recognize a hierarchy of values of different social groups and, in accordance with it, to build a creative strategy. For example, some established companies employ a younger persona to give a young and fresh image to consumers. In the context of a study conducted by Kim Kyunghee and Cho Yoon (2012), the results confirmed that the employment of a younger persona is effective for products that address well-being. In addition, the study found that advertising that addresses emotional appeals is more effective than informational appeals in the case of products that address well-being.

All the above indicates that informational content and values play a leading role in the promotion and advertising process both at the stage of creation, and at the stage of its circulation in the media. It is no exaggeration to say that an advertisement creates and distributes value along with information.

2.3   Promotion and advertising in social media

2.3.1   Concept of social media

When it comes to defining social media, many things come to mind. Generally speaking social media involve the act of creating and posting content in many forms of hosted environment: online, mobile or virtual. "The key concept behind social media is that it is shared with those that you identify as friends or followers— an inner circle that has opted in to view any content or information you opt to share, thereby making it the act of being social online" (Agresta et al. 2010).

In trying to understand what social media is, ne can take a look at a few of the notes pointed out by Chris Brogan (2008) in his list titled "What Social Media Does Best":

- Social networks can amass like-minded people around shared interests with little external force, no organizational center, and a group sense of what is important and what comes next
- Blogs and wikis encourage conversations, sharing and creation
- Social software, like Flickr and Last.fm and even Amazon.com, promotes human-mediated information sharing
- Tagging and sharing and all the other activities common on the social web mean that information gets passed around much faster.
- Conversations spread around, adding metadata and further potential business value.
- People feel heard. (Agresta et al. 2010)

Social media is also a medium and method of communication. It often consists of "extending your personal identity into a setting where it is observed by others who have chosen to pay attention to you" (Agresta et al. 2010). But the difference between the social media channel and other communications channels is that in the social media, more people are involved in the content creation. Unlike print, broadcast, radio, and other basic media, content there can be shared by users much faster and in a more scalable way.

"The power of social media lies in the intersection of the personal and the public. Unlike other communications and entertainment mediums, social media is built on a non-linear concept. It is not one to many; rather, it is many too many. There is not one message or image being broadcast to large numbers of individuals; there is a panoply of images and data points that are shared and that travel virally." (Agresta et al. 2010) It is very hard to overestimate the abilities of social media. The ease and speed with which social media enables individuals to create and distribute content make it one of the most powerful mediums of our time.

The rise of citizen journalism is an excellent example of how the whole communication structure is evolving. Nowadays audience takes an active role in collecting, analyzing, reporting, and spreading news and information. "Citizen journalism goes by many names: user-generated content, open source journalism, citizen media, participatory journalism, and crowd-powered news" (Barefoot &

Szabo 2009). Most importantly, a great part of citizen journalists are amateurs, who dare to challenge the traditional way of distribution of information.

To get a broader understanding of how social media enhances broader, more collaborative communication, it is necessary to consider how it differs from traditional media. "Thanks to webzines, blogs, podcasts, and YouTube, media consumers are talking back to media creators or becoming media creators themselves— all for the low price of a broadband connection" (Barefoot & Szabo 2009.)

Nowadays news submitted by citizen reporters are published in networks (including YouTube) from all around the world. Even though some contributors may be professional writers, most of those reporters are not paid for their submissions. "The Internet has become a public venue where the audience responds to news reports, suggests stories to cover, and even reports on stories. The media is well on its way to being democratized." (Barefoot & Szabo 2009.)

2.3.2 Promotion and advertising through social media

"Social media is not about extending existing marketing campaigns into new channels. It is a fundamental shift in how we communicate with the world around us" (Agresta et al. 2010.) Again referring to Chris Brogan (2008):

- Social networks are full of prospecting and lead-generation information for sales and marketing.
- Social networks make for great ways to understand the mindset of online consumer
- Online versions of your materials and media, especially in formats that let you share, mean that you're equipping others to run with your message
- Online versions of your materials and media are searchable, and help Google help you find new visitors/customers/employees. (Agresta et al. 2010.)

Social media has dramatically changed the approach to marketing strategies. Now people have many more choices in how they spend their leisure time and they are no longer dependent on printed word or broadcasted information. A

new and infinitely more scalable online world has given individuals the ability to both consume information and publish their views, creating a completely new dynamic for market development. (Agresta et al. 2010.)

"These days, consumers most definitely spend more time online and it's up to marketers to understand these new behavior trends. Print, radio, and television advertising are no longer the be-all, end-all of a marketing campaign. Today, users interact in ecosystems like social networks and the blogosphere, where peer reviews and recommendations are key formations. Indeed, in this age of trust-based economics, consumers regularly seek out blog reviews and Amazon ratings and observe the likes and dislikes of their peers via sites like Facebook and Yelp before making product purchases— and they can spot marketing jargon a mile away." (Agresta et al. 2010.)

"Social media broadens the way companies develop strategy; it demands a shift from impressions to connections; it offers a chance to move from continually buying audience to building and managing it; it lets you track word of mouth in real time; it lets you leverage your advocates." Broadly speaking, social media gives an opportunity, (or demands) to rethink the role of digital in the marketing mix. "For too long digital has been forced into the traditional reach and frequency box, where we simply look at how much reach a site or tactic has and whether it delivers each person the right number of messages to fulfill frequency requirements." (Agresta et al. 2010.)

Fundamentally, marketing has not changed for decades. There have been adjustments and improvements, but not much more than that. Social media has created a new value equation that places the customer at the center. In order to create a new long-term approach to customer relationship, you have to be prepared to build and maintain strong bonds with your communities. Such strategy of moving from campaigns to conversations is associated with huge long-term costs and involves several key elements:

"Listening and monitoring. The most important part of community engagement is in listening and monitoring the conversation that exists online about your brand, business, or area of interest.

Community management. Lifetime value of an engaged community is huge and potential to drive action within that community is tremendous. But first you need to find out whether the community is within a social network like Facebook, is a group of blog-readers, or simply is a collection of people you communicate with through posts or tweets on a continual basis.

Community participation. It requires even more resources to foster participation and make sure social platforms stay vibrant. Nothing can be more disappointing for participants than abandoned community, something that has been created and then was given up on.

Value exchange. At the core of all successful social media efforts is adding value to the relationship you have with your community. This can be accomplished in a variety of ways: providing a unique experience for your community, featuring user content on one of your blogs, offering a promotion, or simply providing a link relevant to the discussion at hand.

Advocate identification. Advocates are people who are passionate about your brand, service, or you. Because the medium is less about broadcasting your message and more about having people share your message with their own personal networks, advocates are essential and should be identified and supported." (Agresta et al. 2010)

2.3.3 YouTube

YouTube was founded in February 2005 by three former PayPal employees: Chad Hurley, Steve Chen, and Jawed Karim. Prior to that, it was rather difficult to find and share online videos of interesting matter or events and distributing video online was a thorny challenge. Video files were too big to email; too many formats and associated players were available; and posting video to a website was a serious technical challenge. The Web was ready for a much more simple solution. (Barefoot & Szabo 2009, Jarboe 2011.)

"Video sharing's emergence coincided with the evolution in hardware that allowed the average media consumer to film his/her own homemade movies. The price of webcam-enabled laptops declined, and cell phones and digital cameras

began to capture video as well as still images. Additionally, broadband Internet access became cheap and plentiful. By the summer of 2006, the site was one of the most popular on the Web, delivering 100 million videos with users uploading another 65,000 new videos each day. On October 9, 2006, Google bought YouTube for a measly $1.65 billion. Since then, the site's astonishing growth has slowed a little, but its place in Internet history and even cultural history is assured." (Barefoot & Szabo 2009.)

Today on YouTube ne can find some significantly different kinds of video content, including: television shows, movies, trailers, contests, live events, and many more. YouTube had a long journey, starting from a "video-sharing site for bedroom bloggers", and evolved into the "largest worldwide video-sharing community". "YouTube not only provides a forum for people to connect, inform, and inspire others across the globe, but it also acts as a distribution platform for original content creators and advertisers of any size." (Jarboe 2011.)

"Mass marketing assumes a large number of individuals watch the same video on the same channel at the same time. Everett M. Rogers (2003) calls this model of communication "the hypodermic needle model." It presumes that the mass media has "direct, immediate, and powerful effects on a mass audience." If YouTube were simply a new broadcast network, then video marketing would be simple. You could simply apply the good old mass marketing techniques that you learned in college, and get fascinating results. However, traffic is wildly inconsistent, as is profitability in the Web video. In order to keep audience attracted, a lot more efforts should be spent on content creation and community management. Close collaboration with the community is an essential feature of successful film-makers." (Jarboe 2011.)

Video is broadly used to communicate ideas of all type because it creates a sense of familiarity and gets the viewer involved (Garfield 2010.) "YouTube uses what Rogers (2003) calls "the two-step flow model." In the first step, opinion leaders use a video sharing site to discover videos uploaded there. In step two, opinion leaders share videos they like with their followers. While the first step involves a transfer of information, the second involves the spread of interpersonal influence as well as information." (Jarboe 2011.)

"The earliest Web series were lucky if they drew tens of thousands of views per episode; today, the hottest shows can draw hundreds of thousands -- but only if people know about them, which in the vast Web universe is far from a given. But the upside for potential is there. An online series with a few episodes can cost tens of thousands of dollars or less to make -- a sum that, according to producers, can be easily made up with some corporate sponsorships." (Vascellaro 2011.)

YouTube is designed to make producing videos as easy as possible. But producing a successful YouTube video does not differ that much from creating a great television commercial. "As opposed to being a marketing medium, the video is the end result— the thing you want to talk about. Ideally, you need an enticing, original video that captures and holds the viewer's attention and cuts through the morass of distractions." (Barefoot & Szabo 2009.)

Gratefully, there are some proven characteristics that are attractive for the most part of an online audience. These characterisitcs are not that difficult to grasp, as online users encounter them every day, watching another successful video or performer in the world of YouTube. However, mounting them will take a considerable amount of time and effort:

"Recent and topical. Videos that trade on trends in pop culture or politics can generate a great deal of attention.

Unexpected. Many successful videos promise you one kind of video but show you another. They draw on a classic storytelling technique— the reversal.

Originality. Being unexpected is, of course, just one way to be original. The notion of originality goes to the question of whether you have something worth talking about.

Extraordinary skill. We love to watch remarkable accomplishments in all their forms. On YouTube, the documentation of crazy feats is another reliably popular style of video.

Meta-YouTube. One rote formula for blogging success is to write endless posts on "how to blog" or "how to get more readers for your blog." In short, using a

medium to talk about that medium is very common. Videos that trade on a community's tribalism— its leaders, practices, or in-jokes— can be successful.

Brevity. Keep it short. Though rare exceptions exist, nearly every really popular video is less than 5 or 6 minutes long. Many are less than 2 minutes, which is probably a good duration to aim for. (Jarboe 2011.)

"Simply making moving image work available is no guarantee that people will watch it or engage with it in a meaningful way. Irrespective of the specific 'route to the audience', viewers have to know the work is available and be persuaded to take an interest. Indeed, along with making work available, promoting its visibility and convincing audiences to engage with it are the ordinary business of a distributor." (Knight 2012.)

2.4 Promotion and advertising in education

This chapter discusses the special features and core creative assumptions of an advertising activity and how they might be used to support educational activities. There are a handful of books, dissertations, and theses on the subject, many published up to two decades ago. These theory findings, along with a number of more recent articles, illustrate the need for universities to pay closer attention to competition for and marketing to adult students. Many of these articles and books provide a more general look at university marketing; few examine how specific techniques are being used to attract adult learners. (Zaski 2004.)

"The very best teachers and the most effective advertising planners have something in common: whatever they hope to convey to us, they recognize that we're unlikely to grasp the message unless the way in which the message is presented engages us. In short, with relatively few exceptions, human beings are willing, even eager, to be educated - but that willingness is limited outside, and sometimes inside, the normal educational environment, unless we're simultaneously being entertained. This recognition has made entertainment-education one of the most popular approaches to reaching audiences worldwide with important health and social change messages." (Walsch-Childers 2005.)

An extensive usage of online marketing videos has gained some attention from life science community as well. Companies are investing millions of dollars to create online videos that engage the scientific community and call the scientific consumer to action. Marketing departments in major corporations are willing to employ this promotional tool to attract broader audience. (BioInformatics, LLC 2009.)

A research carried out in 2009, discovered that life science companies are investing large amounts in creating videos that entertain, inform and call the scientific consumer to action. "65% of scientists believe that life science suppliers should circulate videos to promote a brand or a product." But there is still an unanswered question of what components of a marketing video will inspire scientists do more than watch. (BioInformatics, LLC 2009.)

"In this era of personal branding, where brands are shaped by the power of online communities, companies must figure out what makes a scientist choose to watch their concept, product demonstration or PR spin, and subsequently buy into the message and share it with colleagues." (BioInformatics, LLC 2009.) An extensive research was done to understand the impact on brand awareness and purchasing behavior. The report presents the survey of nearly 1,300 scientists for their opinions on marketing videos produced by life science suppliers, revealing how videos are discovered, used and shared. (BioInformatics, LLC 2009.) "What's clear is that this new advertising model places the consumer in the driver's seat. A scientist will only watch your video if and when he or she wants to, and will only remember it (and forward it) if the content has captured their interest." (BioInformatics, LLC 2009.)

Unfortunately, the author was unable to access the whole report, but the core results show that three quarters of scientists had accessed short videos in the past 12 months, "just about equal to the use of news portals (CNN, etc.) and information-related Web sites (i.e., weather, stock data, etc.). Plus, of the nearly 1,000 respondents who viewed short online videos in the past 12 months, 88% did something as a result of viewing an online video; more than two-thirds forwarded the video to a friend or colleague and more than half clicked on a relat-

ed link, or used a search engine for more information related to the video." (Bio-Informatics, LLC 2009)

During the past two decades an education paradigm has been transforming, with a change from pre-employment, youth-based education to a lifelong learning model and more adult-oriented education. At the same time a "niche" for marketing of continuing education programs has appeared, designed to teach how to strategically approach adult learners, with an increased amount of workshops, seminars, and books. Eventually, adult education providers and marketers have started to recognize the necessity for better marketing planning. However, even with the awareness of the need for marketing amid growing competition, many continuing education marketing units are underfunded and understaffed.(Zaski 2004.)

Bill Frye (1990), former chancellor of Emory University, said that "universities in a competitive environment must develop market niches to remain viable and refrain from only duplicating coursework at other institutions. To compete in the educational marketplace, effective marketing and aggressive promotion of courses and programs are essential" (Zaski 2004.)

Many continuing education marketers are exploring new strategic ways to promote education, including webinars, broadcasting and listserves, to attract non-traditional and adult learners, while others continue to employ traditional marketing methods (Zaski 2004). Whatever the strategy, reaching adult learners has been and still remains a significant challenge for universities, who "sell" lifelong learning programs. The latter are usually designed to help nontraditional and traditional students finish degrees, advance in their careers, or gain knowledge in a particular area of interest. As most of these programs are typically self-supporting, marketing strategy plays a critical role for continuing education programs to remain demanded. (Zaski 2004.)

Value reflection is available in any human activity, especially in education. Values are the deepest foundation of the relationship between personality and the world, society and people themselves, which may be referred to as world outlook as well. (Jung & Hull 1991.) Therefore, attention is to be paid to examples

of advertising production, when value characteristics are tied with the promoted educational service. Values are "pressed" from the deep and more or less conscious needs. (Uchenova and Starych 2002.)According to Lieb (1990), motivators for adult students, for example, include social relationships, personal advancement, cognitive interest, and social welfare, which should be considered in determining a marketing strategy for educational programs (Zaski 2004).

Although those motivators a relatively stable, changes in the degree of importance of certain relationships are always ongoing. Several living conditions might affect those changes: the person is growing up, increase or decrease in one's social status, success or failure, state of health and family relationships. (Uchenova and Starych 2002.) Lieb (1991) states: "Adults are relevancy oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them". (Zaski 2004.)

As it was mentioned earlier, to market itself effectively an organization not only needs to communicate with its customers but also to involve all its personnel in the creation of market strategy and promotional content. "Promotion of an organization means ensuring that its work is understood and appreciated by its primary and secondary beneficiaries as well as by more distant stakeholders" (Harvey 1996). For universities that includes management and support staff as well as teaching staff. They need to share the organization's vision of what it (promotion) is aiming to achieve, which means they feel like having a role to play in creation of valuable information field. (Harvey 1996.)

Promotions, therefore, should provide information that relates to the needs of potential participants. It means that adult education providers should market their programs through the most modern media and refrain from assuming that the benefits of education are widely understood. Conclusively, part of the promotional strategy in the continuing education programs should be dedicated to inform adult students of support services, transportation, counseling, and financial aid available, including benefits of attendance, as well as support groups and other educational advantages. (Zaski 2004.)

3 Empirical part

This chapter of the thesis contains a content analysis of existing promotional efforts handled by the two main subjects of this study: Lappeenranta University of Technology and Saimaa University of Applied Sciences. The paper explores the existence and content of promotional efforts posted on the social media website "YouTube", and answers the main research questions stated previously in the introduction chapter. Some comparisons might be drawn, both between the participants of this study and other channels that were mentioned in the introduction chapter.

Each channel will be examined individually step by step. Content analysis in this paper generally consists of three steps. Firstly, the paper provides a general overview of a channel and its activity: the amount of videos posted, created playlists, number of subscribers, total number of views, recent activity and approximate frequency of the posts. The description of the channel brought by its creators will also be presented and discussed as it has an immediate connection to the promotional purpose it serves.

Secondly, the research will define which of the presented videos contain any kind of promotional meaning. This will be measured according to the assumptions drawn in the theoretical framework. The research will examine the content only of those videos which are defined as promotional. Videos will be reviewed gradually, one after another, first exploring the textual (verbal) content, then discussing visual and musical accompaniment in a way that reveals both their rational and emotional appeals. It is worth mentioning that the examination of emotional appeals related to content is relative and subjective. The aim here is to draw an overall picture of promotional message. Thirdly, after the content of each channel has been revealed, a general comparison between the channels will be made. Then some comments and suggestions will follow to connect the findings of the theoretical part to the empirical research, and draw a line between existing promotional efforts and potential ones.This research is mainly concentrated on the content of the videos rather than their popularity. However, the paper will sometimes comment on several issues such as views and likes, which are seen to be important in view of the research questions.

3.1 Saimaa University of Applied Sciences channel "SaimiaUAS"

The name of the channel hosted by the Saimaa University of Applied Sciences is "SaimiaUAS", and it is quite small and contains only five videos, only one of them in English. The channel has a total number of views of 9,032 and 43 subscribers. The most recent activity on this channel was maintained two years ago. In the "About" section there is no description of the channel except a hyperlink to the Saimaa University of Applied Sciences website. The SaimaaUAS channel does not have any connections to other channels and has no playlists. Each of the five videos posted on the channel serve a promotional purpose and will be reviewed in the order they were uploaded.

3.1.1 V1 "Saimaa University of Applied Sciences"

The video was uploaded on the channel on March 7th, 2011. In the description field there is: "The Saimaa University of Applied Sciences is an institute of higher education in Southeastern Finland in the cities of Lappeenranta and Imatra. We offer degrees in five fields. In five degree programmes, all education is conducted in English. http://www.saimia.fi"

The video lasts for 41 seconds and represents a promotional presentation which combines photos of students, images of the town of Lappeenranta and Imatra towns, 3-dimensional animation, music accompaniment and animated text. The text, which is the most prominent part of this promotional video, appears in frames or pieces and reads as follows: "Saimaan ammattikorkekoulu...An International University of Applied Sciences..Hang out with 2873 new friends...Lappeenranta....Make your Future count...Get the Job...You want!...Imatra...Your Future is now...Saimaan ammattikorkeakoulu."

The main message of the presentation is quite good and corresponds with the promotional meaning. The appearance of animated photos of students provide some vivacity. Musical accompaniment is opportune and well-timed. However, this video might serve only as an introduction to something bigger (for instance, verbal presentation), because it severely lacks a description of the educational institution and degree programs it promotes. The video does not seem to have any strong rational or emotional appeals, and is unlikely to engage the viewer.

3.1.2 V2 "Kilpurit konetekniikassa (osa 1)"

"Engineers' racing (part 1)"

The video is uploaded on March 8th, 2011. The total number of views is 1,887. In the description field there is a text in Finnish, which can be translated as follows: "First year engineer students of SaimaaUAS create motion gadgets which work on muscle power. Students are divided into four groups (garages), competing whose gadget will cover the 100 meters distance fastest. http://www.saimia.fi/kilpuri" The link to the video is https://www.youtube.com/watch?v=XUfv7-Qt9tA.

The video lasts for 4 minutes and 43 seconds and features the particulars of the project organized by SaimaaUAS engineer students. The idea of the project, which is mentioned in the description, is to create a motion gadget working on muscle power. The video showcases the project, demonstrating the planning and construction processes, as well as the competition held at the SaimaaUAS facility.

The video series is supplemented with a voice-over and musical accompaniment. The project serves as good promotion for degree programs of technology, highlighting the practical applicability of the gained knowledge. All verbal communication in this video, however, is in the Finnish language, and therefore, is not understandable for international viewers.

3.1.3 V3 "Tule joukkoomme Skinnarilan kampukselle!"

"Come join us in Skinnarilla campus"

The video was uploaded on March 22nd, 2011. The total number of views is 1,748. In the description field there is a text in Finnish, which can be translated as follows: "Southeast biggest university campus is built in Skinnarilla, Lappeenranta. The new campus, rooms and facilities are top-fashioned and come along with great study opportunities. Students of SaimaaUAS can receive university healthcare services starting from autumn 2011. Here you are not alone, because we don't give up on our friends!" The link to the video is https://www.youtube.com/watch?v=Yk4yDuUzRZw.

The video lasts for 50 seconds and features a slide-show, containing design project images of the new Skinnarilla campus. The slide-show is supplemented with 3-dimensional text revealing some practical information regarding the kampus facilities, as well as general information about the Saimaa University of Applied Sciences. The slide-show is supplemented with an opportune music accompaniment.

From the perspective of promotion, this video is quite arguable. It does not appeal rationally or emotionally, rather just presents a project image and general information. All text in the presentation is in Finnish language, which makes this video unable to engage an international viewer.

3.1.4 V4 "Kilpurit konetekniikassa (osa 2)"

"Engineers' race (part 2)"

The video is uploaded on November 1st, 2011. The total number of views is 681. In the description field there is a text in Finnish, which can be translated as follows: "Concise summary of the race event! The race project of SaimaaUAS engineer students, held in spring 2011, ended up dramatically. Before the race students made full medical examination and checked their motion gadgets. The organizer of the event was Fissio enterprise. http://www.osuuskuntafissio.com" The link to the video is https://www.youtube.com/watch?v=SyebrBdFN5Y.

The video lasts for 5 minutes and features the racing competition project of SaimaaUAS students. In the beginning the video demonstrates how students examine their health before the competition. While engineer students perform different physical exercises, healthcare students evaluate their medical condition, using various medical devices. After that the actual race competition between four participants takes place. Each participant has his own motion device, apparently constructed beforehand by teams of engineer students. The competition closes with an awarding ceremony held by the project organizer.

This video is rather documentary and presents a well-organized promotional live event, hosted by SaimaaUAS. In addition, the video has a promotional purpose

to showcase the healthcare degree program. No voice-over is used. Conversations and announcements in this video are in the Finnish language.

3.1.5 V5 " Kurkkaa koulutusohjelmiin"

"Quick look at educational programs"

The video was uploaded on March 18th, 2012. The total number of views is 2,896. In the description there is a text in Finnish, which can be translated as follows: "Video showcases existing educational programs in SaimaaUAS. You can study for first-aid healthcare (paramedic), nurse, occupational therapist, artist, physiotherapist, engineer and hospitality manager. Moreover you can obtain bachelor's degree in social services, public healthcare or business administration." The link to the video is https://www.youtube.com/watch?v=R0zvSwdf2Ns.

The video lasts for 4 minutes and 56 seconds and represents a combination of slide show, video series, 3-dimensional text and music accompaniment. The video introduces four main degree programs in SaimaaUAS: social and healthcare, engineering, business administration and fine arts. Each educational program is presented through a video series, displaying different specializations and showcasing distinctive activities performed by students or teachers.

The video does serve its primary promotional purpose and gives an overall picture of each particular degree program and scope of activities it provides. However, the informational content is mostly visual, as the video does not use a voice-over for information disclosure. The 3-dimensional text, which forms a basis of informational content is in the Finnish language.

3.2 Lappeenranta University of Technology channel "lutvideo"

The name of the channel hosted by Lappeenranta University of Technology is "lutvideo". It is easily accessible and differentiated among all other channels; if you type "Lappeenranta University of Technology" in YouTube search "lutvideo" will be the first channel on the list. The channel contains 223 videos and 14 playlists in total, a major part of which are lectures, interviews and descriptions of technologies LUT researchers are working on.

In the "About" section of the channel there is a short description of Lappeenranta University of Technology, which also serves as a mean of promotion: "Since 1969, Lappeenranta University of Technology (LUT) has brought together two complementary fields of science - technology and business studies. LUT's top strategic sectors are energy efficiency and energy markets, strategic-level business and technology management, scientific computing and modeling of industrial processes as well as top expertise in Russian business and industry related to the areas above."

As there are too many videos which may contain some promotional meaning, this paper will concentrate only on five videos, choosing those ones which have a promotional purpose. This will provide an overall picture of the university's promotional efforts and help to draw a comparison between both educational institutions. The choice is based on informational content of a video and its appearance on the channel. In addition, the paper will analyze the content of videos which were made in English language. The videos will be reviewed in order they were uploaded on the channel.

3.2.1 V1 "Open your Eyes - Master's studies - LUT"

The video was uploaded on October 12th, 2012. The total number of views is 21, 308. In the description field there is: "Discover the pure nature of Finland, state of the art facilities and the inspiring campus spirit of LUT (Lappeenranta University of Technology), and join us." The link to the video is https://www.youtube.com/watch?v=OTbUxgDQy1o&list=UUVH_CVgBn-M88KNvuHSdL6g.

The video lasts for 1 minute and 16 seconds and presents a video series (mostly in slow motion) which combines filmed students and teachers, images of Finland's nature and working machinery, 3-dimensional text animation, music accompaniment and voice-over.

As the video proceeds the voice-over tells: "When you open your eyes, what would you like to see? When you open your heart, do you feel the same passion that we have? When you open this door, you will have a life filled with open doors. And when you open it, you may want to do so with those who are like-

minded. Now walk down the open road and see the success that awaits you. Open new world, dare to think differently and you will be rewarded. Open your eyes and join us."

3-dimensional text appears in the video series in the following sequence: "Northern Europe, Finland, Lappeenranta...Pure Nature...Unique...Green Campus...Green Energy...World-Changing Solutions...Accredited Programs...Business & Technology...67 Nationalities...Business Connections...Inspiring Campus Spirit...Open Your Mind...lut.fi (Lappeenranta University of Technology)".

The promotional effect was carefully thought-out in this video and presents a combination of inspiring music, 3-dimensional text and voice-over supplementing one another. From the very beginning the video engages the viewer from several different perspectives: straight-looking students, opening their eyes; questions stated by the voice-over; nature images; working machinery and so on. Thus, the video uses strong emotional appeals, and provide some rational information with the 3-dimensional text.

3.2.2 V2 "Master Studies in Finland - Lappeenranta University of Technology - LUT"

The video was uploaded on December 2nd, 2013. The total number of views is 1,383. In the description field there is a text in the English language: "Lappeenranta University of Technology (LUT) offers education in business and technology on a unique Green Campus. Open Your Mind. Join Us." The link to the video is
https://www.youtube.com/watch?v=vGAnbC308Ak&index=3&list=PLCbOzyyeA qolVOYzszh0fjyY5GPesxzRu.

This promotional video is rather short and simple and lasts for 20 seconds. It contains an image of a young woman, background music and voice-over. Presumably, the voice over belongs to the character appearing in the video.

Starting the video, the voice-over wonders: "Scientific theories or management skills? Do I really have to choose? As a science grad I wanna master's program

that combines deep scientific knowledge with the strong applied skills I need for business as well. lut.fi/masters"

This short promotional message uses a rational appeal, targeting those who might also wonder about their future career, or have a difficulty to choose a specialization. The video briefly informs the viewer of existing study programs, which potentially combine scientific and business studies from Lappeenranta University of Technology, and forwards him (the viewer) to the LUT website for further information.

3.2.3 V3 " LUT - Summer School, Lappeenranta, Finland"

The video was published on August 19th, 2013. The total number of views is 4,173. In the description field there is a text in the English language: "Lappeenranta University of Technology (LUT) offers high-quality education in fields of technology and business, making your studies at LUT Summer School a unique learning experience.LUT Summer School is a two-week academic event offering intensive, university-level courses to enrich your academic experience. http://www.lut.fi/summerschool"   Link   to   the   video   is https://www.youtube.com/watch?v=s8dX9He0zkM&list=PLCbOzyyeAqon0ZAkn -CEdFvUI912AokZk

The video lasts for 2 minutes and 27 seconds and showcases studying and leisure time activities performed by students of all nationalities and all age groups in the Green Campus of Lappeenranta University of Technology. The video uses nature images, as well as effects of slow motion and rewinding, supplemented with opportune music accompaniment. At the beginning and at the end of the video there is a voice-over, most likely produced in a student interview.

In the beginning LUT Summer School logo is shown and a voice-over composed from male and female voices is taking turns one after another: "Nature... Summer... The cruise on the lakes... Fun... Beach... Social... Parties (laugh)... New friends...Studying (laugh)... adventure... people, yeah of course, friends, friends I would say." In the end a male voice-over says: "You will never get a chance to meet so many new people in such a short time... and you learn something about culture... for university, for your life later on its just per-

fect...You really should do it." In the end the same logo is shown with the addition of a link to the LUT website.

Camera work and assembling are engaging. The video uses strong emotional appeals and seems even more lively with the addition of the voice over. The participation of so many people, having a good time together, makes the main message friendly and easy to grasp.

3.2.4 V4 "Green Your Mind - LUT - English"

The video was published on April 7th, 2014. The total number of views is 1,876. In the description field there is a text in the English language: "We have to take the environment into account in everything we do. This is our way to think and act. The brave think differently. Be one of us." The link to the video is https://www.youtube.com/watch?v=m7ZAeAknOFo

The video lasts for 1 minute 40 seconds and relates to the environmental-friendly strategic development of LUT, combining video series, animated text, music and voice-over. An animated English text, overlapping the video, gives some numbers and figures, supporting the speech performed by the voice-over.

The voice-over speech is as follows: "Together, we build the world how we think it should be. We cannot do things like we used to. We have to take the environment into account in everything we do. This is our way to think and act. The scientific research is tested at our own campus. Nearly half of Finland's energy research and education is done here. We study and produce renewable energy that we use daily at our campus. We are committed to reducing our energy and water consumption. We minimize the amount of waste resulting from our activities and make the process through which resources are being used productively more efficient. Only a fraction of it ends up with the dump. We are reducing the environmental load caused by traffic and are involved in creating of the low-emission traffic of the future. The brave think differently. Be one of us."

This promotional video supports the university's image of a socially responsible and environmental-friendly organization, which seeks the solutions for business and technology in order to create a better, sustainable future.

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3.2.5 V5 "LUT University Ranking - Times Higher education World University Rankings

The video was published on October 2nd, 2014. The total number of views is 2,887. In the description field there is a text in the English: "Lappeenranta University of Technology, LUT, is one of the world's 300 best universities, according to the Times Higher Education World University Rankings (THE). LUT ranks between 276 and 300. Of Finland's universities, LUT is the second-best technical university, and the third-best of all universities in the country."

The video lasts for 1 minute and 43 seconds and presents a combination of nature images, video series of study and leisure time activities, historical photos and music accompaniment.

From the beginning of the video a voice-over narrates: "45 years ago there was an idea that many did not believe in. But a group of pioneers saw a potential where others saw nothing but endless forests. After years of hard work LUT was born. Since the very beginning, we have made the impossible possible. Aimed higher. Survived great changes. We have the courage to succeed, the passion for science, and the will to create well-being. A vision to change the future. Together. And today the future begins. We are now one of the world's top 300 universities."

This promotional video provides a strong emotional appeal and complements the organizational image of a strong and socially responsible entity. The message is constructed in a way that stresses the power of combined forces and addresses those who share the same ideals. The inspirational speech by the voice-over, supplemented by the splendid music, emphasizes the significance of the university's achievement.

4 Summary of the results

The empirical part of this study proves that both universities have promotional content posted on YouTube, video-sharing social media web portal. The channels hosted by the educational institutions contain general information regarding the educational programs and life opportunities which come along with the studying there. However, the promotional contents of "SaimiaUAS" and "lut-video", vary greatly in terms of the quality of the content and total amount of materials uploaded.

The study discovered that, compared to LUT, SaimaaUAS does pay a lot less attention to video promotion in YouTube. Most of the time, the promotional works of the Saimaa University of Applied Sciences rarely use any promotional tools and are targeted only to inner interest groups, or individuals who have already made an inquiry about such educational programs.

Lappeenranta University of Technology, on the other hand, has developed an extensive promotional content, which employs professional camera work, assembling, arrangement, music accompaniment and voice-over. LUT has put a lot more effort in creating and posting video content on a regular basis. The textual messages of LUT videos appeal mostly emotionally and address images of unity, friendship, passion, development and well-being.

Such a difference is quite understandable: LUT is among the world's top 300 universities in the world, while SaimaaUAS is still a developing university with much more to learn from the "big brother". However, rational appeals are still underutilized by LUT channel as well. Content related to support services, transportation, counseling, and financial aid and other student benefits was not found on neither "lutvideo" nor "SaimiaUAS" YouTube channels. Although this information is obviously posted elsewhere (i.e. university webpages), rational appeals of this type could have an appearance in video form on the YouTube and therefore stimulate credibility of the particular educational institutions.

Presenting and highlighting adult-oriented educational opportunities makes a great part of educational promotion. In some promotional videos SaimaaUAS promotes itself reasonably well, but the lack of content in English language makes the promotions accessible only for an inner target audience. This seems quite strange as SaimaaUAS has positioned itself as an international university from the very creation of the channel (Video 1). Therefore it could be suggested to expand the channel and deliver all necessary informational content in the English language.

The amount of videos posted on the SaimaaUAS channel is also somewhat surprising. Building a personality is a key to promotion in social media. Students use YouTube on the daily basis and, apparently, the SaimaaUAS channel does not have an image appearance in this particular media field. Community participation, mentioned by Agresta (2010), is highly recommended for SaimaaUAS to actively engage the student community.

The study also discovered that emotional appeals are underutilized by SaimaaUAS. This could be helped with more international student involvement. It could be also of a great value for content makers to work more actively with teachers, organization staff and students. It might be a great experiment to assign online promotional activities to students, and then examine the results. For example, students might use the University YouTube channel to post community events or share interesting videos with each other.

There are several attributes that can help make a promotional video more attractive:

- *Recent and topical.* Videos that combine trends and are relevant.
- *Unexpected.* It is always nice to surprise the audience.
- *Originality.* Have something worth talking about.
- *Extraordinary skill.* Remarkable accomplishments in all their forms; even better if they connected with the organization activity (i.e. "Engineer's Race" and "LUT Green campus")
- *Brevity.* Keep it short.

Entertainment-education is one of the most popular approaches to reaching audiences. It might be of a great use to upload on the channel various educational content, even content created by others (under correct copyrights policies). Interesting videos, which people would like to share, and discussions on a topic can bring a wider audience to the channel.

As for LUT it can be of a great use to add some informational video blogs on the channel. "lutvideo" already contains a huge amount of lectures and collective work video documentaton. Videos of live university work processes as well as leisure time events, filmed by students or professionals, could add a new perspective of the channel development.

5   Conclusion

Growth of internet and social media usage is changing the perception of information and consequently the attitude towards education. Likewise, the changing media field steps over old mass marketing techniques and creates opportunities to engage the community with all sorts of educational messages.

The purpose of this thesis was to discover the way social media possibilities are used nowadays, and explore their potential for education in the near future. For this purpose the paper had presented a study of the YouTube promotional activity of two universities. The paper has identified how educational institutions promote themselves through this media portal now and what the potential perspectives are. The theoretical framework revealed some interesting issues concerning social media usage in promotion as well as promotional strategies commonly used in advertising education.

The results showed that LUT is actively using YouTube to promote, while SaimaaUAS had not exploited it for years. The extent of social media participation varies greatly among students of all age groups. Further study of advertising and promotional efforts hosted by the same educational institutions in other social media is suggested. This would help to acquire the broader picture of organizations' promotional efforts and give a better understanding of trends among target audiences and community participants.

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