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STRATEGIES FOR VISUAL AND TEXTUAL COMMUNICATION IN THE DIGITAL ENVIRONMENT OF HIGHER EDUCATION INSTITUTIONS: A COMPARATIVE STUDY OF THE UNIVERSITY OF PELOPONNESE AND THE UNIVERSITY OF RZESZÓW

STRATEGIE KOMUNIKACJI WIZUALNEJ I TEKSTOWEJ W ŚRODOWISKU CYFROWYM UCZELNI: STUDIUM PORÓWNAWCZE UNIWERSYTETU PELOPONEZU I UNIWERSYTETU RZESZOWSKIEGO

Abstract

In the era of rapidly developing digital technologies, academic institutions face the challenge of effectively delivering educational content and building a distinctive image and an engaged online community. Visual and textual communication in the digital environment has become a key tool for shaping the university's identity, attracting students and maintaining relationships with stakeholders.

The aim of this article is to conduct a comparative analysis of the communication strategies used by the University of Peloponnese in Greece and the University of Rzeszów in Poland. An analysis of the coherence, attractiveness and effectiveness of the visual and textual practices used is conducted based on selected digital channels, such as websites and social media platforms. The

analysis highlights similarities and differences in the management, popularity and communication in digital media at both universities, offering insights that can inspire further actions in the virtual sphere.

Streszczenie

W dobie dynamicznie rozwijających się technologii cyfrowych instytucje akademickie stają przed wyzwaniem nie tylko skutecznego przekazywania treści edukacyjnych, lecz także budowania wyrazistego wizerunku i zaangażowanej społeczności online. Komunikacja wizualna i tekstowa w środowisku cyfrowym stają się kluczowymi narzędziami w procesie kształtowania tożsamości uczelni, przyciągania studentów oraz podtrzymywania relacji z interesariuszami.

Celem niniejszego artykułu jest analiza porównawcza strategii komunikacji stosowanych przez Uniwersytet Peloponezu w Grecji oraz Uniwersytet Rzeszowski w Polsce. Na podstawie wybranych kanałów cyfrowych, takich jak strony internetowe oraz media społecznościowe, przeprowadzono analizę spójności, atrakcyjności i skuteczności stosowanych praktyk wizualnych i tekstowych. Analiza ta pozwoli wskazać podobieństwa i różnice w prowadzeniu i popularności przekazów w mediach cyfrowych obu uczelni, które mogą się stać inspiracją do dalszych działań w wirtualnym świecie.

Introduction

The contemporary digital landscape is redefining the ways academic institutions communicate, giving new meaning to the relationships between universities and their social environment. The development of information and communication technologies (ICT), combined with the ubiquity of the Internet and social media, means that higher education institutions are no longer solely centers for knowledge exchange, scientific research, and education, but also active participants in a global network of information and interaction. In this context, the way these institutions design and manage their presence in the digital environment has become a key factor in their competitiveness, visibility, and ability to build lasting relationships with diverse audiences.

Today, the importance of communication strategies extends beyond traditional promotional activities. Effective visual and textual communication not only conveys information about academic offers or research outcomes but also supports the creation of institutional identity, values, and mission. The appropriate use of digital tools allows universities to express their uniqueness and stand out amid growing competition, both locally and internationally. Moreover, engaging and well-considered online communication fosters the building of an academic community in which students, faculty, alumni, and external partners can actively participate in university life.

A comparative analysis of communication strategies employed by various higher education institutions makes it possible to identify effective solutions and potential areas for development that may serve as valuable inspiration for other institutions operating under similar conditions. These considerations also con-

tribute to the broader discussion on the transformation of academic communication in the digital era, where geographical boundaries are fading and competition for audience attention increasingly takes place on a global scale.

Creating the image of the university in digital media

The term *image* is a complex and ambiguous concept that is often used in various contexts. The word *image* originates from Old French (used from the 11th to the 14th century), derived from the word *image* (picture, likeness, portrait, manner of presentation). The French word *image* in turn comes from the Latin word *imago* (copy, picture, likeness).[1] The image is part of the media image that is created. This media representation is a product of a given creator or content producer (in this case, the university) and is developed with the audience or reader in mind (in this case, the user of a website or social media platform). These two elements define the perspective of its analysis: the analysis of content and the reception of that content.[2]

Researchers from various countries conduct studies on the use of digital media in building the image of universities. They analyze, among other things, the potential of social media in university marketing and in shaping their online image,[3] as well as the use of social media to shape the university's image and communicate with stakeholders.[4]

In recent years, a line of research has emerged that, through social media, places the brand at the center of attention. This gave rise to the concept of Consumer Brand Engagement (CBE), which refers to consumer engagement with a brand. These studies focus primarily on the consumer and reflect three main dimensions of their engagement: a psychological state or motivation, behavioral manifestations, and a combination of cognitive, affective, and behavioral as-

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[1] *Online Etymology Dictionary*, https://www.etymonline.com/word/image (dostęp: 15.04.2025).

[2] G. Ptaszek, *Jak badać medialny oraz świata?* [w:] *Współczesne media. Medialny obraz świata. Zagadnienia teoretyczne*, red. I. Hofman, D. Kępa-Figura, t. 1, Wyd. UMCS, Lublin 2015, s. 17.

[3] E. Constantinides, M.C.Z. Stagno, *Potential of social media as instruments of higher education marketing: A segmentation study*, "Journal of Marketing for Higher Education" 2011, nr 21(1), s. 7–24, DOI: 10.1080/08841241.2011.573593; W. Pander, *Wizerunek uczelni wyższych w mediach społecznościowych – analiza działań marketingowych wybranych uczelni*, „Zeszyty Naukowe Uniwersytetu Ekonomicznego w Katowicach" 2021, nr 405, s. 53–65, DOI: 10.15611/pn.2021.4.05; A. Pawłowska, *Wykorzystanie mediów społecznościowych w kreowaniu wizerunku uczelni wyższych*, „Marketing i Rynek" 2016, nr 9, s. 38–45.

[4] M.R. Peruta, A.B. Shields, *Social media in higher education: Understanding how colleges and universities use Facebook*, "Journal of Marketing for Higher Education" 2017, nr 27(1), s. 131–143, DOI: 10.1080/08841241.2016.1212451; K. Bilińska-Reformat, E. Pancer-Cybulska, *Budowanie wizerunku uczelni wyższych z wykorzystaniem narzędzi internetowych*, "Marketing i Rynek" 2019, nr 1, s. 32–41, DOI: 10.33226/1231-7853.2019.1.4.

pects.[5] Higher education institutions are being forced into commercial competition imposed by economic forces. Competition in both the global and local education markets is increasing, and universities must differentiate their offers to stay ahead of the competition by creating a unique value for their brand. The development of digital communication channels has led universities to appreciate digital marketing and use social media for communication.[6]

In the context of a university's digital communication, carried out through websites and social media, the primary consumers of content are students. A carefully designed website can play a key role in shaping the university's image and brand value, becoming an effective marketing tool for attracting, engaging, and retaining users. It is worth noting that the concept of branding in higher education, implemented through e-marketing activities such as a university website, has so far been the subject of relatively few studies. It should also be emphasized that today's recipients of educational services at the undergraduate and master's levels belong to the so-called generation of digital natives – people who consider the internet and digital media as a daily and constant part of their lives, spending many hours each day in these environments. Research confirms that contemporary students find it more convenient to use social media to stay in touch with their universities, lecturers, and fellow students.[7]

Studies emphasize the importance and necessity of digital communication between students or prospective students and universities. For example, Clark, Fine, and Scheuer's study indicates a positive relationship between students' activity in following universities on social media and the perceived quality of their relationship with the institution. The authors argue that satisfaction, trust, and academic engagement can be co-created not only through traditional forms of education, such as lectures and exams, but also through effective and multi-channel digital communication. Stachowiak-Krzyżan showed that the most frequently used sources of information about universities by potential candidates are online sources, including university websites. The next source of this knowledge is the opinions of family and friends.[8] I. Wojciechowska demonstrat-

⁵ H. Hsina, *Social media brand engagement in higher education: The role of brand experience*, "International Journal of Accounting, Finance, Auditing, Management and Economics" 2024, nr 5(6), s. 404–416.

⁶ C.H. Perera, L.T.V. Nguyen, R. Nayak, *Brand engagement on social media and its impact on brand equity in higher education: integrating the social identity perspective*, "International Journal of Educational Management" 2023, nr 37(6/7), s. 1335–1359.

⁷ G. Mazurek, P. Korzyński, A. Górska, *Social Media in the Marketing of Higher Education Institutions in Poland: Preliminary Empirical Studies*, "Entrepreneurial Business and Economics Review" 2019, nr 7(1), s. 117–133.

⁸ M. Stachowiak-Krzyżan, *Media społecznościowe jako źródło informacji o uczelniach wyższych wśród kandydatów na studia*, „Marketing Instytucji Naukowych i Badawczych" 2019, nr 4(34), s. 65–88.

ed that social media constitute such a significant communication channel that universities effectively utilizing them can have a real impact on the decisions made by prospective students. Figueras-Maz, Grandío-Pérez, and Mateus showed that students appreciate direct and immediate communication, but they are concerned about the distracting influence of social media and the potential violation of privacy by lecturers.[9]

In summary, the image of a university, currently shaped mainly through digital media, plays a key role in building relationships with students and potential candidates. Research shows that effective communication through websites and social media affects the satisfaction, trust and engagement of recipients. In the face of growing competition, universities are increasingly using e-marketing tools that support the decision-making processes of potential students and strengthen the institution's brand on the education market.

Research sites

The websites and social media of two universities were analyzed: the University of Peloponnese (Greece) and the University of Rzeszów (Poland). The University of Peloponnese was established in 2000 by Presidential Decree 13/2000. Its official inauguration took place on September 20, 2002. At that time, the Department of Computer Science and Technology and the Department of Telecommunications and Technology of the Faculty of Science and Technology were opened. The university is based in Tripoli and has integrated schools in the capitals of the prefectures of the Peloponnese region: Corinth, Nafplio, Tripoli, Kalamata, Sparta, and Patras. The University's Rectorate is located near the center of Tripoli, in the building where the poet Kostas Karyotakis was born.[10]

The University of Peloponnese offers education at the undergraduate, master's, doctoral, and postgraduate levels. Its structure is divided into 9 Schools comprising 22 Departments:[11]

1. School of Economics and Technology (Tripoli/Sparti): Department of Computer Science and Telecommunications, Department of Economics, Department Of Management Science And Technology, Department Of Digital Systems.

[9] M. Figueras-Maz, M. Grandío-Pérez, J. Mateus, *Students' perceptions on social media teaching tools in higher education settings*, "Communication & Society" 2021, t. 34, nr 1, s. 15–28, DOI: 10.15581/003.34.1.15-28.

[10] *University of Peloponnese*, https://en.wikipedia.org/wiki/University_of_Peloponnese (dostęp: 20.04.2025).

[11] *Schools and Departments*, https://www.uop.gr/en/schools-and-departments (dostęp: 20.04.2025).

2. School of Humanities and Cultural Studies(Kalamata): Department of Philology, Department of History, Archaeology and Cultural Resources Management.

3. School of Social and Political Sciences (Korinthos): Department of Social and Education Policy, Department of Political Science and International Relations.

4. School of Arts (Nafplio): Department of Theatre Studies, Department of Performing and Digital Arts.

5. School of Human Movement and Quality of Life Science (Sparti): Department of Sports Organization and Management.

6. School of Agriculture and Food (Kalamata): Department of Agriculture, Department of Food Science and Technology.

7. School of Management (Kalamata): Department of Business and Organization Administration, Department of Accounting and Finance.

8. School of Health Sciences (Tripoli/Kalamata/Sparti): Department of Nursing, Department of Speech and Language Therapy, Department of Nutritional Science and Dietetics, Department of Physiotherapy.

9. School of Engineering (Patra): Department of Electrical and Computer Engineering, Department of Mechanical Engineering, Department of Civil Engineering.

As of 2025, the University of Peloponnese had 26,600 undergraduate students and 2700 postgraduate students. Approximately 220 research projects were being carried out, and the academic community had access to 63 research laboratories.[12] The postgraduate studies included 36 programs (5 taught in English and 8 conducted in collaboration with Greek and international universities). The University of Peloponnese collaborates with numerous institutions within the framework of Erasmus+ and UoP programs (250 inter-institutional agreements in 26 countries). As a result, many university students study abroad each year, and the university also hosts a significant number of international students. This mobility also applies to academic staff.[13]

The University of Rzeszów was established on September 1, 2001, by an act of the Sejm of the Republic of Poland dated June 7, 2001. The university was created as a result of the consolidation of three previously existing academic institutions in Rzeszów:[14] the Higher School of Pedagogy in Rzeszów (operating since 1963),[15] the Rzeszów branch of Maria Curie-Skłodowska University in Lublin (operating in Rzeszów since 1969), and the Faculty of Economics of the

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[12] University of the Peloponnese, https://www.uop.gr/en

[13] *University of Peloponnese*, https://en.wikipedia.org/wiki/University_of_Peloponnese (dostęp: 20.04.2025).

[14] *Historia uczelni*, https://bip.ur.edu.pl/uniwersytet/historia (dostęp: 25.04.2025).

[15] *Kalendarium Biblioteki Uniwersytetu Rzeszowskiego*, https://bur.ur.edu.pl/historia (dostęp: 25.04.2025).

Hugo Kołłątaj University of Agriculture in Kraków (operating in Rzeszów since 1973).[16] As a result of the merger of these institutions, a university was established that initially consisted of six faculties: Economics, Philology, Mathematics and Natural Sciences, Education, Law, and Sociology and History.[17] Currently, the University of Rzeszów is the largest university in southeastern Poland, offering a wide range of study programs and conducting scientific and research activities in various fields.

In 2019, the University of Rzeszów underwent a reorganization of its organizational structure, and from October 1, 2019, four colleges began operating: the College of Humanities, the College of Social Sciences, the College of Natural Sciences, and the College of Medical Sciences. This change aimed to simplify the university's organizational structure and increase management efficiency. After five years of operation of the colleges, in December 2024, the Senate of the University of Rzeszów adopted a new statute, under which a return to the faculty-based structure was decided (the changes came into effect on January 1, 2025).[18] The university currently consists of 11 separate faculties: the Faculty of Biology and Environmental Protection, the Faculty of Music, the Faculty of Law and Administration, the Faculty of Economics and Finance, the Faculty of Social Sciences, the Faculty of Fine Arts, the Faculty of Philology, the Faculty of Science and Technology, the Faculty of Technological and Natural Sciences, the Faculty of Humanities, and the Faculty of Pedagogy and Philosophy. The structure of the University of Rzeszów also includes Collegium Medium, which consists of the Faculty of Biotechnology, the Faculty of Medicine, the Faculty of Physical Culture, and the Faculty of Health Sciences and Psychology.[19]

At the University of Rzeszów in the academic year 2025/2026, 68 study programs were offered. These included first-degree programs (bachelor's and engineering), second-degree programs (master's complementary), and long-cycle master's programs.[20] As of December 31, 2024, the university had 15,348 stu-

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[16] Forum Akademickie, *Dwadzieścia lat Uniwersytetu Rzeszowskiego*, https://miesiecznik.forumakademickie.pl/czasopisma/fa-9-2021/dwadziescia-lat-%E2%80%A8uniwersytetu-rzeszowskiego%E2%80%A9 (dostęp: 26.04.2025).

[17] Tamże.

[18] *To już pewne. Struktura naszej uczelni zmieni się od stycznia 2025 roku,* https://www.ur.edu.pl/index.php/pl/uniwersytet/aktualnosci/to-juz-pewne-zmiana-struktury-uniwersytetu-rzeszowskiego--od-stycznia-2025?utm_source=chatgpt.com (dostęp: 30.04.2025).

[19] Collegium Medicum, https://www.ur.edu.pl/index.php/pl/collegium-medicum-2 (dostęp: 30.04.2025).

[20] *Informator: rekrutacja na studia 2025/2026*, https://www.ur.edu.pl/files/ur/import/private/119/2025-2026/informator/Uniwersytet%20Rzeszowski%20informator%202025%202026%202.pdf (dostęp: 2.05.2025).

dents, including 11,912 in full-time studies and 3,436 in part-time studies.[21] The University of Rzeszów also offers a wide range of postgraduate programs (44 fields of study)[22] and has the authority to confer academic degrees.

The University of Rzeszów is located in the capital of the Podkarpackie Voivodeship – Rzeszów. In 2012, Rzeszów was declared the most student-friendly city in the European Union, as there were 353 students per 1,000 residents, the majority of whom were students of the University of Rzeszów, which was, and still is, the largest university in the region.[23] In the following years, the number of students per capita decreased, and by the end of 2022, there were about 180 students per 1,000 residents in Rzeszów.[24] Despite this, Rzeszów remains one of the most student-friendly cities in Poland and Europe, offering a wide range of educational opportunities and strong connections with industry, especially in the aviation, IT, and technology sectors.

Methodology and Objective of the Research

The University of Peloponnese and the University of Rzeszów were selected for analysis for several reasons. First, they significantly influence the regions in which they operate, as they play an important educational and research role (the University of Rzeszów in the Podkarpacie region and the University of Peloponnese in the Peloponnese). Second, both are relatively young universities that are dynamically developing, modernizing their educational offerings, and expanding their infrastructure. Another reason is that both offer a wide range of programs, attracting students with diverse interests (humanities, social sciences, natural sciences, engineering, and health sciences). Both universities participate in international exchange programs, such as Erasmus+, and have a network of contacts with foreign universities, promoting student and staff mobility. They are also both involved in research related to the specific characteristics of the regions in which they operate. An important common point for both universities is that they were established at a time when the internet was becoming widespread, websites were becoming increasingly popular, and social media was just emerging.

The aim of the research was to understand and compare the visual and textual communication strategies of both universities on the Internet. This will help

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[21] *Podstawowe dane*, https://bip.ur.edu.pl/uniwersytet/ogolne (dostęp: 2.05.2025).

[22] *Wybierz studia podyplomowe*, https://podyplomowe.ur.edu.pl/pl/ (dostęp: 4.05.2025).

[23] K. Majdan, *Po Rzeszowie nie biegają niedźwiedzie, to najbardziej studenckie miasto w UE*, https://natemat.pl/35093,po-rzeszowie-nie-biegaja-niedzwiedzie-to-najbardziej-studenckie-miasto--w-ue (dostęp: 4.05.2025).

[24] *6 powodów, dla których warto studiować w Rzeszowie*, https://epraceo.pl/blog/6-powodow--dla-ktorych-warto-studiowac-w-rzeszowie/ (dostęp: 5.05.2025).

to avoid future mistakes related to choosing the wrong communication channels and ineffective methods of communication.

In order to compare the visual and textual communication strategies in the digital environment of the University of Peloponnese and the University of Rzeszów, a multimodal analysis was conducted. It consisted in examining and interpreting different forms of communication (modalities) used simultaneously. The focus was on text and image, spatial arrangement of elements in graphic interfaces and interaction between the viewer and the message. Following the approach of P. Sztompka, it was assumed that the photograph posted on the Internet in this case is a quasi-text that can be interpreted similarly to written text.[25] A query was conducted on the websites of both universities and their profiles in social media. Then, a comparative analysis was conducted and conclusions were drawn from the observations made.

The image of the University of Peloponnese in digital media

The University of Peloponnese has both a website[26] and social media profiles such as Instagram,[27] Facebook,[28] X (Twitter),[29] LinkedIn[30] and a YouTube channel.[31] Such a multi-channel approach in today's media world is fully justified, as different social media platforms reach different categories of audiences. Undoubtedly, the main source of information about the university is its website. The University of Peloponnese website is available in two languages: Greek and English. The English version of the website differs in content from the Greek version. It features topics that may be of interest to both potential and current students from outside Greece, as well as researchers from other countries. The Greek version is more extensive and contains more content. In both versions of the website, below the main menu, there is an animated banner that links to the pages of the university's branches located in various cities across Greece, as well as to the rectorate's page.

The graphic design of both language versions of the site is the same. It is bright, clean and clear in its communication, with a dark red color that stands

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[25] P. Sztompka, *Socjologia wizualna. Fotografia jako metoda badawcza*, Wyd. Naukowe PWN, Warszawa 2005, s. 58.

[26] University of the Peloponnese, https://www.uop.gr/ (dostęp: 10.05.2025).

[27] Instagram @uop.gr, https://www.instagram.com/uop.gr/ (dostęp: 10.05.2025).

[28] Facebook University of Peloponnese, https://www.facebook.com/p/University-of-Peloponnese-100066854684083/ (dostęp: 10.05.2025).

[29] X @uop_gr, https://x.com/uop_gr (dostęp: 12.05.2025).

[30] LinkedIn University of Peloponnese, https://www.linkedin.com/school/university-of-the-peloponnese/ (dostęp: 12.05.2025).

[31] YouTube @uop2624, https://www.youtube.com/@uop2624 (dostęp: 12.05.2025).

out. In the Greek version, the main menu contains links such as: University, Studies, Research, Services, Extroversion and Information. Each link expands as a context menu. For example, the link "University" leads to information about the university's authorities, its administrative structure, the history of the university's foundation, its mission, the structure of the academic units (including the Committee for Gender Equality and Anti-Discrimination), quality assurance procedures (MO.DI.P[32]) and the regulations governing the university's activities.

In the main menu of the English-language website,[33] the links differ from those on the Greek-language site. These links are: The University, Study with Us, Research, International and News. The selected information here is intended for students from outside Greece who wish to study or are already studying at the university, as well as for researchers who are collaborating or would like to start collaborating with the university. For example, under the Research link, one can find information about research management at the university, a list of research laboratories and academic institutions, as well as details about implemented technologies and innovations.

The information on the homepage (including news) is the same in both language versions. It is displayed in the form of graphic tiles with short captions that serve as links to more detailed content. This is an aesthetic and functional solution. As a result, users have access to up-to-date information and are less likely to miss it. The tiles are divided into sections: Newsreel, Events, News, Studying @UoP, The University in numbers, UoP: The place to be! (which includes a film about the university) and UoP @EUNICE. Both language versions also have the same bottom menu. It includes a map showing the university campuses in different cities, contact details of the rector's office, general contact information of the university and links to the university's social media profiles.

The social media profiles of the University of Peloponnese are in Greek (except for the LinkedIn profile). As of May 5, 2025, the Facebook profile has 6,6 thousand followers and 6 thousand likes. Posts about events that have taken place at the university or are planned are added regularly. Engagement with individual posts is relatively low, and the number of likes usually hovers around a few dozen per post. Most posts have no comments, sometimes a few. This may be due to the fact that Facebook is considered outdated and unpopular among Generation Z.

The university profile on X has even fewer followers (381 people). Posts there receive only a few likes and no comments. The same content is shared there as on Facebook, focusing on important events that have taken place or are about to take place at the university. The fact that the content is duplicated may

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[32] MO.ΔΙ.Π., https://modip.uop.gr (dostęp: 12.05.2025).
[33] University of the Peloponnese, https://www.uop.gr/en (dostęp: 12.05.2025).

be one reason for the low level of interest in the university profile on X, and also because X is even less popular among young people than Facebook.

The university's YouTube channel also has a small number of subscribers (N = 87). A total of 41 videos have been uploaded to it. Most of them have a few, a dozen or a few dozen views. The most viewed is the lecture by Professor Ηλίας Μόσιαλος (Elias Mosialos), published on YouTube at the beginning of the Covid-19 pandemic (April 22, 2020). It lasts almost two hours, has 1,3 thousand views, but no one has left a comment under it.[34]

The university has gathered a significantly larger number of followers on Instagram (N = 4,194). So far, 158 posts have been uploaded there, which – both visually and in terms of content – align with those shared on Facebook and X. These posts also receive a higher number of likes (ranging from several dozen to a few hundred). However, even here, there is a lack of interaction from the audience, as there are usually no comments under the posts. Only 13 of the posts published so far have been commented on by a few users.

The university's LinkedIn account has the largest number of followers (N = 13,612). The posts receive a similar number of likes as those on Instagram, and likewise, there are no comments under them. This is the only profile managed by the university in English. LinkedIn was created to facilitate professional and business networking, and it has a different character compared to the previously mentioned social media platforms. The account features information about the university's staff, their achievements, and research projects. In addition, it provides information about past and upcoming events held at the university or in which university staff or students are participating. The information is aimed at both students and individuals interested in scientific collaboration with the university. This may also be one of the reasons behind the greater popularity of this profile.

Although the University of Peloponnese's social media profiles are regularly updated, they do not enjoy much popularity. This may be due to the fact that nearly the same content is posted across all of them, so users tend to stick to the platform they like the most and do not feel the need to visit others, as they will not learn anything new.

Digital communication carried out by the University of Rzeszów

The University of Rzeszów, like the University of Peloponnese, has a website[35] and social media profiles. In addition to Polish and English versions, the website is also available in Ukrainian. This is due to the situation caused by the

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[34] Διαδικτυακή ομιλία – Καθηγητής Ηλίας Μόσιαλος 22-4-2020, https://www.you-tube.com/watch?v=i20OQjx1OSI (dostęp: 13.05.2025).

[35] Uniwersytet Rzeszowski, https://www.ur.edu.pl (dostęp: 7.05.2025).

ongoing war in Ukraine, as a result of which many people of Ukrainian nationality have begun studying and working at the University of Rzeszów. The website was redesigned in January 2025, which was related to changes in the university's organizational structure.

The main menu of the website differs depending on the language version. On the Polish-language site, the menu includes tabs such as: University, Faculties, Collegium Medicum, Applicant, Studies, and Doctoral Student. Each of these tabs contains an extensive contextual menu, which can make the website structure appear complex and difficult to navigate. The "University" tab includes all content related to the university's organizational structure, international cooperation of administrative units, the university library, and more.

Each faculty's subpage features a dedicated theme color, which appears not only on the website but also in promotional materials related to that faculty. This allows for clear color identification of each faculty and distinguishes it from the others. By visiting the individual faculty pages, users can find information about, among other things, the educational programs offered in the respective fields of study, as well as class schedules.

The Collegium Medicum tab provides access to the subpages of the faculties within its structure. In the Applicant tab, prospective students can find information about admissions, the educational offer of the University of Rzeszów, postgraduate studies and other forms of education, as well as the admission rules for the Doctoral School. The Student tab is dedicated to current university students. It contains all necessary information, including study regulations, documents concerning the organization of the academic year, details about student housing, and resources useful for students with disabilities. The Doctorate tab contains content intended for current and prospective doctoral students at the University of Rzeszów. Key information and updates are presented as graphic-text tiles, which serve as hyperlinks to more detailed descriptions. The website is highly extensive, which can make it cumbersome for users, especially when accessed on mobile devices.

The English website has the same visual design as the Polish version. The main menu contains the following links: University, Incoming Students, Student, Faculties, Cooperation, and Sustainable Development Goals (SDGs). The information presented on the main page differs slightly from that in the Polish version, but much greater differences can be observed on the Ukrainian website. Its main menu contains the following links: University, Faculty, For Candidates, For Students, Hostels, and Contact. The main page contains only information relevant to students or employees from Ukraine. Unlike the English version, the content from the Polish site is not duplicated here. The bottom menu of the page also differs depending on the language version. It is the most extensive in the

Polish version, and the only constant elements in all versions are the contact and address details of the university.

The University of Rzeszów maintains social media profiles in Polish on platforms such as Facebook,[36] Instagram,[37] X (Tweeter)[38] and YouTube.[39] As of May 5, 2025, the university's Facebook page has 28,000 followers and 25,000 likes. Posts receive likes, but typically only several dozen per post, although some posts garner fewer (just a few or a dozen or so). Comments under posts are rare, and when they do appear, they are usually singular. The University of Rzeszów regularly updates its Facebook profile, posting news and events that may be of interest to the academic community.

The University of Rzeszów's Instagram profile has 8,080 followers and features 959 posts. Typically, posts receive several dozen likes, but those that are of particular interest to students attract several hundred likes (for example, posts about events organized for or by students). For comparison, a post announcing the start of ticket sales for Kulturalia 2025–an event organized annually in the spring by the University of Rzeszów for students–received 2 likes on Facebook, while the same post garnered 638 likes on Instagram. This confirms the notion that Instagram is a more popular social media platform among students than Facebook. Comments under Instagram posts are rare. Although the content on Facebook and Instagram overlaps, the order in which posts are published differs between the two platforms.

The University of Rzeszów's profile on X has 1,181 followers. Posts published there usually receive a few or a dozen likes, and most of them have no comments. The last post on X was published on August 7, 2023, and the profile is no longer updated. This may be due to the low level of interest in the content shared there, as the academic community preferred to follow such information on the university's Facebook or Instagram profiles.

The university also has its own YouTube channel. So far, 290 videos have been uploaded, and the channel has 1,410 subscribers. The channel features promotional videos, lectures, instructional videos, reports from scientific conferences and events held at the university. The videos have a large number of views, usually from several hundred to several thousand. Despite this, there are no comments under the videos. The most watched video is an instructional video

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[36] Facebook Uniwersytet Rzeszowski, https://www.facebook.com/uniRzeszow/ (dostęp: 5.05.2025).

[37] Instagram @uniwersytetrzeszowski, https://www.instagram.com/uniwersytetrzeszowski/ (dostęp: 5.05.2025).

[38] X @UR_Rzeszow, https://x.com/UR_Rzeszow (dostęp: 5.05.2025).

[39] YouTube @unirzeszowski, https://www.youtube.com/user/unirzeszowski (dostęp: 5.05.2025).

titled "First aid in case of choking" (37,000 views), followed by a video presenting an archaeological discovery made by UR researchers – a Scythian stronghold in Chotyniec (30,000 views). The third most popular video is a promotional video of the University of Rzeszów (23,000 views).

Conclusions

Both universities maintain reliable, attractive and up-to-date visual and verbal communication online. To this end, they maintain both websites and social media profiles. The website of the University of Rzeszów is more extensive than the website of the University of Peloponnese and its complex structure can sometimes make it difficult for users to find the information they need. Both websites are responsive, adapting their layout to the device on which they are displayed.

The universities also maintain social media profiles, however, the University of Rzeszów's profiles attract greater user engagement than those of the University of Peloponnese. Below is a comparison of the two institutions.

Table 1. Statistics of social media profiles of the University of Peloponnese and the University of Rzeszów

	University of Peloponnese	University of Rzeszów
Facebook	Number of Followers: 6,600 Number of Likes: 6,000	Number of Followers: 28,000 Number of Likes: 25,000
X	Number of Followers: 381	Number of Followers: 1,181
YouTube	Number of Subscribers: 87 Number of VideosUploaded: 41	Number of Subscribers: 1,410 Number of VideosUploaded: 290
Instagram	Number of Followers: 4,194 Number of Posts Uploaded:158	Number of Followers: 8080 Number of PostsUploaded: 959
LinkedIn	Number of Followers: 13,612	None

Source: own elaboration (as of May 5, 2025).

As mentioned earlier, one of the social media platforms run by the University of Peloponnese in English is LinkedIn, which enjoys the greatest popularity. The key question is whether this popularity is due to the language in which the profile is run or the nature of the platform itself. The University of Rzeszów does not have a LinkedIn profile, so comparisons cannot be made. In the case of other social media platforms, the University of Rzeszów is the leader in terms of the number of followers or subscribers.

In conclusion, it is worth emphasizing that both universities manage their social media profiles primarily with current and prospective students in mind. This is evident in the content they post and in the way they convey that content.

Summary

Modern universities operating in a rapidly changing digital environment face the challenge of effectively shaping their image and maintaining an engaged academic community. Effective visual and textual communication on the Internet is becoming not only an information tool, but also an important element in building the identity of the institution and strengthening its position on the education market. Reflection on the communication strategies of universities allows us to see the importance of conscious management of digital content and channels, which translates into effective contact with diverse groups of recipients.

The presented observations can serve as inspiration to improve digital communication practices in the context of higher education, supporting the development of academic relations and the image of the institution.

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