

1. BASIC INFORMATION

Course	Neuromarketing and Consumer Behaviour
Degree program	Master Degree in Marketing
School	Faculty of Social Sciences and Communication
Year	1
ECTS	6 ETCS
Credit type	Mandatory
Language(s)	English
Delivery mode	Campus-based mode (Alcobendas)
Semester	S1
Academic year	24-25
Coordinating professor	Gloria Morcillo
Professor	Juan José Izquierdo

2. PRESENTATION

The objective of this course is to introduce the student on the consumer behaviour discipline, offering him/her a framework and appropriate tools for analyzing consumers. To better know & understand consumer behavior as the basis for the definition and development of the 4ps of Marketing (Product, Price, Place, Promotion)

Neuromarketing is the study of how people's brains respond to advertising and other brand-related messages by scientifically monitoring brainwave activity, eye tracking and skin response. These neuromarketing techniques are used to study the brain to predict consumer decision-making behavior.

3. LEARNING OUTCOMES

Knowledge

- KNWL4. Understand the latest trends in the brand-consumer relationship through marketing on mobile devices and new emerging media.
 - To understand new consumer behaviors

Skills

- SKILL1. Knowing our customers' insights through data.
- SKILL5. Identify relationships between brands and consumers, using new IT applications as sources of information on consumer buying behavior.
 - Use quantitative and qualitative techniques
 - Develop neuromarketing techniques and new trends.

Competences

- CBTF2. Use complex analytical tools to analyze big data in order to predict, simulate and optimize or test results (e.g. advanced techniques for market segmentation and product positioning, CRM, Google analytics, etc.)
- CBTF5. Design products from the analysis of market opportunities and the company's capabilities, creating a healthy and sustainable portfolio of products, from the application of advanced marketing techniques.

4. CONTENT

- Commercial and market research
- Fundamentals of neuromarketing
- Consumer behaviour qualitative techniques
- Consumer behaviour quantitative techniques
- Neurophysiological measures for studying consumer behaviour

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case studies
- Collaborative learning
- Problem-based learning
- Challenge-based learning
- Lectures
- Simulation environments

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	18
Practical Seminars	12
Independent working	50
Debates & Discussions	8
Academic Tutotials	18
Drawing up reports and written work	20
Solving case studies	12
Problem-solving	10
In-person knowledge assessment tests	1
TOTAL	149

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
In-person assessment tests	60
Oral presentations	10
Case Study	10
Reports and written work	10
Learning Folder	10

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Case Study 1/Activity 1	Week 1-3
Case Study 2/ Activity 2	Week 4-8
Case Study 3/Activity 3	Week 5-9
Case Study 4/ Activity 4	Week 10-14

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAFÍA

The main reference work for this subject is:

- SOLOMON, M., (2017) Consumer Behavior: Buying, Having, and Being, 12th Edition Pearson
- HAWKINS, D.I. y MOTHERSBAUGH, D. L. (2013) Consumer Behavior: Building Marketing Strategy, 12th Edition, McGraw-Hill Higher Education
- Loudon, D.L. and Della Bitta, A.J. (1993) Consumer Behaviour, 4th Edition, USA: McGraw Hill

The recommended Bibliography is:

- PARSONS, E., MACLARAN, P: (2009) Contemporary Issues in Marketing and Consumer Behaviour, Elsevier.
- KOTLER, P., KARTAJAYA, H. y SETIAWAN, I. (2010) Marketing 3,0
- SCHOR, J.B. (2006) Born to Buy

New Portals: Business Insider, Reason Why, Marketing News, Marketing Directo, Anuncios, Distribución y Actualidad, GFK, Puro Marketing, Alimarket, Brandchannel.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.