

DESCRIPTION OF THE COURSE

GENERAL INFORMATION		
Course Holder	Mr.sc. Lidija Križan	
The name of the college	Social psychology and economics	
Study program	Professional Graduate Study – Business Management - MBA	
Status of the College	Mandatory	
Year	2 nd Year	
Point value and method of teaching	ECTS coefficient of student workload	6
	Number of hours (P+V+S)	28+28+0

DESCRIPTION OF THE COURSE
1.1. <i>Objectives of the course</i>
The aim of the course is to introduce students to the basic processes of forming social attitudes of an individual and to the psychological mechanisms that determine the experience of the social environment, connecting them with the phenomena of the influence of advertising, persuasion and propaganda on the emergence and change of individual attitudes, as well as to train students for the ethical application of the principles of economic propaganda and persuasion.
1.2. <i>Requirements for enrolment in the course</i>
<i>There are no conditions</i>
1.3. <i>Expected learning outcomes for the course</i>
Students should be able to:

1. To assess the contribution of social psychology knowledge in the economics of marketing,
2. Critically assess theoretical knowledge and concepts of economic psychology,
3. Re-examine the emotional, cognitive and behavioral components of attitudes,
4. Evaluate the role of social influences on attitude change,
5. Evaluate the socio-psychological aspects of economic propaganda and persuasion,
6. Justify the application of ethical principles of persuasive and propaganda action in the economy of marketing.

1.4. Course content

Introduction to Social Psychology

- The concept of social psychology
- Socialization, social perception and interaction
- Contributions to the knowledge of social psychology in economic sciences
- The significance of social influence on the cognitive functioning, emotional experience and behavior of the individual
- The influence of the social environment on the individual
- Intragroup and intergroup relations

Normative Insights of Experimental Economics and Economic Psychology

- The concept of instrumental rationality
- The Theory of Rational Choice: The Normative Theory of Rationality
- Revised Theory of Cognitive Discord
- Causes and consequences of the normative shift

Socio-psychological factors influencing attitudes

- The nature and origin of attitudes
- Concept, types and structure of attitudes
- Emotional, cognitive, and behavioral components of attitudes
- Affective and behavioral factors influencing the formation of attitudes

Social influences on attitude changes

- Cognitive-based attitudes
- Behavior-based attitudes

- Strength and excitability of attitudes
 - A persuasive message and a change of attitude
- Socio-psychological aspects of economic propaganda and persuasion
- Conceptual definition of persuasion and propaganda
 - The Fundamental Determinants of Consumer Behavior: The Role of Motivation and Affective Processes
 - The Role of Persuasion and Propaganda in Marketing
 - Methodology of Consumer Attitudes and Needs Survey
 - Implementation of the results of public opinion research in the design of the propaganda campaign
- Ethical Requirements and Ethical Principles of Economic Advertising and Economic Propaganda
- The Importance of Business and Managerial Ethics in Marketing
 - The Power of Advertising and Subliminal Advertising
 - Ethical principles of product presentation, promotion and offer
 - Social entrepreneurship and corporate social responsibility
 - Principles of the Code of Advertising and Market Communication of the Croatian Association of Market Communications Companies

1.5. Types of teaching (put X)

- | | |
|---|---|
| <input checked="" type="checkbox"/> lectures | <input type="checkbox"/> Independent tasks |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> Multimedia & Network |
| <input checked="" type="checkbox"/> exercises | <input type="checkbox"/> laboratory |
| <input type="checkbox"/> Distance education | <input type="checkbox"/> Mentoring work |
| <input type="checkbox"/> Field Teaching | <input type="checkbox"/> Other _____ |

1.6. Student obligations

The obligations of students are prescribed in detail by the Statute, Study Regulations, and Student Obligations Guidelines. The key obligations of students are:

ATTENDANCE AT CLASSES: students are obliged to attend classes, actively follow lectures and exercises, and participate constructively in classes, and in order to acquire the right to take the exam, it is necessary to attend classes in the percentages prescribed by the Study Regulations. For each student, their

presence in class is recorded through the Infoeduka digital office system. The minimum obligations are;

- Full-time students must attend at least 70% of the total number of classes to be eligible to sign.
- Part-time students need to attend at least 50% of the total number of classes to be eligible to sign.

PASSING EXAMS: in order to achieve a positive grade in the subject, it is necessary to achieve at least 54 points in the subject, but also at least 50% of points for each learning outcome. The method of taking the exam is described in more detail in the item Assessment and evaluation of students' work during classes and at the final exam.

***FINAL EXAM** – a student who has not met the conditions for passing the exam during the continuous examination of knowledge (has achieved a total of at least 54 points in the course and has met the lower point threshold of adoption of each learning outcome, i.e. a minimum of 50% of the points of each learning outcome), may take the learning outcomes of the course at the final exam.

WRITTEN EXAM: the student is obliged to take a written exam that verifies the acquisition of theoretical knowledge related to the course. The questions also test the ability to identify, explain and relate key concepts and to make appropriate arguments. The written exam also includes tasks that check the student's acquisition of the material through analytical frameworks.

***CONTINUOUS EXAMINATION:** In order to make students progress more efficiently in class, continuous examinations are carried out (2 intermediate exams). In this way, students acquire smaller teaching units and master the subject material more easily.

1.7. Student Work Tracking (Add X to the appropriate tracking format)

Attending classes	x	Teaching activity		Seminar paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous Assessment*		Report		Practical work	
Portfolio							

1.8. Assessment and evaluation of students' work during classes and at the final exam

Evaluation and evaluation of students' work during classes and at the final exam is carried out on the basis of the Regulations on Studying of the EFFECTUS

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	Attending classes	Written exam	Project	Seminar paper	Practical work	Altogether
I1		16				16
I2		16				16
I3		16				16
I4		16				16
I5		16				16
I6		16				16
OUT OF OUTCOME	4					4
ALTOGETHER	4	96				100

Linking learning outcomes, teaching methods and knowledge assessment methods:

FORMS OF TRACKING	NAME OF LEARNING OUTCOMES	TEACHING METHOD	KNOWLEDGE ASSESSMENT METHOD	Maximum number of points
Written exam	OUTCOME 1 To assess the contribution of knowledge from social psychology to the economics of marketing,	lecture	Simple recall tasks to which an answer is sought, demonstrating the identification and definition of key terms, their connection and appropriate argumentation. They may include problem questions and tasks that need to be argued.	48
		Asking questions discussion		
	OUTCOME 2 Critically assess the theoretical knowledge and concepts of economic psychology	lecture	Simple recall tasks to which an answer is sought, demonstrating the identification and definition of key terms, their connection and appropriate argumentation. They may include problem questions and tasks that need to be argued.	
		Asking questions discussion		
	OUTCOME 3	lecture	Simple recall tasks to which an answer	



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	Re-examine the emotional, cognitive and behavioral components of attitudes,	Asking questions discussion	is sought, demonstrating the identification and definition of key terms, their connection and appropriate argumentation. They may include problem questions and tasks that need to be argued.	
Written exam	OUTCOME 4 Evaluate the role of social influences on attitude change	lecture	Simple recall tasks to which an answer is sought, demonstrating the identification and definition of key concepts, their connection and corresponding arguments of a higher degree of complexity. They may include problem questions and tasks that need to be argued.	48
		Asking questions discussion		
	OUTCOME 5 Evaluate the socio-psychological aspects of economic propaganda and persuasion,	lectures	Simple recall tasks to which an answer is sought, demonstrating the identification and definition of key terms, their connection and appropriate argumentation. They may include problem questions and tasks that need to be argued.	
		Asking questions discussion		
	OUTCOME 6 Justify the application of ethical principles of persuasive and	lecture	Essay-problem questions to which an answer is sought, which demonstrates the identification and definition of key terms, their connection and	



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	<i>propaganda action in the economy of marketing</i>	<i>Asking questions discussion</i>	appropriate argumentation of a higher degree of complexity. They may include problem questions and tasks that need to be argued.	
<i>Attending classes</i>	<i>All outcomes</i>	<i>Lectures and exercises</i>	<i>Attendance records</i>	<i>4</i>
	<i>TOTAL POINTS</i>			<i>100</i>

Type of student workload	Student Load Hours	ECTS credits
Attending contact classes	56	1,9
Field Trips/Visits Outside the College		
Independent study/research	33	1,1
Out-of-classroom preparation and preparation of seminars/presentations		
Work on an out-of-classroom project assignment		
Independent preparation for exams and exam time	75	2,5
Consultation activities	15	0,5
Other		
TOTAL ECTS credits	180	6

RATING:

In order to achieve a positive grade in the course, the student must cumulatively meet two conditions: achieve a total of at least 54 (fifty-four) points in the course and meet the lower point threshold for the adoption of each individual learning outcome, which is 50% of the total points of the learning outcomes. A student may receive an additional four points if (i) attends classes more than 80% for full-time students and (ii) attends classes more than 55% for part-time students.

Grades are calculated based on the following distribution of points:

SCORE	RATING
0,00 – 53,90	Insufficient (1)
54,00 – 64,90	Sufficient (2)
65,00 – 79,90	Good (3)
80,00 – 89,90	Very good (4)
90.00 and more	Excellent (5)

Grading is carried out in a transparent manner by collecting points. The course is evaluated with 100.00 points (with the possibility of achieving an additional 8 points on the Challenge learning outcome).

CHALLENGE LEARNING OUTCOME - the student has the opportunity to earn an additional maximum of 8 points through the Challenge learning outcome; The student independently chooses one of the activities proposed in the first lesson, and has the opportunity to independently propose an activity with which he wants to increase the number of points and, with the consent of the course holder, achieves them according to the criteria of the course. Points for the Challenge learning outcome are not distributed according to the learning outcomes, but the number achieved makes an additional number of

points to the total number of points achieved according to the learning outcomes.

Before taking the final written exam, each student must meet the prescribed conditions, which primarily means that they have attended the % of classes determined by the Study Regulations and that they have received an electronically encrypted permission to take the exam.

1.9. Required reading and number of copies in relation to the number of students currently attending classes in the course

Title		Number of copies	Number of students
1.	Aronson, E., Wilson, T. D., Akert, R. M. (2005). Social Psychology, Mate d.o.o., Zagreb	5*	60
2.	Bohner, G. (2003). Attitudes. In: M. Hewstone and Stroebe, W. Social psychology: European perspectives. Waterfall: Jastrebarsko. P. 195-234	*students receive compulsory literature in permanent ownership	

1.10. Supplementary literature

- Petz, B. (1980). Psychology in economic propaganda. Zagreb: DEPH.
- Klose, A. (1996). Entrepreneurial Ethics, Zagreb, Školska knjiga
- Code of Advertising and Market Communication of the Croatian Association of Communications Companies
- Shaw, W.H. (2014). Business ethics, Wadsworth Cengage Learning, Boston
- Atkinson, J. (2014). Education, values and ethics in international heritage: Learning to respect, Elsevier B.V.,

1.11. Ways of quality monitoring that ensure the acquisition of output knowledge, skills and competencies

- *statistical processing and analysis of exam results (checking the Gaussian curve – normal distribution of success, comparing and monitoring the results of exams of different generations, analysis of understanding of individual modules/questions on the exam, etc.),*
- *conducting a survey among students,*

- *evaluation and self-evaluation of teachers,*
- *achieved results, level of understanding and knowledge during the preparation of the seminar paper,*
- *achieved results and level of knowledge presented during the preparation and defense of the final thesis (students who choose a graduate thesis in this course),*
- *analysis of the report of the Head of the Quality Centre, and*
- *Feedback from students who have already graduated on the usefulness of the content of this course in the performance of the work they do.*