



**EFFECTUS**  
University of Applied  
Sciences

### DESCRIPTION OF THE COURSE

GENERAL INFORMATION		
Course Holder	Mr.sc. Ratka Jurković	
The name of the college	Behavioral public policies	
Study program	Professional Graduate Study – Business Management - MBA	
Status of the College	Elective course	
Year	2 <sup>nd</sup> Year	
Point value and method of teaching	ECTS coefficient of student workload	4
	Number of hours (P+V+S)	28+14+0

DESCRIPTION OF THE COURSE
<i>1.1. Objectives of the course</i>
<p>The aim of this course is to raise awareness of the growing influence of behavioral science on public policymaking. Insights from behavioral sciences are primarily applied at the level of public policy implementation, but they are increasingly used to shape them. Through a combination of theory and practical examples, this course teaches the most important applications of behavioral science to the development and implementation of public policies. During the course, students will be introduced to the basic concepts of behavioral science/behavioral economics. Through focusing on public policy examples, students are encouraged to think about how behavioral factors, such as cognitive biases, can influence policy outcomes, and, in doing so, will develop knowledge of behavioral explanations for policy success and failure. The course aims to help students understand how and why behavioral techniques that aim to encourage individuals to behave in a certain way are integrated into public policy. Students are also encouraged to consider the conceptual and practical limitations of encouragement and to engage with the ethical implications of manipulating behavior to achieve policy goals. The course also critically reflects on new directions of public policies through the economics of happiness, doughnut economics and critical assessment of traditional economic performance metrics.</p>

1.2. <i>Requirements for enrolment in the course</i>		
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1.3. <i>Expected learning outcomes for the course</i>		
1. Identify the areas covered by the field of behavioral public policies 2. Interpret the basic constructs of behavioral public policies 3. Explain the impact of public policies on decisions and behavior of individuals (1/2) 4. Explain the impact of public policies on decisions and behavior of individuals (1/2) 5. Evaluate contemporary research and knowledge in the field of behavioral public policies 1/2 6. Evaluate contemporary research and knowledge in the field of behavioral public policies 2/2		
1.4. <i>Course content</i>		
Introduction and Basic Constructs of Behavioral Public Policies The Role of the State in Behavioral Change The impact of encouragement on individual behavior in the creation and implementation of public policies (health, ecology, education, tax policy) Ethical dilemmas of using incentives The Economics of Happiness The "Doughnut" Economy		
1.5. <i>Types of teaching (put X)</i>	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> Distance education <input type="checkbox"/> Field Teaching	<input type="checkbox"/> Independent tasks <input type="checkbox"/> Multimedia & Network <input type="checkbox"/> laboratory <input type="checkbox"/> Mentoring work <input type="checkbox"/> Other _____
1.6. <i>Student obligations</i>		

*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	



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Portfolio							
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*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 University of Applied Sciences.*

*Allocation of points according to the forms of student work monitoring:*

	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:*

<b>FORMS OF TRACKING</b>	<b>NAME OF LEARNING OUTCOMES</b>	<b>TEACHING METHOD</b>	<b>KNOWLEDGE ASSESSMENT METHOD</b>	<b>Maximum number of points</b>
<i>Written exam</i>	<i>OUTCOME 1</i> 1. Identify the areas covered by the field of behavioral public policies	<i>lecture</i>	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
		<i>Asking questions discussion</i>		
	<i>OUTCOME 2</i> 2. Interpret the basic constructs of behavioral public policies	<i>lecture</i>	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.	
		<i>Asking questions discussion</i>		
	<i>OUTCOME 3</i>	<i>lecture</i>	Simple recall tasks to which an answer	



	3. Explain the impact of public policies on decisions and behavior of individuals (1/2)	<i>Asking questions discussion</i>	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.	
<i>Written exam</i>	<i>OUTCOME 4</i> 4. Explain the impact of public policies on decisions and behavior of individuals (1/2)	<i>lecture</i>	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
		<i>Asking questions discussion</i>		
	<i>OUTCOME 5</i> 5. Evaluate contemporary research and knowledge in the field of behavioral public policies 1/2	<i>lectures</i>	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.	
		<i>Asking questions discussion</i>		
<i>OUTCOME 6</i> 6. Evaluate contemporary research and knowledge in the	<i>lecture</i>	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>field of behavioral public policies 2/2</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>
	<b>TOTAL POINTS</b>			<b>100</b>

<b>Type of student workload</b>	<b>Student Load Hours</b>	<b>ECTS credits</b>
Attending contact classes	42	1,5
Field Trips/Visits Outside the College		
Independent study/research	30	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	45	1,5
Consultation activities		
Other		
<b>TOTAL ECTS credits</b>	<b>117</b>	<b>4</b>

**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
Polšek, D. (eds.) and Bovan, K (eds.) (2014): Introduction to Behavioral Economics, Zagreb: Ivo Pilar Institute of Social Sciences	5* students receive literature for permanent retention	-

**1.10. Supplementary literature**

- Thaler, R. and Sunstein, C. (2009): Stimulus. It is possible to make better decisions about health, wealth and happiness, Zagreb: Planetopia
- Kahneman, D. and Tversky, A. (1979): Prospect Theory: An Analysis of Decision under Risk, Econometrica, Vol. 47, No.2, pp. 263-292
- Raworth, K. (2017): Doughnut Economics: Seven Ways to Think Like a 21st Century Economist, London: Random House Business Books
- Graham, Carol (2010): Happiness around the World: The Paradox of Happy Peasants and Miserable Millionaires, Oxford: Oxford University Press

**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*



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*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.*