



MMC6936 Strategic Applications of Neuroscience in Communications and Media

Fall 2019

3 Credits

INSTRUCTOR

Dr. Lisa-Charlotte Wolter
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Contact

You can contact me via Email. There will also be time for questions in the live sessions every week. I reply to Emails asap, but please keep in mind, that my time zone is CET.

Office Hours

Available by appointment.

Instructor Bio

My name is Dr. Lisa-Charlotte Wolter and I am head of the Brand & Consumer Research Department and NeuroLab at Hamburg Media School (HMS) in Germany and courtesy assistant professor at the UF. My research focus is on consumer engagement, media and platform effectiveness measurement, innovative research methods and the impact of emotions. I hold an MBA from University of Hamburg and also studied at the Copenhagen Business School and University of Technology Sydney. As a PhD I got a scholarship from a leading European media company, Hubert Burda Media, and focused my research on managing brands in a new media environment. Since I finished my PhD in media and brand management at the University of Hamburg in 2014, I am responsible for several media and consumer engagement research projects with industry partners such as Google, Twitter, DIE ZEIT, SAP and many more. Furthermore, I integrated neuroscientific research labs at different universities in the field of marketing and communication.

COURSE WEBSITE & LOGIN

Your course is in Canvas (UF e-Learning). Go to <http://elearning.ufl.edu/>. Click the orange “Log in to e-Learning” button. Login with your GatorLink account. Your course may appear on your Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left navigation. Click on “All Courses” on this menu. After clicking “All Courses”, you have the option to put the course on your dashboard by clicking on the star to the left of the course’s name.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

Zoom

There will be live lectures on Zoom, which will also be recorded and online after each session. Office hours and individual meetings will be over Zoom as well.

THIS COURSE

Course Layout

Each week, you will be assigned lectures to watch, readings, and assignments. These tasks can be found on each weekly module.

Description

The future of communications and media research is increasingly multidisciplinary and requires diverse approaches to understanding more in-depth consumer/audience decision processes. Knowledge and skills in consumer neuroscience are said to increase job opportunities in strategic and marketing communications in the new digital media reality. Storytelling, branded content, influencer advertising, and many other new digital communication formats are dependent on triggering consumers' attention and emotions. This course is designed to provide you with an overview of the fundamental concepts, techniques, and strategies in consumer neuroscience with a focus on media and communications.

Really knowing your audience means understanding their decision-making. Many available audience metrics and data are just scratching the surface of audience knowledge and often ignore the why's in decision processes. Also consumer decisions are primarily based on intuition and emotions. Many studies have shown that emotions have a major impact on our decisions (some has concluded that up to 90 percent of decisions are driven by emotions). But emotional drivers and processes are hard to uncover with behavioral or scale-based data. This is why neuroscientific approaches are of rising interest in the industry and for media and communication researchers. Successful brands like AirBnB or Disney, to name a few examples, already build their communication and media strategies based on neuroscientific principles. A good example for using neuroscientific principles is a branded video from Airbnb Plus. It demonstrates how emotional storytelling can draw the audience into the dream of a perfect getaway, matching many pain points of traveling. Addressing the emotional drivers in a story is crucial in today's attention economy.

The objectives of this course are to introduce you to fundamentals of (media) consumer attention, emotions and feelings in decision processes and basic theories of consumer neuroscience. The key tools to gather neuroscientific data will be presented, different business cases will underline the practical impact as well as the pros and cons of each tool. Since there has been a growing amount of neuroscientific techniques, providers and concepts, it is hard to keep track of the emerging field. In order to benefit from innovations and technologies in emotion detection, it is necessary to understand basic principles about consumer neuroscience.

Objectives

Neuroscientific knowledge is helpful in careers related to analytics/research, media business, advertising, strategic communication, marketing communication, and public relations. As this course will introduce you to the tools and principles of consumer neuroscience, it offers you new

ways to better understand consumer desires, experiences, decision streams and engagement. You will be given an overview of the following:

- Yield a deeper understanding how to strategically use neuroscience in audience/consumer research and management
- You will be able to understand why and how consumer neuroscience goes beyond traditional metrics and gain knowledge about its predictive power in predicting choices
- You will get an overview of various neuroscientific tools and be able to differentiate them in terms of specific applications
- You will get familiar with important neuroscience tools and vendors in the field and be able to critically select them for your projects
- You will benefit from the experiences of top business and academic experts in the field. All sessions are underlined by insights from industry cases and expert views
- You can explain the importance of emotions in decision making processes and the relevance of emotions/ attention and memory for media and communication management

Course Deliverables

Lectures and discussions. This course is comprised of lectures, presentations, online reading materials, and in-class discussions. Your class participation will be evaluated accordingly as a part of the final grade.

Projects. You will be learning by doing through various assignments with real world applications. The goal here is for you to learn useful skillsets that can be used in strategic planning and management settings across all industries, especially media, technology, and marketing/sales related markets.

Readings. You are expected to complete the required readings prior to the corresponding lectures. Readings are intended to augment rather than substitute for the lecture materials.

COURSE EXPECTATIONS

Attendance

The course is 16 weeks. It will be a mix of live and asynchronous courses.

Interactions

There will be a group in slack, where students and teacher can interact with each other. Please sign up in the group: <https://join.slack.com/t/ufneurocourse/signup>

You will need to sign up for the team messaging/communication app, Slack. Please set up your account promptly and communicate with your class and research team using this platform. You can also share files and comment on all files on Slack directly. Course info will be posted here by your instructor as well.

Ownership Education

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell

will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

REQUIRED TEXT

Consumer Neuroscience. Edited by Moran Cerf and Manuel Garcia-Garcia. Foreword by Philip Kotler. Cambridge (Massachusetts): MIT Press 2017.

Relevant Journal articles will be uploaded on Canvas.

PREREQUISITE KNOWLEDGE & SKILLS

No specific prerequisites necessary. Basic knowledge in marketing and communication preferred.

COURSE POLICIES

Attendance Policy

For the online asynchronously delivered course parts, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once a week, Monday – Friday, to check for course updates in the announcements and discussion sections of the site.

For live class meetings. Send me a message via Mail if you will take part of the live session. All live sessions will be recorded and can be followed afterwards.

The attendance policy is consistent with UF's policy, found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Late Work & Makeup Policy

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- | | |
|---|---------------------|
| • Less than an hour late | 5% off |
| • More than an hour late but less than 24 hours late | 10% off |
| • More than 24 hours late but less than 48 hours late | 15% off |
| • More than 48 hours late | 25% off |
| • A week or more late | Not accepted at all |

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Suggested technical issue policy: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/>.

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Email your academic advisor and put “dropping a course” in the subject line. Your academic advisor will reply with the necessary procedures.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Coursework Submissions

In general, most coursework should be submitted through Canvas.

If all work is submitted in Canvas: All assignments, quizzes, etc. will be submitted electronically through Assignments in Canvas.

Deadlines

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on August 22nd:

- Send me your preferred topic
Via slack 5 PM EST August 24th
- Send me first overview of your
Literature review for feedback 5 PM EST September 1st
- Narrow down your RQ’s 5 PM EST September 8th
- Final Literature Synopsis 5 PM EST September 29th
- Case Study Analysis 5 PM EST October 20th
- Presentation slides for feedback 5 PM EST November 9th
- Presentation slides and word
documents final 5 PM EST December 3rd
- Final Presentation tba
- One-pager evaluation 3 days after each presentation

Grading

Your work will be evaluated according to the following distribution (example):

- Synopsis of key readings of your topics 10%
- Case study analysis 30%
- Final presentation of your topic (pptx, word doc, oral) 50%
- One-pager evaluation of other presentations 10%

Your final grade will be rewarded as follows.

A	100%	to	93.5%
A-	< 93.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	83.5%
B-	< 83.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	73.5%
C-	< 73.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	63.5%
D-	< 63.5%	to	59.5%
E	< 59.5%	to	0%

UNIVERSITY POLICIES

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Class Demeanor

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all

deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources

Other are available at <http://www.distance.ufl.edu/> getting-help for:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/> 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation

Students in this class are participating in a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> .

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

COURSE & ASSIGNMENT DETAILS

Weekly Lectures

The following is an example:

The Instructor will post lecture videos to Canvas each of the 16 weeks. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

There will also be weeks with live lectures. Some live sessions will be with neuroscientific experts (case presentations/ interviews). These give you the chance to ask questions directly to leading experts. If you can't take part in these lectures there will be the opportunity to catch up by watching recordings. However, you are expected to do all you can to participate live.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

Assignment Details

Assignment 1 Literature Synopsis

You need to develop a literature review about your topic. A literature review is a descriptive summary of research on a topic that has previously been studied. The purpose of a literature review is to summarize significant knowledge and ideas that have been established on a topic in academic and business literature. Use UF Online Databases and collect primary electronic sources and upload them to a folder in google drive. You will summarize your collections in a table in Excel or Word with meaningful categories (author, publication date, key insights, method etc.). Upload your synopsis on canvas and send me a link to your google drive literature folder.

Your grade will be based on quality and scope of your collection and the structure of your synopsis.

Assignment 2 Case Study Analysis

Use the multiple case study approach to understand your topic more deeply. Case studies methods offer researchers a proven tool for achieving a deep understanding of a specific phenomenon. The goal is to get a deeper understanding on applications in the field of your topic. The research steps will be discussed in class. Your literature review can be used as a base. Key will be your framework for selection of cases and variables to analyze them. The results should be summarized in a pptx presentation (max. 20 slides)

Your grade will be based on the definition of case selection and the variables to analyze them. Additionally, the quality and scope of your selected cases collection and the structure of your summary will be part of the grade.

Assignment 3 Your Final Presentation

Use the findings of your literature synopsis and multiple case study to develop a research method for a selected research question in your topic area. Your summary should be wrapped up in a word document (10 pages) and the results should be summarized in a pptx presentation (max. 25 slides), which you will also use for your oral presentation.

Your grade will be based on the definition of the research problem and the usage of neuroscientific methods and tools to study on it. Additionally, the quality and the structure of your summary in word and pptx will be part of the grade. Finally, your oral presentation will also be part of the grade. The Word Document will give 40%, the slides 30% and the oral presentation 30% of 100% for this assignment.

Assignment 4 Evaluation of other Final Presentation

Carefully listen to the final presentation and Q&A's of the other's final presentation. Write a one-page review of one of the presentations and upload it on Canvas. Your grade will be based on the critical discussion of the topic and content of the presentation.

COURSE SCHEDULE

WEEKLY MODULE DATES

The first session will be at the 22ndnd August at 3.30pm.

Course Introduction & Syllabus

- Use the following zoom link: <https://ufl.zoom.us/j/938154550>. If you cannot attend the live introduction, you can watch the video afterwards

COURSE SCHEDULE

Week	Topic	Process	Due Dates & Notes
1	Introduction to the course and overall process. Emotional engagement in the new media reality	22 nd August 3.30 pm: Live session (1h) 23 rd August: 3.00 pm – 4 pm (live) + video	Division into topic groups
2	Communication and media management in the attention economy	29 th + 30 th August: Videos	
3	Memorable communication	5 th September 3.30pm: Live Session 6 th September: Video	
4	Emotions: Key principles and why consider in media and communication strategies	12 th + 13 th September: Videos	
5	It's all about decisions: Understanding attention and emotions in the consumer decision process. How global consultants use neuroscientific approaches.	19 th + 20 th September. Videos	

6	<p>Overview of basic methods to measure attention, memory and emotion and introduction to neuroscientific data gathering</p> <p>Combined emotion detection approaches. Google YouTube Case Study</p>	26 th + 27 th September: Videos	Literature synopsis due until week 6
7	<p>How to set up a consumer neuroscience project. Budget, study design, online vs. offline approach.</p> <p>Key players in the market: Experts and providers in the field of consumer neuroscience</p> <p>Day 1: Basics</p> <p>Day 2: Guest lecture with imotions.</p>	3 rd + 4 th October: Videos	
8	<p>Day 1: Live Session with Q&A's for case study task and feedback.</p> <p>Day 2: Neuromarketing Ethics</p>	<p>10th October 3.30-5pm: Live session</p> <p>11th October: Video</p>	
9	<p>Understanding the users' attention with Eye Tracking (web based/ stationary).</p> <p>Day 1: Basics</p> <p>Day 2: Guest lecture with expert</p>	<p>17th October: Video</p> <p>18th October 3.30-5pm: Live Session</p>	Case study summary due until week 9
10	<p>Reading the face: Facial Recognition & EMG. Native Advertising Case Study.</p> <p>Day 1: Basics</p> <p>Day 2: Guest lecture with expert</p>	<p>24th October: Video</p> <p>25th October 3.30-5pm: Live Session</p>	
11	<p>Capturing Brainwaves with EEG. Media Quality Case Study.</p> <p>Day 1: Basics</p> <p>Day 2: Guest lecture with expert</p>	31 st October + 1 st November: Videos	

12	Reaction Time, GSR, Heart Rate and Consumer Engagement Day 1: Basics Day 2: Guest lecture with expert	7 th November 3.30-5pm: Live Session 6 th November: Video	
13	Trends in Consumer Neuroscience Day 1: Overview Day 2: Guest lecture with expert	13 th November: Video 14 th November 3.30-5pm: Live session	Send slide presentation to instructor
14	Trust and Emotions		Your Final Presentation
15	Brand Equity and Emotions		Your Final Presentation
16	Media Engagement		Your Final Presentation

Week 1 – Introduction to the course and overall process. Emotional engagement in the new media reality.

Learning Objectives

- By the end of the week you should be aware of the relevance of the topic and be familiar with the process, assignments, readings and deadlines of the course.
- The introduction will be presented via video and a live session (which will also be available via video)
- 22nd: Introduction with participants, course overview, assignments topics. Also the assignment details will be presented: Literature synopsis, case study analysis, final presentation.
- 23rd:
 - Video: New media environment and relevance of emotion. Details about the three assignment topics: 1. Trust & Emotions, 2. Brand Equity and 3. Emotions and Media and Emotions. Additionally, we will have a Q&A expert interview with Dr. Ana Iorga, neuroscience expert and co-author of the course textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
 - Live session at 3pm with Dr. Ana Iorga, neuromarketing expert. Please send me some questions for her until August 22nd 6.00pm

Watch

- Live lecture: August 22nd from 3.30-4.30 pm EST (Gainesville time)/ 21.30-22.30 CET (Berlin time)
- Use the following zoom link: <https://ufl.zoom.us/j/938154550>
- Intro II video will be available August 23rd

Required Readings

- Relevant readings will be uploaded on Canvas.
- Chapter 1 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
- Nick Lee, Laura Chamberlain, Leif Brandes, (2018) "Welcome to the jungle! The neuromarketing literature through the eyes of a newcomer", European Journal of Marketing, Vol. 52 Issue: 1/2, pp.4-38, <https://doi.org/10.1108/EJM-02-2017-0122>
- Camerer, C., Loewenstein, G., & Prelec, D. (2005). Neuroeconomics: How neuroscience can inform economics. Journal of Economic Literature, XLIII, 9-64

Assignments

- After presenting you the three main topics for your own assignment project, you need to send me your preferred topic by the end of the week via Slack: **August 24th**
- The subject allocation will be released by **August 26th**
- Start the first literature review for your topic and collect your findings
- Please send me some questions for the live session with Dr. Ana Iorga until **August 22nd** 6.00pm

Week 2 – Communication and media management in the attention economy

Learning Objectives

- By the end of this week you should know what has changed in media and communication in the digital age and why user attention has become a key value in the new environment.
- You will learn basics about attention, information processing and why it is relevant in decision processes.

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 5 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
- Chan-Olmsted, S. and Wolter, L. (2019). Emotional Engagement in a New Marketing Communication Environment. In The Handbook of Communication Engagement (eds K. A. Johnston and M. Taylor). doi:10.1002/9781119167600.ch29

Assignments

- Send me your first literature findings in a word document via Mail or Slack until **September 1st**.

Week 3 – Memorable communication

Learning Objectives

- How much information can our brain store? What is the key to position messages, pictures or other content in our brains? This week you will learn why our memory is important for communication and how it works.

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 6 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
- Vrana, S., Cuthbert, B., & Lang, P. (1989). Processing fearful and neutral sentences: Memory and heart rate change. *Cognition and Emotion*, 3(3), 179-195.

Assignments

- Narrow down your research topic based on the first literature review and summarize your ideas in a first draft. Send it to me via Slack or Mail until **September 8th**.

Week 4 – Emotions: Key principles and why consider in media and communication strategies

Learning Objectives

- The objectives for this week are to review important models of emotion, understand basic functions and principles of emotions and the impact of emotions on media and communication.

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 7 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
- Wirth & Schramm (2005): Media and Emotions. *Communication Research Trends*, 24(3), 3-39

Week 5 – It's all about decisions: Understanding attention and emotions in the consumer decision process. How global consultants use neuroscientific approaches

Learning Objectives

- Most of audience behavior depends on making choices. Audiences can choose between a tremendous amount of platforms and contents, so the more you know about decision making processes the better. The goal for this week is to understand principles of decision-making processes and how neuroscience can help to discover unaware drivers of choices.

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 8 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)

Assignments

- Remember the deadline for next week.

Week 6 – Overview of basic methods to measure attention, memory and emotion and introduction to neuroscientific data gathering

Learning Objectives

- This week we will dive deeper into measurement approaches gathering attention, memory and emotion. For newcomer in the field of implicit data it is somehow difficult to select the right method for specific questions.
- We will meet an expert from the company imotions. Imotions is specialized in synchronizing several data sources which measure attention, memory and emotion. They will share their experience and show some cases from media and communication industry.

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 1.15 from Zurawicki, Leon (2010): Neuromarketing Book

Assignments

- Literature synopsis. Send me your literature synopsis in Word or Excel until September 29th (EST 5PM)

Week 7 – How to set up a consumer neuroscience project

Learning Objectives

- Day 1: Basics about Budget, study design, online vs. offline approach. Key players in the market: Experts and providers in the field of consumer neuroscience.
- Day 2: Guest lecture with imotions.

Watch:

- Links – your lectures and other videos

Required Readings:

- Spence, C. (2019). Neuroscience-Inspired Design: From Academic Neuromarketing to Commercially Relevant Research. *Organizational Research Methods*, 22(1), 275–298. <https://doi.org/10.1177/1094428116672003>

Week 8 – Neuromarketing Ethics and Feedback Sessions

Learning Objectives

- Objectives of this week are to clarify last questions for your case study analysis in a personal live meeting. Besides that, you will be introduced to ethical aspects of neuroscience and learn how to manage projects ethically correct,
- Day 1: One-to-One Live Session with Q&A's for case study task and feedback. 3.30 – 5 pm by appointment. 20 minutes per person.
- Day 2: Neuromarketing Ethics

Watch:

- Links – your lectures and other videos

Required Readings:

- David Hensel, Ana Iorga, Lisa Wolter & Judith Znanewitz | Benny Briesemeister (Reviewing Editor) (2017) Conducting neuromarketing studies ethically-practitioner perspectives, Cogent Psychology, 4:1, DOI: 10.1080/23311908.2017.1320858

Assignments

- Remember your case study analysis is due next week.

Week 9 – Understanding the users' attention with Eye Tracking

Learning Objectives

- Day 1: Basics of Eye Tracking Applications and Measures
- Day 2: Guest lecture with eye tracking expert

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 5.7 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
- The Role of Visual Attention in Decision-Making: an Eye-Tracking Experiment
http://www.acrwebsite.org/volumes/v41/acr_v4115447.pdf

Assignments

- Case study summary due until week 9. Send me your case study report by October 20th (EST 5PM)

Week 10 – Reading the face: Facial Recognition & EMG.

Learning Objectives

- Day 1: Basics and presentation of a case study about native advertising effects.
- Day 2: Guest lecture with expert

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 4.2.3 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
- Emotional engagement in a new marketing communication environment. Sylvia M. Chan-Olmsted & Lisa-Charlotte Wolter (2018). The Handbook of Communication Engagement. (Ed. Kim Johnston, Maureen Taylor). Wiley ISBN: 978-1-119-16749-5. June 2018

Week 11 – Capturing Brainwaves with EEG

Learning Objectives

Day 1: Basics about EEG measurement and introduction to a case of measuring media quality with EEG.

Day 2: Guest lecture with expert

Watch:

- Links – your lectures and other videos

Required Readings:

- Vecchiato et al. (2012): The added value of the electrical neuroimaging for the evaluation of marketing stimuli
- Changes in brains activity during the observation of TV commercials. Evaluation of TV commercials using neurophysiological Responses
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4422594/>

Week 12 – Reaction Time, GSR, Heart Rate and Consumer Engagement

Learning Objectives

- Day 1: Basics
- Day 2: Applications and cases from industry with expert.

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 4.3.2 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
- Somervuori, O., & Ravaja, N. (2013). Purchase behavior and psychophysiological responses to different price levels. *Psychology & Marketing*, 30(6), 479-489.

Assignments

- Send me your slide presentation until November 9th. You will get feedback for improvement until November 12th.

Week 13 – Trends in Consumer Neuroscience

Learning Objectives

- Where is consumer neuroscience taking us in the future, what trends will occur due to technological and digital development? Day 1 will give an overview of key trends in consumer neuroscience. Day 2 will give you the chance to get direct insights and views from a leading expert in the field.

Watch:

- Links – your lectures and other videos

Required Readings:

- Chapter 9 of the Textbook Consumer Neuroscience (Cerf & Garcia-Garcia 2017)
- Ariely, D., & Berns, G. S. (2010). Neuromarketing: the hope and hype of neuroimaging in business. *Nature Reviews Neuroscience*, 11(4), 284–292. doi:10.1038/nrn2795
- Mindshare Unveils Biometric Data of Cannes Attendees Outfitted with Apple Watches for 3 Days: <https://www.adweek.com/brand-marketing/mindshare-unveils-biometric-data-cannes-attendees-outfitted-apple-watches-3-days-165575/>

Assignments

- Prepare your final oral presentation.
- Upload your final slide presentation until November 30th 5PM

Week 14 – Final Presentations I: Trust and Emotions

Assignments

- You will give your final oral presentation of 30 minutes + 15 minutes Q&A's with lecturer. Live presentation preferred, if no date can be scheduled, a video will also be accepted.
- Dates tba
- 3 persons per week
- Write one-page review of one of the presentations and upload it on Canvas

Week 15 – Final Presentations II: Brand Equity and Emotions

Assignments

- You will give your final oral presentation of 30 minutes + 15 minutes Q&A's with lecturer. Live presentation preferred, if no date can be scheduled, a video will also be accepted.
- Date tba
- 3 persons per week
- Write one-page review of one of the presentations and upload it on Canvas

Week 16 – Final Presentations III: Media and Emotions

Assignments

- You will give your final oral presentation of 30 minutes + 15 minutes Q&A's with lecturer. Live presentation preferred, if no date can be scheduled, a video will also be accepted.
- Dates tba
- 3 persons per week
- Write one-page review of one of the presentations and upload it on Canvas



ASSIGNMENTS

Assignment	Due Date	% of Grade
Literature synopsis		10
Case study analysis		30
Final presentation (slides)	Send me your slides for review until November 9 th and you will get feedback until November 12 th . Upload your final slides until November 18th	30
Final presentation (oral)	Week 14-16	20
One-page review of others final presentations (select 3)	Week 14-16	10