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UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH

CONSUMER BEHAVIOR TEACHING GUIDE 2026-27

COURSE GENERAL INFORMATION

Course Title:	CONSUMER BEHAVIOR
Code:	801399 (MKTTECH)
Academic year:	2026/2027
Degree title:	Degree in Marketing, Innovation and technology
Number of credits (ECTS):	6
Place in the scheme of studies:	2 nd Year, 2 nd Term
Academic area:	Marketing and Commercial Direction
Academic area head:	Dr. Pablo Rial
Date of last revision:	July 2026
Professor Responsible:	Dra. Qian Cheng Adrián Pascale

1. GENERAL DESCRIPTION

Comprehensive knowledge of consumer behavior allows marketers to become more effective at making good strategic marketing decisions. Thus, the course provides a comprehensive overview of underlying cognitive processes and outcomes of consumer behavior and how it can be addressed by marketers through effective strategies and actions.

Students will acquire knowledge from relevant literature on consumer behavior. The course is designed to provide knowledge of (1) the economical, psychological, and sociological foundations of consumer behavior for consumers, (2) the mechanisms of influence that are most likely to lead consumers to change their preferences, beliefs and most important their actual buying behavior, and (3) how to apply these mechanisms in designing persuasive communications.

2. OBJECTIVES

At the end of the course the student will be able to:

- Establish the pertinent relations between marketing decisions and consumer's behavior.
- Know and interpret the main theories and concepts related to Consumer's Behavior.
- Have a global vision of the main factors affecting the consumer and how each of them acts.

- Analyze in detail the consumer's decision processes in relation to marketing stimuli and interpret its effects.
- Interpret how the new tendencies are modifying purchasing habits and individuals' purchasing.

3. LEARNING OUTCOMES

- Analyze consumer behavior and its behavior within the company's marketing strategy.

4. CONTENT

MODULE 1: FOUNDATIONS OF CONSUMER BEHAVIOR

Learning specific outcomes

After having studied the topic and carried out the exercises the student will be able to:

- Understand how consumers influence the field of marketing and how marketers influence us.
- Describe the discipline of Consumer Behavior.
- Be aware of how products affect us.
- Focus on the central role of ethics in marketing decisions.

Content

UNIT 1. Buying, Having and Being: An introduction to Consumer Behavior.

UNIT 2. Consumer and social well-being.

MODULE 2: INTERNAL INFLUENCES ON CONSUMER BEHAVIOR

Learning specific outcomes

After having studied the topic and carried out the exercises the student will be able to:

- Define the internal dynamics of consumers.
- Understand how customers make choices.
- Interpret information about products.

- Understand how motivation and emotional states influence consumers.
- Define personalities, lifestyles and values and see how they guide consumers.

Content

UNIT 3. Perception.

UNIT 4. Learning and Memory.

UNIT 5. Motivation and affection.

UNIT 6. Personality, lifestyles, and values.

MODULE 3: CHOOSING AND USING PRODUCTS

Learning specific outcomes

After having studied the topic and carried out the exercises the student will be able to:

- Explain how consumers think about products and the steps they use to choose one, and what happens after they buy something.
- Understand how we form feelings.
- Describe the steps used to identify the best solution to a consumption problem.
- Highlight how factors at the time of purchase influence our choices.
- Be familiar with disposal policies issued by companies.
- Be aware of how disposal of products is important nowadays.

Content

UNIT 7. Decision making.

UNIT 8. Buying, using, and disposing.

MODULE 4: CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS

Learning specific outcomes

After having studied the topic and carried out the exercises the student will be able to:

- Acquire knowledge about how external factors influence our identities as consumers and the decisions we make.
- Understand how culture influences consumer behavior.

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UNIT 9. Group influences and social media.

UNIT 10. Culture.

5. TEACHING AND LEARNING METHODOLOGY

Semi-Presencial Group:

The course adopts a blended learning methodology that combines face-to-face instruction with structured online learning to promote flexibility, autonomy, and continuous engagement while maintaining a strong emphasis on active learning and practical application.

Students complete 13 scheduled sessions, comprising:

- 6 face-to-face sessions
- 6 online learning sessions (primarily asynchronous, with synchronous activities where appropriate)
- 1 final face-to-face examination session

The face-to-face sessions focus on introducing key concepts, facilitating discussion, developing practical competencies, and providing opportunities for collaborative learning and immediate feedback from the instructor. A minimum of 4–5 face-to-face sessions include a practical component of at least 90 minutes, during which students actively apply course concepts through authentic learning activities.

The online component extends and reinforces classroom learning through carefully designed asynchronous learning materials and activities that encourage independent study, self-regulated learning, and continuous engagement. Where pedagogically appropriate, online practical sessions may also be conducted synchronously.

Online learning activities may include:

- Interactive learning modules.
- Guided readings and multimedia resources.
- Recorded lectures and demonstrations.
- Case-study analysis.
- Applied practical exercises.
- Discussion forums.
- Online quizzes.
- Individual reflection activities.
- Collaborative digital projects.
- Portfolio development.

Practical learning is integrated into both delivery modes. At least 4–5 online sessions include practical activities requiring approximately 90 minutes of active student work. These activities require students to apply theoretical knowledge by analysing, producing, presenting, solving, or reflecting upon authentic problems or professional situations.

Continuous assessment is distributed across both face-to-face and online sessions. Students are assessed through a range of formative and summative activities that demonstrate active engagement and achievement of learning outcomes. Assessment is based on completed work and demonstrated competencies rather than attendance. Activities may include practical exercises, presentations, quizzes, case analyses, online discussions, project deliverables, and portfolio submissions.

The blended methodology encourages students to take responsibility for their own learning while benefiting from regular instructor guidance, collaborative activities, and continuous feedback. By integrating classroom interaction with structured online learning, the course promotes flexibility, digital competence, critical thinking, and the practical application of knowledge in professional contexts.

6. ASSESSMENT

In accordance with the Bologna Plan, the subject is assessed using the continuous assessment model, which rewards the constant and continuous effort of students.

The final grade of the subject (NF) will be the result of continuous assessment, based on the application of the following formula:

- **NF = (Grade for the face-to-face final exam x 60%) + (Grade for partial assessment activities x 40%)**
- The face-to-face final exam, which is a final exam, has two sittings.
- The minimum grade of the final exam to calculate the NF will be 40 points out of 100.
- Otherwise, only the grade obtained in the final exam will appear as the NF of the subject.
- The subject is passed with an NF equal to or greater than 50 points out of 100.

Semi-Presencial Group:

Type of activity	Description	% Evaluation	
Partial assessment activities			40%

Group Activity	Group Project_1 (offline)	10%	
Group Activity	Group Project_2 (offline)	10%	
Group Activity	Group Project_3 (offline)	10%	
Individual Activity	Individual Pitch (offline)	10%	
Individual Test	Mid-Term Exam (offline)	10%	
Individual Activity	Individual Project_1 (online)	10%	
Individual Activity	Individual Project_2 (online)	10%	
Individual Activity	Individual Project_3 (online)	10%	
Individual Activity	Individual Project_4 (online)	10%	
Attendance & Participation	Attendance, engagement, and attitude	10%	
Face-to-face final exam			60%
	Face-to-face final exam	100%	

7. BIBLIOGRAPHY

- Ariely, D., & Jones, S. (2008). *Predictably irrational*. New York, NY: Harper Collins.
- Dooley, R. (2011). *Brainfluence: 100 ways to persuade and convince consumers with neuromarketing*. Hoboken, NJ: John Wiley & Sons.
- Lindstrom, M. (2012). *Buyology: How everything we believe about why we buy is wrong*. New York, NY: Random House.
- Lindstrom, M. (2016). *Small data: the tiny clues that uncover huge trends*. New York, NY: St. Martin's Press.
- Solomon, M. R. (2019). *Buying, having and being*. United Kingdom: Pearson Education.