

## Course form to fill in (2018-2019)

### Course title:

Applying behavioral economics : nudge marketing

### Staff responsible for the course:

Romain Cadario

### Lecturers:

First Name + Name  
Romain Cadario

## 1) COURSE PRESENTATION

### Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

### **At the end of the course, the student should be able to:**

- Have a deeper understanding of the nudge approach
- Apply knowledge from both theory (behavioral economics) and practice (existing cases and studies)
- Identify the key factors for successful behavioral change
- Suggest action plans for effective & innovative change

### Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

Students are not required to have taken preliminary courses in marketing or behavioral economics.

### Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

*(The description should not take more than ten lines)*

In the past few years, seminal work in behavioral economics have discussed the “nudge” approach, seeking to design effective actions aimed at encouraging behavioral change in terms of health, wealth, happiness, etc. Thaller and Sustein (2008) illustrate a simple nudge that intends to get men stop peeing on the floor: attaching an image of an housefly in the urinals. The result: Spillage declined 80 percent. It turns out that, if you give men a target, they can't help but aim at it.

In this course, we will cover nudges in a broad range of areas such as tax payment, energy saving, green consumption, health choices, working performance, education and poverty. We will focus on learning from theory and practice in order to better understand how to be more successful in changing people's behavior.

## 2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- <i>Magistral Course</i>		
- <i>Interactive Course</i>	16	
- <i>Tutorials</i>		
- <i>Coaching</i>		
- <i>PBL Course</i>		
<u>Training from a distance</u>		
- <i>Video-conferences</i>		
- <i>Webinars</i>		
<u>Self-learning</u>		
- <i>Books 'readings</i>		
- <i>E-learning</i>		
- <i>Research</i>		
<u>Outdoors-training</u>		
- <i>In firms</i>		
- <i>Internship</i>		
<u>Personal work</u>		
- <i>Group Projects</i>	6	
- <i>Individual Projects</i>		
- <i>Personal work</i>		
<b>Total working time for the student</b>	<b>22</b>	

### 3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- Coaching
- Case Study
- E-Learning and/or Self-learning
- Interactive courses
- Presentations
- Projects
- Research
- Seminars
- Tutorials
- Visits

#### 4) ASSESSMENT

Sum up briefly the course assessment's mechanism (*two or three lines*)

This will introduce the assessment's table that you have to complete below (table n°2).

Class participation, individual and team assignments, oral presentations.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment			
	Mid-term exam			
	Participation			10
	Oral presentation			
	MCQ			
<u>Final exam</u>	Oral final exam			
	Written final exam			
<u>Others</u>	Case study			40
	Group Project			50
	Individual Project			
	Written assignment			
	Exercises			
<b>Total</b>				<b>100%</b>

#### 5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

Class books :

Reviews :

Internet Resources:

*Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.*

<b>Name of the Website</b>	<b>URL</b>