

**Psychology of Perception Applied to Advertising
and Public Relations**

Code: 103129
ECTS Credits: 6

Degree	Type	Year	Semester
2501935 Advertising and Public Relations	FB	2	1

Contact

Name: Albert Vinyals Ros

Email: albert.vinyals@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Berta Conill Purgimon

Prerequisites

Those contemplated in the teaching plan.

Objectives and Contextualisation

It is expected that at the end of the study of the subject the students will be able to:

- Identify the perceptual characteristics of advertising productions and use them in the analysis and creation of advertising materials.
- Know the importance of the research for the obtaining of data and conclusions applying the contents of Psychology of perception to Publicity and Public Relations.
- Identify the perceptual characteristics of advertising productions to use them in the creation of advertising materials
- Know the importance of research and the scientific method to obtain data.
- Understand the functioning of basic psychological processes involved in consumer behavior, such as attention, perception, sensation, learning and memory
- Understand the functioning of psychological processes involved in decision-making, especially emotions.
- Introduce the gender perspective in advertising perception.
- Encourage attitude and critical thinking
- Promote respect for ethics in the exercise of the profession.

Competences

- Demonstrate knowledge of the psychological fundamentals of persuasive communication (attention, memory, interest, processes of idea association, conviction and desire).
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Rigorously apply scientific thinking.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Consider how gender stereotypes and roles impinge on the exercise of the profession.
4. Identify and interpret the repertoire of emotions that can play a role in turning need-desire into a purchase attitude.
5. Identify situations in which a change or improvement is needed.
6. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
7. Propose projects and actions that incorporate the gender perspective.
8. Rigorously apply scientific thinking.
9. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
10. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
11. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
12. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
13. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
14. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

SCHEDULE OF THE SUBJECT

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject.

MASTER CLASS CONTENT:

1. Introduction: Psychology and Advertising Communication. Consumer psychology.
 - 1.1. Research bases in Perception Psychology applied to PRP
2. Routes of entry of the stimulus to the organism:
 - 2.1. The attention.
 - 2.2. The sensation: the senses in advertising perception: visual, auditory and chemical perception.
 - 2.3. The perceptual process and the factors that influence it.
3. Storage and retrieval: learning and memory.
4. Decision making: fast and slow thinking. Emotions in advertising.

SEMINAR CONTENTS:

Parallel to the theory explanation, 5 seminars will be held in divided groups, of compulsory attendance where aspects told in the master classes will be put into practice, as well as being used to provide a complementary and critical vision of some aspects treated in the theory.

Seminar 1: Praxis of neuromarketing

Seminar 2: Praxis of attention

Seminar 3: Praxis of sensory marketing

Seminar 4: Gestalt and optical illusions

Seminar 5: Gender and perception.

Methodology

Teaching methodology includes supervised and autonomous activities, and will combine theoretical classes with

The methodological integration will be carried out from the use of the CV (Campus Virtual) classrooms of the UAI

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: th

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminar Sessions	37.5	1.5	1, 8, 4, 6, 5, 7, 13, 11, 3, 14
Theoretical Classes	15	0.6	8, 4, 6, 13, 9, 3
Type: Supervised			
Supervised Tutoring	7.5	0.3	12, 9
Type: Autonomous			
Autonomous	82.5	3.3	8, 4

Assessment

a) CONTINUOUS ASSESSMENT:

To pass the subject in the continuous evaluation, all the evaluations (Exam, Coursework and Seminars) must have a grade equal to or greater than 5 under the following conditions:

- Theoretical exam (40%). Examination on the theoretical content and that of the seminars. Have a grade greater than or equal to 5. With a 4 or less, it does not become average and goes directly to recovery.
- At work (30%): Have a grade equal to or greater than 5.
- In the seminars (30%): have attended and have a grade higher than 5 in ALL the Seminars.

b) RECOVERY continuous assessment:

There will be recovery of FAILED ACTIVITIES in the continuous evaluation. The conditions to make the recovery are the following:

- EXAM (Theory): a grade below 5 has been obtained in the continuous assessment exam.
- WORK: A grade of less than 5 has been completed and achieved in the continuous assessment.

Recovery Features:

- EXAM (THEORY): Recovery will be done through an exam of the same type as the continuous assessment. The grade obtained in the theory recovery exam will be the final grade for this part.
- WORK: The recovery will be done by repeating the work of the subject and/or the incorrect sections.
- SEMINARS: cannot recover. If one has not been released for justified reasons, he can miss the term with a penalty of 20% of his grade, but only during the following two weeks. .

c) SINGLE ASSESSMENT:

The single assessment system for the subject is based on the following percentages:

- 50% Theoretical test. It is a specific model for this type of evaluation.
- 20% Test book. Examination on the content of a book proposed by the teacher. It will take place on the day of the theory test.
- 30% Delivery of a final work.

To pass the subject you will have to reach 5, or pass it in each of the parts that make up your evaluation.

The works will be released on the day of the exam, in which the theoretical test and the book exam will be evaluated.

d) RECOVERY single assessment:

The theory test can only be recovered if the student has obtained a grade lower than 4.9. The recovery test will consist of a written test to assess theoretical knowledge.

The mark obtained in the resolution of cases or communicative challenges will form part of the weighted average of the final mark. Only in case of failing this test may he choose to recover it with a test of the same nature.

OTHERS:

- UP NOTE: Students who have obtained a grade equal to or greater than 8.5 in the continuous assessment may apply to raise their grade. To raise the grade, there will be a global exam of the subject. If the final grade obtained in this exam is higher than the final grade achieved in the subject in the continuous assessment, the grade will be raised; if it is lower, the final grade for the subject will be the final grade obtained in the continuous assessment.
- PLAGIARISM: In the event that the student performs plagiarism without citing, or an unexplained use of an AI to perform a task, this act of evaluation will be graded with 0, regardless of the disciplinary process that may be instituted. In the event that two irregularities occur in the evaluation acts of the same subject, the final grade will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Course Work	30%	2.5	0.1	8, 4, 9, 10
Exam	50%	2	0.08	2, 1, 8, 4, 6, 5, 13, 12, 11, 9, 14
Participation and reports of the seminars	20%	3	0.12	2, 1, 8, 4, 6, 5, 7, 10, 3

Bibliography

Basical:

Añños, Elena. (1999). *Psicología de la atención y de la percepción*. Guía de estudio y evaluación personalizada. Barcelona: Publicacions de la UAB. Edició electrònica en CD-ROM

Boada Calbet, H. (2001). *Processos psicològics bàsics*. Barcelona: Ensenyament Obert.

Goldstein, Bruce. (2012). *Sensación y Percepción (8ª Edición)*. Thompson editorial.

Kahneman, D. (2012). *Pensar rápido, pensar despacio*. Debate.

Morgado, I. (2012). Cómo percibimos el mundo. *Revista nº*, 1.

Shiffman y Kanuk (2005). "*Comportamiento del Consumidor*. Madrid: Editorial Pearson.

Vinyals, A. (2019). *El consumidor tarado*. Barcelona: Amazon.

Complementary:

Ariely D. (2008) *Las trampas del deseo* . Londres: Harper Collins Harper Collins.

Braidot, N. P. (2006). *Neuromarketing: neuroeconomía y negocios*. Barcelona: NorteSur.

Dooley, R. (2011). *Brainfluence: 100 ways to persuade and convince consumers with neuromarketing*. John Wiley & Sons.

Dubois, B. y Rovira, A. (1998) *Comportamiento del Consumidor. Comprendiendo al Consumidor*. Madrid: Prentice Hall, 2ª Edición.

Jauset, Jordi (2014). *Música y Cerebro. Una pareja saludable*. Barcelona: Círculo Rojo.

Klein, N. (2000) *No logo. El poder de las marcas*. Barcelona: Paidós.

Manzano, R. et alt. (2012). *Marketing sensorial. Comunicar con los sentidos en el punto de venta*. Ed. Prentice Hall.

Myers, David G. (2011) *Psicología*. 9.a ed. Madrid: Médica Panamericana.

Quintanilla Pardo, I. (2002) *Psicología del Consumidor*. Madrid:Prentice Hall.

Ruiz Maya, S. Y Alonso Rivas, J. (2013) *Casos prácticos de comportamiento del consumidor*. Madrid: Editorial ESIC.

Santiago de Torres, J. [et al]. (2006) *Procesos psicológicos básicos*. 2a ed. Madrid: McGraw-Hill.

Thaler, R. H. (2016). Todo lo que he aprendido con la psicología económica. *Barcelona, Deusto*.

Zaltman, G. (2003) *Cómo piensan los consumidores*. Barcelona: Empresa Activa.

BLOG:

<http://psicologiadelconsumo.wordpress.com/>

Software

No specific software is required