

Degree	Type	Year
2501928 Audiovisual Communication	FB	2

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

No pre-requisite envisaged.

Warning: the teacher responsible for the teaching guide will not be the one who will teach the subject

## Objectives and Contextualisation

It is expected that the student, at the end of his / her study be able to:

- Understand the importance of psychological connections to adapt to the behavior of consumers.
- Identify the perceptual characteristics of advertising productions and use them in the creation of audiovisual materials.
- Learn the principles explained by psychology related to perceptual communication.
- Understand the functioning of psychological processes involved in making decisions, especially emotions.
- Knowing consumer trends, monitorize and understand them.
- Identify the main phenomena and group processes, which allow understanding the behavior of the consumer in their social and cultural environment.
- Acquire social psychology connections referring to identity training, group behavior, social awareness and attitude training, which will help to understand the role of citizens as consumers.
- Connect the different forms of social stratification that is done in our society and their application in market's segmentation.
- To introduce the gender perspective in advertising perception.
- Promote attitude and critical thinking

- Generate emotional experiences in the consumption of audiovisual products while respecting the freedom of audiences.
- Identify theories and psychological processes related to audiovisual communication.
- Describe how audiences make decisions related to the leisure consumption of audiovisual products.
- Determine how communities of followers and fans of successful audiovisual products are created.
- Investigate how the audiovisual montage affects perception.

## Learning Outcomes

1. CM18 (Competence) To generate emotional experiences in the consumption of audiovisual products while respecting audience freedom.
2. CM18 (Competence) To generate emotional experiences in the consumption of audiovisual products while respecting audience freedom.
3. KM22 (Knowledge) To identify psychological theories and processes related to Audiovisual Communication.
4. KM22 (Knowledge) To identify psychological theories and processes related to Audiovisual Communication.
5. KM23 (Knowledge) To describe how audiences make decisions related to the consumption of audiovisual products for entertainment purposes.
6. KM23 (Knowledge) To describe how audiences make decisions related to the consumption of audiovisual products for entertainment purposes.
7. SM23 (Skill) To create audiovisual products with narratives and characters that are psychologically appealing to audiences.
8. SM24 (Skill) To understand the process by which successful audiovisual products create fan bases.
9. SM24 (Skill) To understand the process by which successful audiovisual products create fan bases.
10. SM25 (Skill) To investigate how audiovisual editing affects perception.
11. SM25 (Skill) To investigate how audiovisual editing affects perception.

## Content

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 SESSIONS

1. Introduction. Psychology applied to the behavior of audiences. Persuasion
2. How they persuade us. Psychology of persuasive communication.
3. How we perceive content: attention, perception and memory.
4. How we make decisions: emotions, dissonances, fast track and slow track.
5. How we follow trends: social change, psychosocial segmentation and social trends.
6. How we form part of market segments: identity, social groups, stratification and main social categories: age and gender.

### SEMINARS

Parallel to the master sessions, 7 compulsory attendance seminars will be held, which will bring the theoretical contents closer to professional practice.

Seminar 1: persuasion

Seminar 2: attention

Seminar 3: eye tracking

Seminar 4: associative learning

Seminar 5: fast track / slow track

Seminar 6: creative thinking

Seminar 7: social categorization and gender

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars	15	0.6	
Theoretical classes	37.5	1.5	
Type: Supervised			
Tutorials	7.5	0.3	
Type: Autonomous			
Autonomous	40	1.6	

Teaching methodology includes supervised and autonomous activities, and will combine theoretical classes with supervised tutoring sessions and seminar sessions.

The methodological integration will be carried out from the use of the MOODLE classrooms of the UAB.

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. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	40%	2	0.08	CM18, KM22, KM23, SM24, SM25
Final work	30%	30	1.2	CM18, KM23, SM23, SM24
Participation and reports of the seminars	30%	18	0.72	CM18, KM22, KM23, SM23, SM24, SM25

#### 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:

To qualify, students must have been previously evaluated in at least 2/3 of the total evaluable activities of the subject. 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:

- 40% Theoretical test. It is a specific model for this type of evaluation, which broadens the contents to be dealt with.
- 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.
- 40% 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:

- To qualify, students must have been previously evaluated in at least 3/4 of the total evaluable activities of the subject. There will be recovery of FAILED ACTIVITIES in the continuous evaluation. The conditions to make the recovery are the following:
- 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 and if the student considers it so, 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.

- **SECOND REGISTRATION:** In the case of second registration, students may take a single synthesis test that will consist of a 50% final exam and 50% compulsory work, if the work was not approved in the first call. The qualification of the subject will correspond to the qualification of the synthesis test.
- **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.

## Bibliography

### Main bibliography

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Pastor Ruiz, Y. (2006). *Psicología social de la comunicación: aspectos básicos y aplicados*.

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

### Complementary bibliography

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

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

Hari, J. (2023). *El valor de la atención: Por qué nos la robaron y cómo recuperarla*. Ediciones Península.

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

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

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

Quintas-Froufe, N., & González-Neira, A. (2021). *Los estudios de la audiencia: De la tradición a la innovación*. Editorial GEDISA.

Morgado, I. (2012). *Cómo percibimos el mundo*. Ariel.

Mucchielli, A., & Zalduendo, C. L. (1998). *Psicología de la comunicación*. Paidós.

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

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

## Software

No specific software is required

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	41	Catalan	second semester	morning-mixed
(SEM) Seminars	42	Catalan	second semester	morning-mixed
(SEM) Seminars	43	Catalan	second semester	morning-mixed
(TE) Theory	4	Catalan	second semester	morning-mixed