
NEUROMARKETING: WHAT HAPPENS IN OUR CUSTOMER'S MIND

International MBA IMBA-EN SEP-2024 S-MBS

Area Marketing and Communication

Number of sessions: 15

Term: Concentrations

Category: regular

Language: English

Professor: **ALEXIA DE LA MORENA GÓMEZ**

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Dr. Alexia de la Morena. Neuroscience Expert. CEO of NEUROMARKETING ATTRACTION

Doctor Alexia de la Morena expert in Digital Marketing and Neuromarketing

Dr. Alexia de la Morena Gómez, a distinguished expert in Digital Marketing and Neuromarketing, holds a Ph.D. and serves as a

professor, receiving the merit scholarship award at Harvard in 2024, along with scholarships from Santander Bank and the Community of Madrid. Her expertise spans

Strategic and Digital Marketing, Sensory and Experiential Marketing, Web & Mobile Marketing Design, Branding, Market Research, and Consumer Behavior. As the CEO of Neuromarketing Attraction and BE MEDIC, Dr. de la Morena seamlessly combines teaching roles at business schools and

universities with consultancy for institutional entities and media, representing various brands. She is a prolific author, speaker, and consultant, contributing significantly to the fields of neuroscience and marketing.

Dr. Alexia de la Morena is a trailblazer, recognized for her exceptional contributions in Digital Marketing and Neuromarketing. With a Ph.D. and as a recipient of the merit

scholarship award at Harvard in 2024, along with scholarships from Santander Bank and the Community of Madrid, she excels in various facets of marketing, from

strategic planning to sensory experiences.

www.alexiadelamorena.com

Office Hours

Office hours will be on request. Please contact at:

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Dear Colleagues,

I hope this message finds you well. I would like to invite you to attend my upcoming office hours for any consultations or discussions regarding Neuromarketing Course. Whether you're seeking collaborative opportunities, feedback on ongoing work, or insights into specific challenges, I welcome the chance to engage in meaningful dialogue.

Office Hours Schedule:

Day(s): Any time

Time: Any time

Location: IE Velázquez, 130

Virtual Option: [Include video conferencing details if applicable]

Please feel free to drop by or schedule a specific time if you'd prefer a dedicated slot for in-depth discussions.

I look forward to our collaboration and the opportunity to assist with any specialized inquiries.

Best regards,

Alexia de la Morena Gómez

Dr. in Neuromarketing, Digital and Human Behavior

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SUBJECT DESCRIPTION

This course explores the intersection of neuroscience and marketing, focusing on how our brains respond to marketing stimuli. Students will learn about the principles and techniques of neuromarketing, how to analyze consumer behavior using neuromarketing data, and how to develop effective marketing strategies based on insights from neuroscience.

- Understand what Neuromarketing is and its applications.
- Analyze neuromarketing data to derive insights about consumer behavior.
- Gather an overview on the different tools available and the cognitive process
- Assess the strength and limitations of Neuromarketing tools, and how they complement other research techniques

LEARNING OBJECTIVES

In the 15 sessions of this elective we will cover some of the basics of Neuromarketing; from the diversity of tools on how to apply the learnings. Specific learning objectives would be:

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Understand what Neuromarketing is and its applications.

Analyze neuromarketing data to derive insights about consumer behavior.

Gather an overview on the different tools available and the cognitive process related to them

Assess the strength and limitations of Neuromarketing tools, and how they complement other research techniques / behavioral sciences.

Practice the selection of tools, and the steps of the process; as well as the existing knowledge already available. Apply existing learnings to real life c

1. Understand the principles of neuromarketing and its practical applications across industries.
2. Evaluate and analyze neuromarketing data to derive actionable insights into consumer behavior.
3. Gain an overview of the most effective tools in neuromarketing, such as EEG, eye tracking, and facial coding.
4. Assess the strengths, limitations, and ethical considerations of neuromarketing tools, and understand their relationship with traditional marketing and behavioral sciences.
5. Apply neuromarketing principles and tools to solve real-world business problems through case studies and projects. Develop strategic recommendations based on behavioral economics and neuroscience insights.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Methodology

The course will blend theoretical lectures, practical case studies, hands-on exercises, and group discussions. Sessions will include interactive components such as multimedia cases, group projects, and live demonstrations of neuromarketing tools.

Key features of the methodology:

Live sessions with expert-led discussions.

Practical application through case studies and real-life scenarios.

Individual and group projects to simulate business applications.

Exposure to the latest research, articles, and industry insights.

Learning Activity	Weighting
Lectures	10.0 %
Discussions	30.0 %
Exercises in class, Asynchronous sessions, Field Work	20.0 %
Group work	30.0 %
Individual studying	10.0 %
TOTAL	100.0 %

AI POLICY

#1 – Critical GenAI use is encouraged

In this course, the use of generative artificial intelligence (GenAI) is encouraged, with the goal of developing an informed critical perspective on potential uses and generated outputs.

However, be aware of the limits of GenAI in its current state of development:

-If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.

-Don't take ChatGPT's or any GenAI's output at face value. Assume it is wrong unless you either know the answer or can cross-check it with another source. You are responsible for any errors or omissions. You will be able to validate the outputs of GenAI for topics you understand.

AI is a tool, but one that you need to acknowledge using. Failure to do so is in violation of academic honesty policies. Acknowledging the use of AI will not impact your grade.

Suggested format to acknowledge the use of generative AI tools:

I acknowledge the use of [AI systems link] to [specify how you used generative AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work].

If you have chosen not to include any AI generated content in your assignment, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment.

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Session 1: Introduction to Neuromarketing

Overview of the course and evaluation methods.

Introduction to neuromarketing: definition, history, and applications.

The role of neuroscience in understanding consumer behavior.

Readings:

Lindstrom, M. Buyology: Truth and Lies About Why We Buy. (Chapter 1)

Article: "The Neuromarketing Science of Buying Decisions" (Forbes, 2020)

Videos:

What is Neuromarketing? (5-minute explainer)

<https://www.youtube.com/watch?v=1Flv6OQa6ks>

SESSION 2 (LIVE IN-PERSON)

Session 2: Neuromarketing in Business Applications

Key neuromarketing insights and 2024 consumer trends.

How neuromarketing influences branding, advertising, and product design.

Readings:

Underhill, P. Why We Buy: The Science of Shopping.

<https://books.google.com.pe/books?id=-pQEmrhehuAC&printsec=copyright#v=onepage&q&f=false>

SESSION 3 (LIVE IN-PERSON)

Individual Activity: Present a Neuromarketing Research in a thematic you like it as a expert.

Session 3: Neuromarketing vs. Traditional Tools

Comparison with other marketing research techniques.

When to use neuromarketing versus surveys or focus groups.

Article Discussion:

From Neural Responses to Population Behavior: Neural Focus Group Predicts Population-Level Media Effects (Psychological Science).

<https://pmc.ncbi.nlm.nih.gov/articles/PMC3725133/>

SESSION 4 (LIVE IN-PERSON)

Session 4: Tools and Techniques in Neuromarketing

Groupal Activity: Coffee Market Research

Overview of tools: EEG, fMRI, eye tracking, facial coding, biometrics.

Introduction to cognitive processes these tools measure (e.g., attention, emotion, memory).

Practical Exercise: Multimedia Case: Fabric Softeners – Increasing

SESSION 5 (LIVE IN-PERSON)

Session 5: In-Depth Analysis of Neuromarketing Tools

Deep dive into the top three tools: EEG, eye tracking, and facial coding.

Hands-on demonstration of neuromarketing technology.

Videos:

Eye Tracking in Marketing.

<https://www.youtube.com/watch?v=Mlt10-WOjL0>

SESSION 6 (LIVE IN-PERSON)

Session 6: Behavioral Sciences and Neuromarketing (Part 1)

Introduction to behavioral economics and cognitive biases.

Top 10 biases affecting consumer decision-making (e.g., anchoring, loss aversion).

Case Study:

Behavioral Economics in action – Halo Top Ice Cream.

<https://www.linkedin.com/pulse/ice-cream-desert-islands-behavioural-economics-basam-diablos/>

SESSION 7 (LIVE IN-PERSON)

Session 7: Behavioral Sciences and Neuromarketing (Part 2)

Application of biases in neuromarketing strategies.

Combining neuromarketing and behavioral economics for improved results.

Videos:

Behavioral Economics & Marketing.

https://www.youtube.com/watch?v=DAuBcvV_oEA

SESSION 8 (LIVE IN-PERSON)

Session 8: Practical Case Application.

Sensory Marketing

Sensory Marketing is a strategy that engages one or more of the five senses—sight, sound, smell, taste, and touch—to influence consumer behavior, evoke emotions, and enhance brand perception. By appealing to sensory experiences, companies create memorable and engaging interactions that can drive customer loyalty and purchasing decisions.

Psychology of Colors

The psychology of colors explores how different hues influence human emotions, perceptions, and behaviors. This field combines principles of psychology, design, marketing, and even neuroscience to understand how colors impact decision-making and evoke emotional responses.

Experiential Marketing

Experiential Marketing is a marketing strategy that creates immersive, engaging experiences to connect with consumers on a deeper emotional level. The goal is to foster a memorable and meaningful interaction between the consumer and the brand, leading to stronger brand loyalty and advocacy. Rather than focusing solely on promoting a product or service, experiential marketing seeks to make consumers feel like an active participant in a brand story or event.

Emotional Marketing

Emotional Marketing is a strategy that appeals to the emotions of consumers to create a strong and memorable connection with a brand. It leverages human emotions—such as happiness, sadness, fear, love, or nostalgia—to influence decision-making, build brand loyalty, and foster deeper relationships. This approach is rooted in the understanding that emotional responses often drive purchasing behavior more than rational thought.

Practical session: applying neuromarketing principles to real-world challenges.

Industry examples: retail, e-commerce, FMCG, and digital advertising.

Sensory Marketing | How The Five Senses Can Be Used In Marketing
<https://www.youtube.com/watch?v=ZFIU55QG5FM>

Multi-sensory Marketing and Social Influence
<https://www.youtube.com/watch?v=duDNbKWEy5M>

SESSION 9 (LIVE IN-PERSON)

Session 9: Designing Neuromarketing Projects

How to design and execute neuromarketing studies.

Selecting the right tools for specific business problems.

Ethical considerations in neuromarketing research.

<https://www.youtube.com/watch?v=peiLv2eR9K8>

Starbucks Sensory Marketing Implementation

<https://www.youtube.com/watch?v=peiLv2eR9K8>

Piano stairs - TheFunTheory.com - Rolighetsteorin.se

<https://www.youtube.com/watch?v=2IXh2n0aPyw>

Unsung Hero | ???????????????? (TLI)

<https://www.youtube.com/watch?v=uaWA2GbcnJU>

SESSION 10 (LIVE IN-PERSON)

Sessions 10-11: Project Preparation

Guidance for group and individual projects.

Feedback sessions and Q&A for refining project ideas.

SESSION 11 (LIVE IN-PERSON)

Sessions 12-15: Final Presentations and Course Wrap-Up

Group presentations: neuromarketing solutions for real-life business problems.

Discussion and feedback from peers and instructor.

Key takeaways and recommendations for further study.

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SESSION 12 (LIVE IN-PERSON)

SESSION 13 (LIVE IN-PERSON)

SESSION 14 (LIVE IN-PERSON)

SESSION 15 (LIVE IN-PERSON)

EVALUATION CRITERIA

Teaching Methodology for the Neuromarketing Course

The Neuromarketing Course will employ a diverse range of teaching methods to ensure that students not only grasp the theoretical aspects of neuromarketing but also gain hands-on experience in applying the tools and techniques to real-world marketing problems. The course will follow a combination of lectures, case studies, practical workshops, data analysis, group projects, and interactive discussions.

Here's an outline of the teaching methodology:

1. Lectures (Theory-Based Learning)

Objective: Provide foundational knowledge on neuromarketing, including neuroscience principles, the tools of neuromarketing (EEG, fMRI, eye tracking, etc.), and their relevance to consumer behavior.

Method: Each session will begin with a lecture to introduce core concepts such as how the brain responds to marketing stimuli, how neuromarketing tools work, and the ethical considerations involved.

Lectures will focus on explaining the intersection of neuroscience and marketing, ensuring students understand both the technical and business aspects of neuromarketing.

Tools: Use of multimedia presentations, real-world examples, and key neuromarketing studies.

2. Case Studies (Real-World Application)

Objective: Bridge the gap between theory and practice by studying real-life applications of neuromarketing.

Method: Students will analyze existing marketing campaigns where neuromarketing techniques have been employed.

Case studies will be used to explore how neuromarketing data is collected, interpreted, and applied to optimize marketing strategies.

Tools: Pre-selected case studies of companies using neuromarketing, critical analysis of results, and classroom discussion.

Outcome: Students will gain insight into the challenges and benefits of applying neuromarketing in different industries.

3. Practical Workshops (Hands-On Learning)

Objective: Ensure students can operate and analyze data from neuromarketing tools, gaining first-hand experience.

Method: Workshops will be dedicated to using neuromarketing tools such as EEG, eye-tracking software, or facial coding tools.

Students will work with simulated or real neuromarketing data to learn how to interpret consumer reactions and apply these insights to marketing decisions.

These sessions will focus on using both qualitative and quantitative data to make informed marketing recommendations.

Tools: Neuromarketing software, tools for EEG and eye tracking, real-life marketing datasets.

Outcome: Students will develop analytical skills and the ability to interpret neuromarketing data to derive consumer insights.

4. Group Projects (Collaborative Learning)

Objective: Encourage collaboration and the application of neuromarketing principles to a real or hypothetical business challenge.

Method: Students will work in groups to design a neuromarketing strategy for a product or brand, selecting appropriate tools and methodologies based on what they've learned.

The project will include the collection, analysis, and interpretation of neuromarketing data, with students presenting their findings and recommendations.

Tools: Case studies, neuromarketing software, project-based learning.

Outcome: These projects will test students' ability to apply neuromarketing theory and tools in a real-world context, strengthening their problem-solving and teamwork skills.

5. Data Analysis and Interpretation (Skill Development)

Objective: Build data literacy by teaching students how to work with neuromarketing data, analyze it, and draw actionable insights.

Method: Sessions dedicated to data analysis will walk students through the steps of interpreting consumer behavior data from neuromarketing tools.

Students will learn to identify patterns and trends that can inform marketing strategies.

Tools: Neuromarketing datasets, statistical analysis software.

Outcome: Students will become proficient in using data to make evidence-based marketing decisions, improving their analytical and critical thinking skills.

6. Interactive Discussions (Critical Thinking and Reflection)

Objective: Promote critical thinking and deeper understanding by encouraging students to actively engage with the material.

Method: Each session will include interactive discussions where students can question, debate, and reflect on the concepts covered.

These discussions will help students synthesize information, challenge existing assumptions, and consider ethical and practical implications of neuromarketing.

Tools: Open forums, in-class debates, peer feedback.

Outcome: Develops communication and critical thinking skills, allowing students to view neuromarketing from multiple perspectives.

7. Assessments and Reflections (Continuous Learning)

Objective: Measure progress and provide continuous feedback.

Method: Regular quizzes, short assignments, and reflective writing will be integrated into the course to ensure that students are consistently engaging with the material.

Periodic group reflections will allow students to review and assess their learning, helping them make connections between theory and practice.

Tools: Online quizzes, reflection journals, feedback loops.

Outcome: Continuous assessment will ensure knowledge retention and encourage ongoing self-reflection and improvement.

8. Guest Lectures and Industry Insights (Professional Exposure)

Objective: Provide students with insights from industry experts who use neuromarketing in their professional practice.

Method: Invite professionals working in neuromarketing or related fields to deliver guest lectures, providing students with real-world perspectives.

These sessions will cover advanced applications of neuromarketing, emerging trends, and ethical issues from industry leaders.

Tools: Guest speakers, Q&A sessions.

Outcome: Expose students to practical applications, new technologies, and challenges in neuromarketing from a professional standpoint.

9. Capstone Session (Future Trends and Reflection)

Objective: Summarize the entire course and explore future trends in neuromarketing.

Method: The final session will reflect on the learnings from the course, while discussing the future directions and ethical considerations of neuromarketing.

Students will be encouraged to think critically about how they can apply their knowledge in the workplace.

criteria	percentage	Learning Objectives	Comments
Final Exam	50 %		
Individual presentation	0 %		
Group Presentation	30 %		
Individual work	10 %		
Group Work	0 %		
Class Participation	10 %		
Intermediate tests	0 %		
Other	0 %		

FAILING GRADE AND REASSESSMENT

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.

BIBLIOGRAPHY

Compulsory

- Thomas Zoega Ramsøy. (2015). *Introduction to Neuromarketing & Consumer Neuroscience* Thomas Zoega Ramsøy. 1. CREATESPACE. ISBN 9788799760206 (Digital)

Neuromarketing

<https://www.iberlibro.com/9788799760206/Introduction-Neuromarketing->

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

CODE OF CONDUCT IN CLASS

(10/11/2022)

1. Be on time: : Students arriving late will be marked as "Absent". Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students to learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the professor as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your professor after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

