

## Course Outline

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### Part I

<b>Programme Title</b>	: All Undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Treat or Cheat? The Hidden Forces Behind the Buying Scenes 購物樂與怒
<b>Course Code</b>	: GEG2049
<b>Department</b>	: Psychology
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 2

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

People in the world engage in an enormous amount of consumption almost every day. At the time we make purchases, the money-to-product exchanges usually happen so quickly without rational thinking. Therefore, consumers often feel regretful about the purchases they have made. Increasing the consequences of making unwise purchases, we consume not only for ourselves but also on behalf of the schools or companies that we work for. Therefore, the decision-making processes involved in consumption are critical and should not be overlooked. This course provides students with a platform to review their consumer behaviors and equip them with the knowledge and skills to be a sensible buyer. We will discuss some contemporary global issues in customer behavior. We will also discuss personality, cognitive biases, and cultural differences that prompt a buyer to pay without hesitation. At the end of this course, students will understand why some sales phenomena are that ‘Phenomenal’!

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Understand the nature of decision making and the impacts of good and bad decision making;
- CILO<sub>2</sub> Identify the internal and external factors that influence decision making processes and individual styles of decision making;
- CILO<sub>3</sub> Be able to critically evaluate the proofs of quality or effectiveness presented with consumer products so as to purchase wisely;
- CILO<sub>4</sub> Obtain knowledge of the psychosocial, global, and cultural factors that influence consumer behaviors.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The nature of customer behavior: a. The history of customer’s behavior. b. Psychological approach in understanding customer behavior. c. Decision making skill	CILO <sub>1-4</sub>	Lectures, Case Studies, Audiovisual Aids, Guided group discussion
Social issues about customer behavior: a. The government b. Legal system c. Social media	CILO <sub>1-4</sub>	Lectures, Case Studies, Audiovisual Aids, Guided group discussion

Factors influencing consumer's decision making: a. Brands, buying process, and product development b. Advertising	CILO <sub>1-4</sub>	Lectures, Case Studies, Audiovisual Aids, Guided group discussion
Contemporary global issues in consumer behavior: a. Food safety b. Environmental sustainability c. Health and wellness d. Internet e. Cultural differences	CILO <sub>1-4</sub>	Lectures, Case Studies, Audiovisual Aids, Guided group discussion, Moodle discussion forum
Ethics and global perspective in consumer behavior	CILO <sub>1-4</sub>	Lectures, Case Studies, Audiovisual Aids, Guided group discussion, Moodle discussion forum

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group project Students are required to create an educational product (such as, educational toolkit, exercise book etc.) that helps promote better academic performance in a certain subject. Students in each group are instructed to identify and discuss a case of phenomenal sales phenomenon, and then create an educational toolkit that promote sensible purchase.	50%	CILO <sub>1-4</sub>
b. Reflective essay (1,200 words) Students are required to analyze one or more shopping experiences with application of theories and concepts covered in the course.	40%	CILO <sub>1-4</sub>
c. Class activities A maximum of 10 marks will be awarded for active participation in class activities designed by the lecturer (e.g. group discussions, reflective exercises, self-assessment exercises, online discussion)	10%	CILO <sub>1-4</sub>

## 5. Required Text(s)

Solomon, M. R. (2019). *Consumer behavior* (12<sup>th</sup> ed.). Pearson.

## 6. Recommended Readings

Chan, E., Northey, G., Pieter, R., Hoyer, W. D., & Macinnis, D. J. (2017). *Consumer behaviour*. Cengage Learning.

Dachyar, M., & Banjarnahor, L. (2017). Factors influencing purchase intention towards consumer-to-consumer e-commerce. *Intangible Capital*, 13(5), 946-966.

<https://doi.org/10.3926/ic.1119>

Dakduk, S., Ter Horst, E., Santalla, Z., Molina, G., & Malavé, J. (2017). Customer behavior in electronic commerce: a Bayesian approach. *Journal of theoretical and applied electronic commerce research*, 12(2), 1-20.

<https://doi.org/10.4067/S0718-18762017000200002>

De Mooij, M. (2019). *Consumer behavior and culture: Consequences for global marketing and advertising* (3<sup>rd</sup> ed.). SAGE Publications Limited.

Gbadamosi, A. (2019). *Contemporary issues in marketing: Principles and practice*. SAGE Publications Limited.

Goldsmith, E. B. (2016). *Consumer economics: Issues and behaviors* (3<sup>rd</sup> ed.). Taylor & Francis Ltd.

Hemsley-Brown, J., & Alnawas, I. (2016). Service quality and brand loyalty: The mediation effect of brand passion, brand affection and self-brand connection. *International Journal of Contemporary Hospitality Management*, 28 (12), 2771-2794. <https://doi.org/10.1108/IJCHM-09-2015-0466>

Japutra, A., Ekinci, Y., & Simkin, L. (2018). Positive and negative behaviours resulting from brand attachment. *European Journal of Marketing*, 52 (5/6), 1185-1202. <https://doi.org/10.1108/EJM-10-2016-0566>

Lin, X., Wang, X., & Hajli, N. (2019). Building E-commerce satisfaction and boosting sales: The role of social commerce trust and its antecedents. *International Journal of Electronic Commerce*, 23(3), 328-363.

<https://doi.org/10.1080/10864415.2019.1619907>

Maclaran, P., Parsons, E., & Chatzidakis, A. (2017). *Contemporary issues in marketing and consumer behaviour* (2<sup>nd</sup> ed.). Taylor & Francis Ltd.

Van Herk, H., & Torelli, C. J. (2017). *Cross cultural issues in consumer science and consumer psychology*. Springer International Publishing.

Yadav, M., & Rahman, Z. (2017). Measuring consumer perception of social media marketing activities in e-commerce industry: Scale development & validation. *Telematics and Informatics*, 34(7), 1294-1307.

<https://doi.org/10.1016/j.tele.2017.06.001>

**7. Related Web Resources**

Nil

**8. Related Journals**

Nil

**9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

**10. Others**

Nil