

**ΟΙΚΟΝΟΜΙΚΟ  
ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΑΘΗΝΩΝ**



ATHENS UNIVERSITY  
OF ECONOMICS  
AND BUSINESS

**SCHOOL OF BUSINESS**

**DEPARTMENT OF MARKETING & COMMUNICATION**

**ΟΙΚΟΝΟΜΙΚΟ  
ΠΑΝΕΠΙΣΤΗΜΙΟ  
ΑΘΗΝΩΝ**



ATHENS UNIVERSITY  
OF ECONOMICS  
AND BUSINESS

**ΣΧΟΛΗ  
ΔΙΟΙΚΗΣΗΣ  
ΕΠΙΧΕΙΡΗΣΕΩΝ**  
SCHOOL OF  
BUSINESS

ΜΕΤΑΠΤΥΧΙΑΚΟ  
ΜΑΡΚΕΤΙΝΓΚ & ΕΠΙΚΟΙΝΩΝΙΑΣ  
MSc IN MARKETING & COMMUNICATION

**STUDY GUIDE**  
**ATHENS, NOVEMBER 2023**

## **PART I: INFORMATION ABOUT THE INSTITUTION**

### **CONTACT DETAILS (Name & Address)**

ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS (AUEB)

Address: 76, Patission Str. GR-10434, Athens

Telephone number: +30-210-8203911

Website: <https://www.aueb.gr>

e-mail: [webmaster@aub.gr](mailto:webmaster@aub.gr)

Facebook: <https://www.facebook.com/auebgreece>

Twitter: <https://twitter.com/aueb>

### **ACADEMIC AUTHORITIES**

The rectorate authorities consist of the Rector and the Vice Rectors:

#### **Rector:**

Professor Dimitris Bourantonis

#### **Vice Rectors:**

##### **Vice Rector of Academic Affairs and Personnel**

Professor Vasilios Vasdekis

##### **Vice Rector of Research and Lifelong Learning**

Associate Professor Georgios Lekakos

##### **Vice Rector of Financial Planning and Infrastructure**

Professor Konstantinos Drakos

##### **Vice Rector of International Cooperation and Development**

Professor Vasilios Papadakis

#### **School of Business**

Dean: Associate Professor Angeliki Poulymenakou

#### **Department of Marketing & Communication**

Chair: Professor Konstantinos Indounas

#### **Master's Program**

Director: Professor Dionysis Skarmas

#### **Contact details**

Address: 47A Evelpidon & 33 Lefkados Str. 8<sup>th</sup> floor, room 806

Telephone number: +30 210 820 3665, +30 210 820 3631

E-mail:

Part Time: [mscptme@aub.gr](mailto:mscptme@aub.gr),

Full Time: [mscftme@aub.gr](mailto:mscftme@aub.gr),

Full Time with International Orientation: [prima@aub.gr](mailto:prima@aub.gr)

Website: [www.dept.aueb.gr/marketing](http://www.dept.aueb.gr/marketing)

## **ACADEMIC CALENDAR**

### **FALL SEMESTER**

BEGINNING OF CLASSES: Monday 25 September 2023

LAST DAY OF CLASSES BEFORE CHRISTMAS BREAK: Wednesday 20 December 2023

BEGINNING OF CLASSES AFTER CHRISTMAS BREAK: Monday 8 January 2024

END OF CLASSES:

*Full Time: Wednesday 31 January 2024*

*Part Time: Friday 9 February 2024*

FALL SEMESTER EXAM PERIOD

*Full Time: 5-9 February 2023*

*Part Time: 12-16 February 2024*

EXAM RESULTS: Till 16 March 2024

### **BANK HOLIDAYS**

Friday 17 November 2023

Tuesday 30 January 2024

### **SPRING SEMESTER**

BEGINNING OF CLASSES

*Full Time: Monday 12 February 2024*

*Part Time: Monday 19 February 2024*

LAST DAY OF CLASSES BEFORE EASTER BREAK: Friday 26 April 2024

BEGINNING OF CLASSES AFTER EASTER BREAK: Monday 13 May 2024

END OF CLASSES:

*Full Time: Friday 21 June 2024*

*Part Time: Friday 28 June 2024*

SPRING SEMESTER EXAM PERIOD

*Full Time: 24-28 June 2024*

*Part Time: 1 – 5 July 2024*

EXAM RESULTS: Till 30 July 2024

**BANK HOLIDAYS**

Monday 18 March 2024

Monday 25 March 2024

Wednesday 1 May 2024

Monday 24 June 2024

**RE-EXAMS**

EXAM PERIOD: 2-13 September 2024

EXAM RESULTS: Till 14 October 2024

**AUEB's OPERATIONAL STRUCTURE**

The structure and operation of the Institution is defined by current legislation as in force. The Athens University of Economics and Business is under the supervision of the Ministry of Education, Research and Religious Affairs. Its governing bodies include:

The Governing Council  
The Senate  
The Rector  
The Vice-Rectors  
The Executive Director

Until the Governing Council assumes its duties, administration is exercised by the University's Rector's Council

**AUEB's ACADEMIC STRUCTURE**

The Athens University of Economics and Business is structured by academic units of two (2) levels: a) the Schools, and b) the Departments

Each School is structured by at least two (2) Departments, covers a domain of related scientific areas, and ensures the interdisciplinary approach to teaching and research between its departments. The School is responsible for supervising and coordinating the operation of the Departments and the educational and research work produced, in accordance with the Internal Operating Regulations.

The bodies of the School, according to Law 4957/2022 (A 141) as applicable are: a) the Dean and b) the Dean's Council

The Department is the University's fundamental academic unit and aims to advance a specific field of science, technology, letters and arts through education and research. The Department consists of all the members of the Teaching & Research Staff (DEP), the members of the Special Education Staff (EEP), the members of the Laboratory Teaching Staff (EDIP) and the members of the Special Technical Laboratory Staff (ETEP).

Bodies of the Department according to Law 4957/2022 (A 141) as applicable are: a) the Assembly, b) the Board of Directors, c) the Head/Chair and d) the Deputy Head/Chair.

The Athens University of Economics and Business consists of three Schools & eight Departments:

**1. SCHOOL OF ECONOMIC SCIENCES**

Department of International and European Economic Studies

Department of Economics.

**2. SCHOOL OF BUSINESS**

Department of Management Science and Technology

Department of Business Administration

Department of Accounting and Finance

Department of Marketing and Communication.

**3. SCHOOL OF INFORMATION SCIENCE AND TECHNOLOGY**

Department of Informatics

Department of Statistics

**ADMINISTRATIVE BODIES OF POSTGRADUATE STUDY PROGRAMS**

Competent bodies for the organization and operation of the Postgraduate Study Programs are:

- a) the Senate,
- b) the Assembly of the Department,
- c) the Coordinating Committee (CC), and
- d) the Director of the Postgraduate Program.

Especially for inter-departmental, inter-institutional and joint programs, the responsibilities of the Department's Assembly are exercised by the Curriculum Committee

**UNIVERSITY STAFF**

The University staff consists of the following categories:

**- TEACHING STAFF:**

- Teaching & Research Staff (DEP)
- Emeritus Professors
- Visiting Professors
- Special Education Staff (E.E.P.)
- Laboratory Teaching Staff (E.DI.P.)

- Special Technical Laboratory Staff (E.T.E.P.)
- Auxiliary Teaching Staff
- Teaching Fellows
- Scientific Faculty Members
- Adjunct Instructors
- Secondet Teachers

**- ADMINISTRATIVE STAFF**

**SERVICES**

The Athens University of Economics and Business provides both administrative and other services (meals, housing, library, sport facilities etc.) aiming at serving both its students and staff. More information on the organization and operation of the University's services can be found on the University's website (<http://www.aueb.gr/en>).

**GENERAL DESCRIPTION OF THE UNIVERSITY**

The Athens University of Economics and Business (AUEB), as a Higher Educational Institution, is a legal entity governed by public law and supervised by the Ministry of Education, Research and Religious Affairs.

AUEB is, in order of seniority, the third Higher Education Institution of the country and the first in the fields of Economics and Business Administration. Later, the scientific fields of Informatics and Statistics were added. Since its founding, in 1920, AUEB has a rich and noteworthy tradition of significant academic achievements that define the present and create excellent prospects for the future.

The University as a center of excellence, in academic research and teaching, is rated as one of the leading universities in its subject areas in Greece and one of the best internationally. The high level of its staff, the quality in teaching and research, the modern curriculum/courses, but also the high demand of its graduates significantly enhance the University's brand name and reputation, in Greece and abroad.

Detailed information on the study programs is provided in the study guides and departmental websites.

**ADMISSION/REGISTRATION PROCEDURE**

**Chief Regulations of the University (including academic recognition procedures)**

The regulations include, for example:

- The University's Internal Operating Regulations
- The Organization of Administrative Services
- The Regulations for the Operation of Postgraduate and Doctoral Study Programs
- The Internal Regulation for conducting postdoctoral research

**AUEB'S ECTS COORDINATOR**

The University's ECTS Coordinator is the Quality Assurance Chairperson, who ensures the University's compliance with the principles and rules of the European credit accumulation and transfer systems, supervises compliance and implementation and is responsible for the full recognition and transfer of credit units.

## **PART II: INFORMATION REGARDING THE M.Sc. in MARKETING & COMMUNICATION THAT LEADS TO THE ACQUISITION OF AN ACADEMIC TITLE**

### **GENERAL INFORMATION**

#### **Acquired Academic Title**

M.Sc. (Master in Science) in Marketing & Communication with the specializations:

- Marketing & Communication delivered in full time and part time programmes
- Marketing & Communication with international orientation delivered in full time programme

The specialization is solely registered on the transcript and on the Diploma Supplement of the students who have attended and not on their MSc Diploma

#### **Aims**

The Program offers specialized knowledge of postgraduate level to University graduates in the basic areas of marketing and communication. It aims to advance knowledge and research in the fields of marketing and communication with a view to:

- Developing graduates with specialized knowledge
- Educating business executives of the public and private sector

#### **Expected learning outcomes**

Upon the successful completion of the Programme, the graduates will be able to:

- Develop critical thinking and analysis in the fields of marketing and communication in an international context,
- Satisfy the academic and professional requirements for marketing and communication management in an international environment.
- To use modern methodological tools and apply them in domestic and international market research
- Analyze and interpret consumer and organizational behavior
- Examine and compare long term strategic relationships between businesses and customers
- Examine the external environment of a business in order to design appropriate marketing strategies and determine appropriate marketing plans
- To demonstrate the value added of marketing knowledge in the global market- To identify the main issues in the field of international marketing and to translate them into research questions
- Use the skills required to conduct market research
- To examine and compare long-term, strategic, cross-border customer and business relationships
- Evaluate theoretical models of communication and interpret communication as social interaction
- To apply communication concepts and theories and analyze the functions of communication messages



- To have strong oral and written communication skills using a variety of communication technologies
- To analyze and implement corporate communication strategies highlighting the strategic role of corporate communication
- Identify cross-cultural differences in communication practices and effectively articulate messages, information, and ideas to a diversity of people, leading to shared understanding
- Effectively use communication tools that integrate communication theory, audience analysis and the skills of rhetoric and persuasion
- To analyze trends and perceptions of audience groups, in conjunction with identifying opportunities and threats in the organization's domestic and international environment, as well as,
- To plan, implement and evaluate effective communication campaigns in domestic and international markets alike.

#### **Access to further studies**

Upon graduation from the MSc Program, the student is eligible to continue his/her studies at the 3<sup>rd</sup> cycle of studies (Ph.D. programmes).

#### **Programmes**

Part time programme, specialization in Marketing & Communication

([www.dept.aueb.gr/marketing/executive](http://www.dept.aueb.gr/marketing/executive))

Full time programme, specialization in Marketing & Communication

([www.dept.aueb.gr/marketing/fulltime](http://www.dept.aueb.gr/marketing/fulltime))

Full time program, specialization in Marketing & Communication with international orientation

([www.dept.aueb.gr/marketing/prima](http://www.dept.aueb.gr/marketing/prima))

#### **Admission requirements**

To be accepted in the programme of the M.Sc. in Marketing & Communication, applicants must comply with the following requirements:

- Hold a university degree from a formally recognized Greek or foreign University accredited by the Hellenic Naric.
- Hold a diploma of proficient knowledge of the English language, C2 level for the full time and/or a certificate of level C1 for part time
- Proven working experience of at least three years for the part time programme

### **Application process**

Every year at the beginning of January the call for applications is uploaded to the website. Applicants are invited to submit their application along with all the supporting documents through the official portal of the University following the guidelines given in the call for applications.

The supporting documents are:

- Application form (online, as mentioned above)
- Copies of all University degrees with transcript of records.
- In case of foreign degrees, applicants must submit a recognition certificate from the National Academic Recognition Information Center.
- Official Transcripts in other foreign languages except English and Greek should be translated in English
- Two confidential recommendation letters from the institution of higher education from which they have obtained their degree (full time) or employers (part time).
- Proof of knowledge of proficient (level C2) knowledge of the English language with a diploma or degree from an established and recognized institution (eg Proficiency Cambridge, Proficiency Michigan, IELTS etc)
- Curriculum vitae (CV)
- Proof of working experience (where applicable)

### **Selection procedure**

The students' selection is described in law no.4957/2022 and the Academic Regulations of the University and the Programme.

The selection procedure is as follows:

- The secretariat compiles a list of all the applicants

The Selection Committee:

- Discharges the applicants that do not meet the minimum requirements as described in the call for applications and decided by the General Assembly of the department.
- Awards points to the applicants according to the criteria
- Ranks the applicants according to the points awarded and issues a temporary selection table
- Decides on the applicants that will go through an interview and invites them
- The committee evaluates the applicants and proceeds to the final selection
- The list of the selected applicants is approved by the General Assembly of the Department
- Selected candidates receive an acceptance letter via e-mail and are asked to deposit an advance payment within a certain period of time which is described in the academic regulations of the Programme.
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### **Registration**

The Executive Committee of the programme specifies the registration days in September for the accepted candidates to enroll.

Prior to registration, the candidate acknowledges receipt of and he/she is aware of and declares in written agreement with the Academic Regulations and Establishment Act.

### Tuition fees

The tuition fees are defined in the Establishment Act of the M.Sc. programme and are as follows:

- **Part time programme, specialization in Marketing & Communication:** 6.900 €
- **Full time programme, specialization in Marketing & Communication:** 6.250 €
- **Full time program, specialization in Marketing & Communication with international orientation:** 6.250 €

## CURRICULUM

### ECTS credits

The Program is intensive and abides to the requirements specified in the Ministerial Decision Φ5/89656/B3, article 1, paragraph 3 (published in Government Gazette's Issue no. 1466/τ.Β'/13-8-2007) that refers to Credit Units Transfer and Accumulation System. The total number of the Program's credit units is seventy-five (75).

### Degree Acquisition

For acquiring the M.Sc. degree students must successfully complete 8 courses that correspond to 60 ECTS and a master thesis that corresponds to 15 ECTS. Students are awarded the degree when they complete all the necessary obligations and pay the tuition fees in full.

### Programme Structure

#### Specialization in Marketing & Communication (in Greek)

α/α	Semester	Course code	Course title	ECTS
1	A	bm51101	Introduction to Marketing	7,5
2		bm51102	Communication and Advertising	7,5
3		bm51103	Consumer Behavior	7,5
4		bm51104	Research Methodology and Market Research	7,5
<b>1<sup>st</sup> semester ECTS</b>				<b>30</b>
5	B	bm51105	Product Policy and Innovation	7,5
6		bm51106	Digital Marketing & Social Media	7,5
7		bm51107	Web and Marketing Analytcis	7,5
8		bm51108	Strategic Marketing	7,5
<b>2<sup>nd</sup> semester ECTS</b>				<b>30</b>
9		bm51109	Master Thesis	<b>15</b>
<b>ECTS</b>				<b>75</b>

**Specialization in Marketing & Communication with international orientation (in English)**

<b>α/α</b>	<b>Semester</b>	<b>Course code</b>	<b>Course title</b>	<b>ECTS</b>
1	A	bm52103f	International Marketing	7,5
2		bm52106f	International Consumer Behavior	7,5
3		bm52104f	International Marketing Research	7,5
4		bm52107f	Web & Marketing Analytics	7,5
<b>1<sup>st</sup> semester ECTS</b>				<b>30</b>
5	B	bm52101f	Business Strategy	7,5
6		bm52108f	Digital Marketing & Social Media	7,5
7		bm52102f	Entrepreneurship & Innovation	7,5
8		bm52109f	Advertising & Integrated Marketing Communications	7,5
<b>2<sup>nd</sup> semester ECTS</b>				<b>30</b>
9		bm52105f	Master Thesis	15
<b>ECTS</b>				<b>75</b>

All modules are mandatory, and the minimum teaching hours of each module is twenty one (21) hours. By decision of the Department's Executive Committee, teaching hours can be added to one or more module(s). At the end of each education period student sit for exams.

The study program is enriched by several educational activities. More specifically:

- Simulation game "Marketing Game"
- Data analysis using SPSS
- Simulation game "MarkStrat"
- Simulation game "Country Manager"
- Simulation game "Innovation Game"
- Master Thesis seminars
- Intersection Finance & Marketing seminar

### Teaching methods

Students are given a list of suggested educational books, articles and other relevant material. At the beginning of each term the syllabus of the course is uploaded to the e-class platform.

Teaching methods include: lectures, case studies, projects, business games, simulation games and lab courses. Moreover, throughout the academic year guest speakers – business executives and guest faculty - are invited to give lectures.

### Language of instruction

For the specialization in Marketing & Communication the language of instruction is Greek, whereas for the specialization in Marketing & Communication with International Orientation, the language of instruction is English.

### Students' evaluation and grading

The final evaluation of each course is based on written exams and grading is defined by the instructor(s) and it may include individual and/or team projects.

## COURSES OUTLINE

### SPECIALIZATION IN MARKETING & COMMUNICATION

#### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm51101	<b>SEMESTER</b>	1st
<b>COURSE TITLE</b>	<b>INTRODUCTION TO MARKETING</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	7,5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	No		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>		

#### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>Upon completion of the course, students will be able to understand the:</p> <ul style="list-style-type: none"> <li>- Marketing concept and philosophy.</li> <li>- Marketing strategy tools.</li> <li>- Stages of a marketing plan design.</li> </ul>
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- Application of the marketing philosophy and strategy in different market contexts.																		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																	
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>	.....																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	.....																	
All the above.																		

### 3. SYLLABUS

<ul style="list-style-type: none"> <li>- Marketing concept and philosophy.</li> <li>- Stages of strategic marketing planning process.</li> <li>- Marketing plan design.</li> <li>- Analysis of a company's internal and external environment.</li> <li>- Market research.</li> <li>- Consumer behavior.</li> <li>- Marketing objectives and strategy description.</li> <li>- Segmentation, targeting, positioning.</li> <li>- Product strategy.</li> <li>- Pricing strategy.</li> <li>- Distribution strategy.</li> <li>- Communication strategy.</li> <li>- Marketing in B2B markets.</li> <li>- Services Marketing.</li> </ul>
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### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	70
	Fieldwork	20
	Study and analysis of bibliography	20
	Project	40
	Self study	37,5
	Course total	<b>187,5</b>

ATHENS UNIVERSITY OF ECONOMICS & BUSINESS  
SCHOOL OF BUSINESS  
M.Sc. IN MARKETING & COMMUNICATION

<b>STUDENT PERFORMANCE EVALUATION</b>	THE LANGUAGE OF EVALUATION IS THE GREEK ONE AND IS BASED ON A WRITTEN EXAM THROUGH OPEN-ENDED QUESTIONS (80% OF THE FINAL MARK) AND AN ESSAY (20% OF THE FINAL MARK). THE CRITERIA OF EVALUATION ARE GIVEN AND ARE ACCESSIBLE TO STUDENTS IN THE INTERNET (THROUGH THE E-CLASS PLATFORM).
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	

## 5. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p>Kotler P. and Keller, K.L. (latest edition), Marketing Management, Prentice Hall, New Jersey.</p> <p>- <i>Related academic journals:</i></p> <p>Journal of Marketing, Journal of the Academy of Marketing Science, Journal of Consumer Research, European Journal of Marketing.</p>
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## 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	<b>bm51103</b>	<b>SEMESTER</b>	<b>1st</b>
<b>COURSE TITLE</b>	<b>CONSUMER BEHAVIOUR</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
<i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>			
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>	Specialized general knowledge		
<i>general background, special background, specialised general knowledge, skills development</i>			
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>		

## 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>			
<ul style="list-style-type: none"> <li>• Understand the discipline and methods of consumer behavior</li> <li>• Evaluate different theoretical and empirical approaches</li> <li>• Understand how consumers search, evaluate, and choose among alternatives</li> <li>• Understand the importance of consumer behavior in marketing planning</li> <li>• Understand how marketing strategy influences consumer behavior</li> </ul>			
<p><b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p> </td> <td style="width: 50%; border: none;"> <p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p> </td> </tr> </table>		<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p>	<p>Project planning and management</p> <p>Respect for difference and multiculturalism</p> <p>Respect for the natural environment</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p> <p>.....</p> <p>Others...</p> <p>.....</p>		
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Decision-making</p> <p>Working independently</p> <p>Teamwork</p> <p>Working in an international environment</p> <p>Working in an interdisciplinary environment</p> <p>Production of new research ideas</p> <p>Criticism and self-criticism</p> <p>Production of free, creative, and inductive thinking</p>			

## 3. SYLLABUS

<p>Classical and contemporary theoretical and empirical approaches to studying consumer behavior and their role in the determination of efficient marketing strategies: a) introduction to consumer behavior, b) information gathering, perception, learning, motives, self-image, personality, lifestyle, attitudes, emotions, c) external influences on consumer behavior: socio-demographics, values, culture, reference groups, opinion leaders, d) consumer decision making processes: stages in buying decisions, types of buying decisions, consumer involvement with decision processes, e) consumer segmentation theory and methods.</p>
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## 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	87.5



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<p><i>The manner and methods of teaching are described in detail.</i> Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Case studies	35
	Interactive teaching	30
	Study and analysis of bibliography	35
	Course total	<b>187.5</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written exam papers. The exam questions require analytical approach, critical thinking, and good understanding of the key concepts. High performance is based on deep understanding of syllabus topics, analytical and critical skills, and the ability to apply consumer behavior theory to real-world settings and problems.</p>	

## 5. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>• Baltas, G. &amp; Papastahopoulou, P. (2021). Consumer Behavior. Rosili Publishers, Athens</li> <li>• Schiff man, L. &amp; Kanuk, L. (2019), Consumer Behavior, 12th edition, Prentice Hall.</li> <li>• Solomon, M., Bamossy, G, Askegaard, S. &amp; Hogg, M. (2019), Consumer Behaviour: A European Perspective, 7th edition, Pearson.</li> </ul> <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> <li>• Journal of Consumer Behavior</li> <li>• Journal of Consumer Research</li> <li>• Journal of Consumer Psychology</li> <li>• Psychology and Marketing</li> </ul>
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### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm51102	<b>SEMESTER</b>	1st
<b>COURSE TITLE</b>	<b>COMMUNICATION AND ADVERTISING</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			

<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge
<b>PREREQUISITE COURSES:</b>	none
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>

## 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>														
<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the function of advertising and its relation to other marketing communication tools.</li> <li>• Understand the concept and importance of integrated marketing communications (IMC).</li> <li>• Be able to apply the planning steps of an IMC program.</li> <li>• Understand the role of each communication tool both individually and as part of an integrated strategy.</li> <li>• Evaluate the effectiveness of an integrated communication plan.</li> <li>• Develop their own IMC plans and evaluate their effectiveness.</li> </ul>														
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>													
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>													
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<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Decision-making</p> <p>Working independently</p> <p>Team work</p> <p>Project planning and management</p> <p>Production of free, creative and inductive thinking</p>														

## 3. SYLLABUS

<p>The course aims to lead students to recognize the close relationship between advertising strategy and marketing strategy and to understand the mechanisms that determine the effectiveness of an advertising campaign and an integrated marketing communication program. The course presents the range of marketing communication tools and their combined, more effective use. In addition, the steps and the process of developing an integrated</p>
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marketing communication plan and the methods for evaluating its effectiveness are analyzed. The course focuses on classic and contemporary theoretical and empirical approaches to the study of advertising (e.g., hierarchical models of advertising effects, high- and low-involvement advertising, setting of advertising objectives and advertising planning grids) and examines in depth both strategy (e.g. integrated marketing communication strategy, objectives, development of the creative brief, budget, media planning and effectiveness assessment) as well as the creative side of advertising (creative process, message development, creative techniques, advertising appeals). Other marketing communication tools such as sales promotion, personal selling, public relations, digital communication etc. and their combined use are also discussed.

- Principles of Integrated Marketing Communication (IMC)
- Marcom Tools: Overview
- Advertising
  - Introduction
  - The role of advertising in IMC
  - The evolution of advertising
  - Ethical, regulatory and legal issues in advertising
  - Hierarchical models of advertising effects
  - Advertising under high and low mixing conditions
  - Advertising planning models: Determining advertising objectives
  - Creative strategy
  - Message strategy and advertising appeals
  - Advertising media and media planning
- Other marketing communication tools
  - Sales promotion
  - Personal selling
  - Direct marketing
  - Public relations, publicity
  - Interactive communication
  - Alternative tools
- Evaluation of Integrated Marketing Communication programs

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	In teaching and communication with students	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	Literature review and analysis	40
	Course assignment (project)	47
	Independent study	76.5
	Guest lectures	3
	<b>Course total</b>	<b>187.5</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>	Student performance evaluation is based on the final written exam (75%) and on a course assignment (25%).	

*Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other*

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

The evaluation criteria are accessible on eClass.

## 5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Arens, W. F. , & Weigold, M. F. (2021). *M: Advertising (4<sup>th</sup> Ed.)*. New York: McGraw-Hill.
- Arens, W. F. , & Weigold, M. F., & Arens, C. (2021). *Contemporary Advertising and Integrated Marketing Communications (16<sup>th</sup> Ed.)*. New York: McGraw-Hill.
- Batra R., Myers J. G., & Aaker D. A. (1996). *Advertising Management (5<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Belch, G. E., & Belch, M. A. (2020). *Advertising and Promotion: An Integrated Marketing Communications Perspective (12<sup>th</sup> Ed.)*. New York: McGraw-Hill.
- Clow, K. E. & Baack, D. E. (2017). *Integrated Advertising, Promotion and Marketing Communications: Global Edition (8<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson.
- Hackley, c. (2005). *Advertising and Promotion: Communicating Brands*. London, UK: Sage.
- Katz, H. (2010). *The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying (4<sup>th</sup> Ed.)*. New York: Routledge.
- Percy, L. (2008). *Strategic Integrated Marketing Communications*. Burlington, MA: Elsevier.
- Rossiter J. R. & Percy L. (1997). *Advertising Communications and Promotion Management (2<sup>nd</sup> Ed.)*. New York: McGraw Hill.
- Lane R. W., King, K, & Reichert, T. (2010). *Kleppner's Advertising Procedure (18<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Moriarty, S., Mitchell, N., Wood, C., & Wells, W. D. (2018). *Advertising & IMC: Principles and Practice (11<sup>th</sup> Ed.)*. New York: Pearson.
- Schultz D. E. & Schultz H. (2004). *IMC, The Next Generation: Five Steps for Delivering Value and Measuring Returns Using Marketing Communication*. New York: McGraw-Hill.
- Sissors J. Z. and Baron R. B. (2010). *Advertising Media Planning, (7<sup>th</sup> Ed.)*. New York: McGraw-Hill.
- Ζώτος, Γ. Χ., Ζώτου Α., Γ., Κυρούση Α., Μπουτσούκη Χ., Πάλλα Π., & Χατζηθωμάς Λ. Δ. (2018). *Διαφήμιση: Σχεδιασμός, Ανάπτυξη, Αποτελεσματικότητα (6η έκδ.)*. Θεσσαλονίκη: University Studio Press.

- Related academic journals:

*Consumer Psychology Review, European Journal of Marketing, Harvard Business Review, International Marketing Review, International Journal of Advertising, Journal of Advertising, Journal of Advertising Research, Journal of Consumer Psychology, Journal of Consumer Research, Journal of Economic Psychology, Journal of Marketing, Journal of Marketing Research, Journal of the Academy of Marketing Science.*

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**1. GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm51104	<b>SEMESTER</b>	1st
<b>COURSE TITLE</b>	<b>RESEARCH METHODOLOGY AND MARKET RESEARCH</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>		

**2. LEARNING OUTCOMES**

<b>Learning outcomes</b>	
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>	
<i>Consult Appendix A</i>	
<ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>	
After successfully completing the course, students will be able to:	
<ol style="list-style-type: none"> <li>1. Improve their problem definition skills. Only if the problem is defined in an appropriate manner will the research results will be useful.</li> <li>2. Critically evaluate alternative research designs and to develop and select the most appropriate one for a particular problem situation.</li> <li>3. Implement a simple research design/project – selection of a data collection method, development of the data collection instrument, sample design, collection and analysis of the data, and reporting the results.</li> <li>4. Know various data analysis procedures that is used in market research.</li> </ol>	
<b>General Competences</b>	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology  
Decision-making  
Team work  
Criticism and self-criticism

### 3. SYLLABUS

This course is designed to give you the tools to become an intelligent user of market research. The goal is to provide you with a good understanding of the logic of market research, various types of market research and the market research process, and the role of market research in decision making. Obviously, a major focus will be method, but our discussion will not be as detailed as would be required of a market research supplier.

### 4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<i>Face-to-face</i>	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	Lab tutorials	21
	Group project	80
	Self-study	65,5
	Course total	<b>187,5</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written essay</p> <p>Students are required to solve a managerial problem, by proposing the appropriate: (a) research design, (b) the data collection tool, (c) the data collection method, and (d) the appropriate statistical analyses to reach useful conclusions and make the appropriate decision-making recommendations.</p> <p>They appear on the syllabus</p>	

### 5. ATTACHED BIBLIOGRAPHY

- *Μέθοδοι Έρευνας Αγοράς, Β. Σταθακόπουλος, Εκδόσεις UNIBOOKS 2017*
- *Marketing Research, Alvin Burns and Ann Veeck, Pearson, 9<sup>th</sup> edition. 2020*
- *Reading material in AUEB e-class*

ATHENS UNIVERSITY OF ECONOMICS & BUSINESS  
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### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm51105	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>PRODUCT POLICY &amp; INNOVATION</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>		<b>CREDITS</b>
LECTURES	3		7,5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>									
<ul style="list-style-type: none"> <li>• To develop knowledge about the fundamentals and the more advanced theories on product policy.</li> <li>• To gain an in-depth understanding of each theoretical notion, using product policy applications by firms in diverse industries.</li> <li>• To motivate students to seek additional knowledge on the subject matter. Students are encouraged to read pieces of empirical research on product policy that have been published in premier journal outlets of the discipline of Marketing.</li> </ul>									
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>								
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>								
<i>Decision-making</i>	<i>Respect for the natural environment</i>								
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>								

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<p><i>Team work</i> Working in an international environment Working in an interdisciplinary environment Production of new research ideas</p>	<p><i>Criticism and self-criticism</i> Production of free, creative and inductive thinking ..... Others... .....</p>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology.</li> <li>• Adapting to new situations.</li> <li>• Decision-making.</li> <li>• Production of new research ideas.</li> <li>• Respect for difference and multiculturalism.</li> </ul>	

### 3. SYLLABUS

<p>Lectures cover the following topics:</p> <ul style="list-style-type: none"> <li>• Fundamentals of product policy.</li> <li>• Typologies of product policy decisions (e.g., product line, product mix, tangible aspects of the product, intangible aspects of the product).</li> <li>• Branding (e.g., logos, names, branding strategies and tactics).</li> <li>• New product development (e.g., stages of the new product development process, the role of luck in new product development).</li> <li>• Product elimination decision-making.</li> </ul>
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### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	100
	Study and analysis of bibliography	87.5
	Course total	<b>187.5</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>Language of evaluation: Greek</p> <p>Methods of evaluation: a written exam, which presents students with questions necessitating substantiated answers on aspects of product policy and innovation. An informed answer requires a good command of the theoretical background, as well as the ability to apply it to practical product policy-related problems facing the firm. Regarding the requirements of the exam, students are informed in the first lecture and being reminded of during tuition. The evaluation criteria are available on the e-class page of the course.</p>	



**5. ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

- Aydinli, A., Gu, Y. and Pham, M.T. (2017), "An experience-utility explanation of the preference for larger assortments", *International Journal of Research in Marketing*, Vol. 34(3), pp. 746-760.
- Broniarczyk, S.M., Hoyer, W.D. and McAlister, L. (1998), "Consumers' perceptions of the assortment offered in a grocery category: The impact of item reduction", *Journal of Marketing Research*, Vol. 35(2), pp. 166-176.
- Fajardo, T. M., Zhang, J. and Tsiros M. (2016), "The contingent nature of the symbolic associations of visual design elements: The case of brand logo frames", *Journal of Consumer Research*, Vol. 43 (December), 549-566.
- Kovalenko, L., Sorescu, A. and Houston, M.B. (2022), "What brand do I use for my new product? The impact of new product branding decisions on firm value", *Journal of the Academy of Marketing Science*, Vol. 50(2), 338-365.
- Loveland, K. E., Smeethers, D., & Mandel, N. (2010), "Still preoccupied with 1995: The need to belong and preference for nostalgic products", *Journal of Consumer Research*, Vol. 37(3), pp. 393-408.
- Saunders, J. and Jobber, D. (1994), "Product replacement: Strategies for simultaneous product deletion and launch", *Journal of Product Innovation Management*, Vol. 11(5), pp. 433-450.
- Sevilla, J. and Kahn, B.E. (2014), "The completeness heuristic: Product shape completeness influences size perceptions, preference and consumption", *Journal of Marketing Research*, Vol. 51(1), pp. 57-68.
- Thompson, D. V., Hamilton, R. W., & Rust, R. T. (2005), "Feature fatigue: When product capabilities become too much of a good thing", *Journal of Marketing Research*, Vol. 42(4), 431-442.

- Related academic journals:

- European Journal of Marketing
- Industrial Marketing Management
- International Journal of Research in Marketing
- Journal of Consumer Research
- Journal of Marketing
- Journal of Marketing Research
- Journal of Product Innovation Management
- Journal of the Academy of Marketing Science

**1. GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm51108	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>MARKETING STRATEGY</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		

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<b>PREREQUISITE COURSES:</b>	None
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>

## 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>			
<p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the business strategic framework</li> <li>• Identify the different types of strategy</li> <li>• Examine alternative strategic options</li> <li>• Design an effective marketing strategy</li> <li>• Propose the appropriate marketing tactics</li> <li>• Evaluate the financial aspects of a marketing strategy</li> </ul>			
<p><b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>  <i>.....</i>  <i>Others...</i>  <i>.....</i> </td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>		
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology Decision-making Team work Criticism and self-criticism</p>			

## 3. SYLLABUS

<p>The course is designed to develop students' competencies in developing and implementing effective business strategies in a dynamic and highly competitive environment. The course does not focus on only one business function (e.g., accounting, operations, finance, e.tc). Rather it examines a company as a system. In that context, students need to integrate prior knowledge and competencies, in order to solve complex strategic issues. The course covers topics, such as: competitive environment, different levels of strategy, financial aspects of a chosen strategy, marketing strategies and associated marketing tactics.</p>
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## 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	<i>Face-to-face</i>
<i>Face-to-face, Distance learning, etc.</i>	

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<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	YES	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	Simulation game	21
	Self-study	145,5
	Course total	<b>187,5</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written essay.  The students are given a case study that needs to be analyzed. Students need to choose the appropriate marketing strategy and the associated marketing tactics. In addition, they need to indicate the financial aspects of the chosen strategy.  They appear on the syllabus	

## 5. ATTACHED BIBLIOGRAPHY

1.	Στρατηγικό Μάρκετινγκ, Γεώργιος Σιώμκος, 5η έκδοση, Broken Hill, 2018.
2.	Reading material in AUEB e-class

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm51107	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>WEB &amp; MARKETING ANALYTICS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	none		

<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>

## 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>			
<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand and apply segmentation and clustering models</li> <li>• Understand, design and apply machine learning based classification models for binary classification problems.</li> <li>• Analyze market baskets and apply machine learning methods with RapidMiner.</li> <li>• Apply various models for extracting knowledge from texts and perform sentiment analyses.</li> <li>• Design recommendation systems using collaborative filtering methods.</li> </ul>			
<p><b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>  <i>.....</i>  <i>Others...</i>  <i>.....</i> </td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>		
<p>Search, analysis and synthesis of data and information, using software tools Decision making Autonomous work Work in an interdisciplinary environment Promotion of free, creative and inductive thinking</p>			

## 3. SYLLABUS

<p>The aim of the course is data analysis and the development of descriptive and predictive quantitative and optimization models in the wider field of marketing and digital social networks. Initially, emphasis is placed on the use of tools that allow the detection, access, management, and export of data from the internet (web scraping). Using this data, students will be exposed to the use of text mining methods on texts (e.g. Facebook tweets, blogs, user comments and ratings for restaurants and newspaper articles) and to the application of various machine learning methods to analyze customer behavior, perform sentiment analysis and create recommendation systems. At the methodological level, students will acquire knowledge and skills in various methods for describing customer data sets (descriptive analytics), develop models that predict future trends and behaviors (predictive analytics) and develop optimization models (prescriptive analytics). At the level of business problems and practical application, students will be</p>
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exposed to various topics such as market basket analysis, consumer behavior models, and segmentation models.

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Yes Eclass and MS Teams	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	30
	Projects	40
	Lab lectures	40
	Study and analysis of bibliography	78,5
	Course total	<b>187.5</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language: Greek Assessment methods: Written exams: 70% Assignments: 30% The assignments are individual and includes classification and segmentation exercises. The final exam aims to assess students' ability to apply the tools and methods taught in the lectures. The evaluation criteria refer to the course's website, as well as the course outline shared with students.	

#### 5. ATTACHED BIBLIOGRAPHY

1. Μπάλτας, Γ. και Ρεπούσης, Π.Π. (2018). *Επιχειρησιακή Αναλυτική και Ποσοτικά Υποδείγματα Μάρκετινγκ και Διαδικτύου*, Εκδόσεις Rossili, Ελλάδα.
2. Iacobucci D. (2015). *Marketing Models: Multivariate Statistics and Marketing Analytics*, Earlie Lite Books, Nashville, USA.
3. Winston W. (2014). *Marketing Analytics: Data-driven techniques with Microsoft Excel*, Wiley, Hoboken, USA.
4. Bodea T. and Ferguson M. (2014). *Segmentation, Revenue Management, and Pricing Analytics*, Taylor and Francis, New York, USA

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**1. GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52108f	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>DIGITAL MARKETING &amp; SOCIAL MEDIA</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	7,5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>		

**2. LEARNING OUTCOMES**

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>											
<p>Upon successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1) recognize the importance of digital marketing to the sustainability of modern business.</li> <li>2) describe and explain basic digital and social media marketing concepts.</li> <li>3) critically evaluate the emerging trends in the field and the use of the corresponding digital marketing tools.</li> <li>4) interpret and design the marketing mix within a changing and multi-channel spectrum of digital/traditional strategies and tactics.</li> <li>5) apply acquired knowledge/concepts and leverage digital and social media tools in marketing decision-making</li> </ol>											
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>										
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<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
Search for, analysis and synthesis of data and information, with the use of the necessary technology Project planning and management Criticism and self-criticism Production of free, creative, and inductive thinking	

### 3. SYLLABUS

The course, among others, includes the following topics: (a) web analytics, (b) digital advertising campaigns and analysis of their performance (Google Ads / Meta Ads), (c) corporate presence in social networks and analysis of interaction with digital followers, (d) marketing strategy and digital business models, (e) consumer behavior online, (f) content marketing, (g) Search Engine Optimization, (h) e-mail marketing, (i) UX design.

### 4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p style="text-align: center;"><i>Face-to-face</i></p>																
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in Teaching: SaaS ecommerce development platforms</p> <p>Use of ICT in Laboratory Education: Google / Meta Ads Manager</p> <p>Contact with students: e-class / MS Teams</p>																
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">21</td> </tr> <tr> <td>study and analysis of bibliography</td> <td style="text-align: center;">50</td> </tr> <tr> <td>laboratory practice</td> <td style="text-align: center;">6</td> </tr> <tr> <td>project</td> <td style="text-align: center;">33</td> </tr> <tr> <td>essay writing</td> <td style="text-align: center;">27.5</td> </tr> <tr> <td>Self-study</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>187.5</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	21	study and analysis of bibliography	50	laboratory practice	6	project	33	essay writing	27.5	Self-study	50	Course total	<b>187.5</b>
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### 5. ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*  
 Marketing 4.0: Moving from Traditional to Digital, Philip Kotler, Hermawan Kartajaya, Iwan Setiawan, ISBN: 978-1-119-34120-8, December 2016

Strauss Judy and Frost Raymond (2014), E-Marketing, Pearson International Edition, 6th edition.  
Chaffey D. and Smith PR. (2013), EMarketing Excellence, 4th ed., Routledge.  
Ψηφιακό Μάρκετινγκ, Κωδικός Βιβλίου στον Εύδοξο: 86053196, Έκδοση: 1/2019, Συγγραφείς: Βλαχοπούλου Μάρω  
ISBN: 9786185131609  
- *Related academic journals:*  
Journal of Retailing and Consumer Services  
Electronic Commerce Research and Applications  
Journal of Interactive Marketing  
Behaviour and Information Technology  
International Journal of Electronic Commerce

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm51109	<b>SEMESTER</b>	3rd
<b>COURSE TITLE</b>	<b>MASTER THESIS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
		15	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum">https://www.dept.aueb.gr/en/marketing/fulltime/content/curriculum</a>		

### 2. LEARNING OUTCOMES

#### Learning outcomes

*The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The thesis aims to:

- provide an opportunity to explore in depth a particular topic and put into practice theories and



<p>concepts learned on the Program;</p> <ul style="list-style-type: none"> <li>• enable interaction with faculty members, which is important for the evaluation of the student’s capabilities</li> <li>• provide the students invaluable knowledge on the undertaking of a scientific research which will be of use to them in both a professional or academic career.</li> </ul>																		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
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### 3. SYLLABUS

<p>Introduction. Includes a summary of the issue/problem and a detailed presentation of how it was approached.</p> <p>Literature review. Provide the information needed regarding the existing knowledge and theory on the subject. Allow the student to (a) identify the gap in the existing knowledge, (b) develop and support the research questions or research hypotheses, and (c) convince the reader for the contribution of the paper both theoretically and practically.</p> <p>Methodology. Presentation in a clear and comprehensive way the research methods, the data collection tool, the sampling methodology, the sample size and the way of measuring both dependent and independent variables.</p> <p>Analysis. Includes the data analysis, in a thorough and scientifically documented way, based on the use and description of the appropriate data analysis tools depending on the kind of primary data (qualitative or quantitative).</p> <p>Conclusions. Presentation of (a) the findings of their research and compare them with current theory and previous studies, (b) the practical importance of the findings for the selected industry or business, (c) the summary of the research limitations and (d) suggestions for further research.</p>
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### 4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	<p>Face-to-face or remote meetings between the supervisor and the student</p>		
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Contact with students: e-class / MS Teams</p>		
<b>TEACHING METHODS</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;"><b>Activity</b></td> <td style="width: 50%; text-align: center; border: none;"><b>Semester workload</b></td> </tr> </table>	<b>Activity</b>	<b>Semester workload</b>
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<p><i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Writing the master thesis	375
	Course total	<b>375</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation of the master thesis is based on strict scientific criteria, regarding its originality, its analytical depth, its synthesis and its quality. It is presented to and graded by a 3-member Committee consisting of the supervisor and two examiners. The evaluation criteria and all other information regarding the master thesis can be found in the Master Thesis Preparation Guide that is sent to students at the end of their first semester of studies. Language of examination: Greek</p>	

**5. ATTACHED BIBLIOGRAPHY**

The suggested bibliography depends on the topic of the thesis
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## SPECIALIZATION IN MARKETING & COMMUNICATION WITH INTERNATIONAL ORIENTATION

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52103f	<b>SEMESTER</b>	1ST
<b>COURSE TITLE</b>	<b>INTERNATIONAL MARKETING</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/curriculum">https://www.dept.aueb.gr/en/marketing/prima/content/curriculum</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>Upon course completion, students will be able to:</p> <ul style="list-style-type: none"> <li>• understand idiosyncrasies and problems facing firms wishing to establish a presence in the international marketplace,</li> <li>• apply techniques of analysis of the international environment,</li> <li>• evaluate the significance of information gathering and of the various data sources for a targeted international market,</li> <li>• explain the process of international market selection,</li> <li>• make a clear distinction between alternative international market entry modes,</li> <li>• have a good knowledge about the notion and implications of grey conditions in export trade settings,</li> <li>• develop a solid command of the INCOTERMS system,</li> <li>• assess the risk-related pros and cons of the alternative terms of payment in in export trade</li> </ul>
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<p>agreements,</p> <ul style="list-style-type: none"> <li>• work out an international marketing strategy plan.</li> </ul>																		
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																	
<i>Working in an interdisciplinary environment</i>	.....																	
<i>Production of new research ideas</i>	<i>Others...</i>																	
	.....																	
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology,</li> <li>• Adapting to new situations,</li> <li>• Team work,</li> <li>• Working in an international environment,</li> <li>• Working in an interdisciplinary environment,</li> <li>• Respect for difference and multiculturalism,</li> <li>• Production of free, creative and inductive thinking.</li> </ul>																		

### 3. SYLLABUS

<ul style="list-style-type: none"> <li>• Introduction to international marketing,</li> <li>• International environment analysis I,</li> <li>• International environment analysis II,</li> <li>• International environment analysis III,</li> <li>• International market selection,</li> <li>• International marketing strategy I,</li> <li>• International marketing strategy II,</li> <li>• Export marketing plan,</li> <li>• Export entry modes,</li> <li>• Gray markets,</li> <li>• INCOTERMS I,</li> <li>• INCOTERMS II,</li> <li>• Terms of payment in export trade agreements,</li> <li>• Student presentations.</li> </ul>
---

### 4. TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p><i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	50.00
	Fieldwork	30.00

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<p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Study and analysis of bibliography	30.00
	Essay writing	37.50
	Studying at home	40.00
	Course total	<b>187,5</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Course evaluation includes:</p> <ul style="list-style-type: none"> <li>• A written exam (70% of the final mark),</li> <li>• A written assignment (30% of the final mark).</li> </ul> <p>Information about evaluation is available on the web page of the course.</p>	

## 5. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <p><i>Green, M.C. &amp; Keegan, W.J. (2020). Global Marketing, 10th edition, Pearson.</i></p> <p><i>Hollensen, S. (2020). Global Marketing, 8th edition, Pearson.</i></p> <p>- <i>Related academic journals: Journal of Marketing, Journal of the Academy of Marketing Science, Journal of International Marketing, Journal of International Business Studies, International Marketing Review, Journal of Business Research.</i></p>
--

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52106f	<b>SEMESTER</b>	1st
<b>COURSE TITLE</b>	<b>INTERNATIONAL CONSUMER BEHAVIOR</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
<i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>			
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>	SPECIALIZED KNOWLEDGE		
<i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT		

<b>PREREQUISITE COURSES:</b>	NO
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ENGLISH
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/curriculum">https://www.dept.aueb.gr/en/marketing/prima/content/curriculum</a>

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>																			
<p>At the end of the course:</p> <ol style="list-style-type: none"> <li>1). Students should have developed a complete appreciation of the significance of understanding consumer behavior for optimal marketing decisions.</li> <li>2). They should have developed a comprehensive understanding of the content and the methods of the science of consumer behavior.</li> <li>3). They should be able to discern the processes that guide consumer decision making.</li> <li>4). They should have developed the ability to identify and assess the various psychological, cultural, societal, and group influences on consumer behavior at different stages of the consumption process.</li> <li>5). They should have developed an appreciation of the central role of persuasion for marketing and the importance of behavioral economics and the nudge theory in our efforts to understand consumption choices.</li> <li>6). They should be able to evaluate the importance of the optimal usage of consumer research for a solid understanding of consumer behavior for business success, compare the relative usefulness of each method, and appraise the possible synergies between the different methods.</li> <li>7). They should be able to analyze and map the customer experience and have the tools for its optimal management.</li> <li>8). Via the field group project, students should be able to apply the acquired knowledge and tools to a real company problem.</li> </ol>																			
<p><b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i> </td> </tr> <tr> <td style="border: none;"> <i>Adapting to new situations</i> </td> <td style="border: none;"> <i>Respect for difference and multiculturalism</i> </td> </tr> <tr> <td style="border: none;"> <i>Decision-making</i> </td> <td style="border: none;"> <i>Respect for the natural environment</i> </td> </tr> <tr> <td style="border: none;"> <i>Working independently</i> </td> <td style="border: none;"> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> </td> </tr> <tr> <td style="border: none;"> <i>Team work</i> </td> <td style="border: none;"> <i>Criticism and self-criticism</i> </td> </tr> <tr> <td style="border: none;"> <i>Working in an international environment</i> </td> <td style="border: none;"> <i>Production of free, creative and inductive thinking</i> </td> </tr> <tr> <td style="border: none;"> <i>Working in an interdisciplinary environment</i> </td> <td style="border: none;"> <i>.....</i> </td> </tr> <tr> <td style="border: none;"> <i>Production of new research ideas</i> </td> <td style="border: none;"> <i>Others...</i> </td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"> <i>.....</i> </td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Decision-making</i> <i>Working independently</i></p>																			

*Team work*  
*Working in an international environment*  
*Respect for difference and multiculturalism*  
*Criticism and self-criticism*  
*Production of free, creative, and inductive thinking.*

### (3) SYLLABUS

- Consumer behavior & its importance for marketing
- Consumer research methods: VOC methods, neuromarketing, and big data
- The science of persuasion and pre-suasion
- Behavioral economics and marketing
- Choice architecture and nudges: subtle but powerful influencers of people’s choices
- The process of consumer decision-making: searching, evaluating, buying, and disposing
- The omnichannel customer experience analysis & mapping
- Sensory marketing & the retail experience
- Psychological processes affecting consumption decisions
- Cultural, societal and group influences on consumption
- Symbolic consumption and the meaning of possessions
- Materialism, social comparison, and idealized images in advertising

### (4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	FACE-TO-FACE	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Yes	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	Study and analysis of bibliography	63
	Field Project	63.5
	Project writing	40
	Course total	<b>187.5</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	<p>1) FIELD STUDY PROJECT (50% OF THE TOTAL GRADE): group assignment on a real corporate project, analysing the customer experience and suggesting corrective actions for customer experience optimization.</p> <p>2) WRITTEN EXAMS (50% OF THE TOTAL GRADE): questions that ask the participants to combine in depth analysis of theories and models with practical examples.</p>	

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

**(5) ATTACHED BIBLIOGRAPHY**

**Suggested bibliography:**

1. Ariely, Dan (2008), **Predictably Irrational: The Hidden Forces that Shape our Decisions**, HarperCollins Canada.
2. Burnett, Dean (2016), **The Idiot Brain: A Neuroscientist Explains what your Head is Really up to**, Guardian Faber Publishing.
3. Cialdini, Robert B. (2006), **Influence: The Psychology of Persuasion**, Harper Business.
4. Cialdini, Robert B. (2017), **Pre-Suasion: A Revolutionary Way to Influence and Persuade**, Cornerstone, London.
5. Kahneman, Daniel (2012), **Thinking, Fast and Slow**, Penguin Books.
6. Lewis, David (2014), **Impulse: Why do we do what we do without knowing why we do it**, Random House Business Books.
7. Solomon, M. R. (2013), *Consumer Behavior: Buying, Having and Being, Tenth Edition*, Prentice-Hall.
8. Solomon, M., Bamossy G., Askegaard, S. & Hogg, M. (2009), *Consumer Behaviour: A European Perspective, Fourth Edition*, Prentice Hall, Financial Times.
9. Thaler, Richard H. & Sunstein, Cass R. (2008), **Nudge: Improving Decisions about Health, Wealth and Happiness**, Penguin Books.

**Η βασική βιβλιογραφία του μαθήματος (ακαδημαϊκά άρθρα) έχει αναρτηθεί στο eclass.**

**-Related academic journals:**

*Journal of Consumer Research*  
*Journal of Marketing*  
*Psychology & Marketing*  
*Journal of Personality and Social Psychology*

**(1) GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	<b>bm52104f</b>	<b>SEMESTER</b>	<b>1ST</b>
<b>COURSE TITLE</b>	<b>INTERNATIONAL MARKETING RESEARCH</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b>	Specialised general knowledge		



<i>general background, special background, specialised general knowledge, skills development</i>	
<b>PREREQUISITE COURSES:</b>	none
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/curriculum">https://www.dept.aueb.gr/en/marketing/prima/content/curriculum</a>

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>																			
<p>Upon completion, students <u>will be able to</u>:</p> <ul style="list-style-type: none"> <li>• Understand the content of the different research methods used in international marketing research and distinguish the similarities and differences between them.</li> <li>• Adequately define research problems of international marketing research and critically evaluate alternative research methods in order to select the most appropriate one for each research problem.</li> <li>• Develop and implement a complete and sound research plan (which will include the development of the research data collection tool, the sampling method, the collection and analysis of data and the writing of the report of the results and conclusions) that will validly answer to the research problems that have already been recognized.</li> <li>• Have familiarity with the different analytical techniques used in international marketing research and apply them using the respective software packages.</li> </ul>																			
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
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### (3) SYLLABUS

As the complexity of the problems facing managers has increased in recent years, so has the need for information – about the business environment, the competition, and more importantly, **the customer**. As a marketing or general manager, you will frequently come in close contact with market research throughout your career.

This course is designed to equip you with the appropriate skills, so as to become an *intelligent user* of international marketing research. The goal is to provide you with a good understanding of the rationale of marketing research, by covering the various types of research designs and stages of the marketing research process. Particular emphasis will be placed on the role of marketing research in facilitating decision making, through the use of applied case studies in real business settings. The ultimate purpose of this module is to give students the opportunity to develop their skills in the use of various IT related software packages (e.g., SPSS) for the analysis of consumer and market research data.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	<i>Use of ICT in teaching, laboratory education, communication with students</i>	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	<i>Lectures</i>	14
	<i>Seminars</i>	7
	<i>Laboratory practice</i>	15
	<i>Study and analysis of bibliography</i>	30
	<i>Project</i>	50
	<i>Project/report writing</i>	30
	<i>Independent study</i>	36,5
	<b>Course total</b>	<b>187,5</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p><u>Formative assessment</u>: group presentations at the end of each session regarding the progress of the group project</p> <p><u>Summative assessment</u>: Written exams in open-ended questions (weighting 60%)</p> <p>Group project in the form of a formal written market research report (weighting 60%)</p> <p>Group assignment marking scheme:</p> <ol style="list-style-type: none"> <li>1. Problem formation and objectives/literature review (weighting 10%)</li> <li>2. Methodology / questionnaire design (weighting 40%)</li> <li>3. Analysis, results and discussion (weighting 40%)</li> <li>4. Structure, presentation style, language and references (weighting 10%).</li> </ol>	

**(5) ATTACHED BIBLIOGRAPHY**

- *Suggested bibliography:*

**Lectures**

- 1) Marketing Research: An International Approach (2006), Schmidt and Hollensen, Pearson Education, **(S&H)**
- 2) International Marketing Research (2009), Craig and Douglas, John Wiley & Sons, 3<sup>rd</sup> edition, **(C&D)**
- 3) International Marketing Research (2004), Birgelen and Beuckelaer, European Commission, **(B&B)**

**Lab Sessions**

- 1) Multivariate Data Analysis (2014) Hair Jr., Black, Babin and Anderson, Pearson Education Limited, 7<sup>th</sup> International Edition **(H et al)**
- 2) Discovering Statistics Using IBM SPSS (2018) Field, Sage, 5<sup>th</sup> edition **(F)**

- *Related academic journals:*

- 1) *Journal of International Marketing*
- 2) *International Marketing Review*
- 3) *Journal of Consumer Research*
- 4) *Journal of Marketing*
- 5) *Journal of the Academy of Marketing Science*

**(1) GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52107f	<b>SEMESTER</b>	1st
<b>COURSE TITLE</b>	<b>WEB &amp; MARKETING ANALYTICS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
<i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>			
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		

<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/curriculum">https://www.dept.aueb.gr/en/marketing/prima/content/curriculum</a>

**(2) LEARNING OUTCOMES**

<p><b>Learning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>		
<p>This course will provide students with the knowledge and skills needed to analyze web, social and other marketing data. Upon successful completion of the course, students will be able to:</p> <p>A) understand the effectiveness and efficiency of digital promotions/campaigns B) apply techniques to optimize their digital advertising efforts C) track and report a website's traffic, measure conversion rates and calculate ROI in a multi-channel marketing environment D) be fluent in the most popular digital web &amp; marketing analytics tools</p>		
<p><b>General Competences</b> Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Working independently</i>  <i>Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Production of new research ideas</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i>  <i>Respect for difference and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Criticism and self-criticism</i>  <i>Production of free, creative and inductive thinking</i>    <i>.....</i>  <i>Others...</i>    <i>.....</i> </td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>  <i>.....</i> <i>Others...</i>  <i>.....</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>  <i>.....</i> <i>Others...</i>  <i>.....</i>	
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology Decision-making Team work Criticism and self-criticism Production of free, creative and inductive thinking</p>		

**(3) SYLLABUS**

<p>The purpose of the course is for students to understand the subject and methods of digital marketing analytics and at the same time to familiarize themselves with modern empirical approaches to the analysis of the behavior of online users. Students will acquire the knowledge and skills required to analyze the vast amount of data resulting from user interactions and transactions with corporate websites, social networking pages and online advertising campaigns in order to extract useful, data-driven, conclusions. The course, among others, includes the following topics: (a) web analytics, (b) digital advertising campaigns and analysis of their performance, (c) corporate presence in social networks and analysis of interaction with digital followers, (d) search and content marketing analytics, (e) customer analytics (CLV, RFM analysis), (f) advanced topics on digital marketing analytics (Marketing Automations, Experiments with A/B testing, Marketing attribution, Analytics platforms)</p>
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**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching: SaaS ecommerce development platforms Use of ICT in Laboratory Education: Google / Meta Ads Manager Contact with students: e-class / MS Teams	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	study and analysis of bibliography	66.5
	project	40
	essay writing	30
	Self-study	30
	Course total	<b>187.5</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exam with essay development questions (weighting 65%) and public presentation of group work (weighting 35%) These assessment criteria are accessible via eclass	

**(5) ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:  
Ψηφιακό Μάρκετινγκ, Κωδικός Βιβλίου στον Εύδοξο: 86053196, Έκδοση: 1/2019, Συγγραφείς: Βλαχοπούλου Μάρω  
ISBN: 9786185131609  
*Marketing Analytics: A Practical Guide to Improving Consumer Insights Using Data Techniques*  
by Mike Grigsby | Apr 28, 2018  
*Data Mining for the Masses, Third Edition: With Implementations in RapidMiner and R*  
by Matthew North | Sep 5, 2018  
*Digital Marketing Analytics: Making Sense of Consumer Data in a Digital World* by Chuck Hemann and Ken Burbary | May 19, 2018  
- Related academic journals:  
Journal of Marketing Analytics  
Electronic Commerce Research and Applications  
Journal of Interactive Marketing  
Marketing Intelligence & Planning

--

**(1) GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52101f	<b>SEMESTER</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	<b>BUSINESS STRATEGY</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	7,5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>		General Background	
<b>PREREQUISITE COURSES:</b>		No	
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>		English	
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>		No	
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/curriculum">https://www.dept.aueb.gr/en/marketing/prima/content/curriculum</a>		

**(2) LEARNING OUTCOMES**

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>On completion of the <i>Business Strategy</i> course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the ways in which an organisation’s competitive advantage can be established and maintained</li> <li>• Conduct a comprehensive strategic analysis of an organisation’s external environment</li> <li>• Conduct a comprehensive strategic analysis of an organisation’s internal environment</li> <li>• Identify and formulate possibilities for the strategic development of an organisation on both the business unit and corporate levels</li> <li>• Formulate a viable organisational strategy for an organisation</li> <li>• Determine the appropriate choices between organic development, mergers and acquisitions and strategic alliances</li> </ul>
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

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<i>Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Respect for difference and multiculturalism</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i>	

### (3) SYLLABUS

<p>The Business Strategy course covers the following topics</p> <ul style="list-style-type: none"> <li>• Introduction to Business Strategy</li> <li>• External Environment</li> <li>• Internal Environment</li> <li>• Competitive strategy</li> <li>• Corporate Strategy</li> <li>• Mergers and Acquisitions</li> <li>• Strategic Alliances</li> <li>• Strategy Evaluation</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face													
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Eclass													
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;"><i>Activity</i></th> <th style="padding: 5px;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Interactive lectures</td> <td style="padding: 5px; text-align: center;">21</td> </tr> <tr> <td style="padding: 5px;">Case study Analysis and preparation</td> <td style="padding: 5px; text-align: center;">30</td> </tr> <tr> <td style="padding: 5px;">Group project</td> <td style="padding: 5px; text-align: center;">76.5</td> </tr> <tr> <td style="padding: 5px;">study and analysis of bibliography</td> <td style="padding: 5px; text-align: center;">60</td> </tr> <tr> <td style="padding: 5px;"><b>Course total</b></td> <td style="padding: 5px; text-align: center;"><b>187.5</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Interactive lectures	21	Case study Analysis and preparation	30	Group project	76.5	study and analysis of bibliography	60	<b>Course total</b>	<b>187.5</b>	
<i>Activity</i>	<i>Semester workload</i>													
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<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The course is assessed in three ways. First, written exams taking place in the end of the term. Questions will require critical thinking and understanding Second, group presentation in the last lecture of the course. Third, group report The criteria for assessment are mentioned are written in the course outline, the lecture slides and are analysed during the lectures.</p>
<p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	

**(5) ATTACHED BIBLIOGRAPHY**

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>• Whittington, R., Regner, P, Angwin, D., Johnson, G., and. Scholes, K., 2020, “Exploring Strategy, text and cases”. Publisher: Pearson.</li> <li>• Rothaermel, F.T. 2021. Strategic Management, McGraw-Hill International Edition.</li> <li>• Grant, R.M. 2021. Contemporary strategy analysis. Malden, Wiley Publications</li> <li>• Thanos, I.C., Papadakis, V.M., Angwin, D.N. “Does changing contexts affect linkages throughout the Mergers and Acquisitions (M&amp;A) process? A multiphasic investigation of motives, Pre and Post acquisition processes and Performance”. <u>Strategic Change</u>, (2020) 29,2, 149- 164</li> <li>• Dyer, J., Kale, P., &amp; Singh, H. “When to Ally and When to Acquire”,<u>Harvard Business Review</u>, (2004), 82,108-115.</li> <li>• Dyer, J., Kale, P., &amp; Singh, H. “How to make strategic alliances work”, <u>Sloan Management Review</u>, (2001), 42,4, 37– 43</li> <li>• Papadakis, V.M. and Thanos, I.C. “Measuring the Performance of Acquisitions”, <u>British Journal of Management</u>, (2010). 21, 4, 859-873</li> <li>• Thanos, I.C, and Papadakis, V.M. “The Use of Accounting-Based Measures in Measuring M&amp;A Performance: A Review of Five Decades of Research”, <u>Advances in Mergers and Acquisitions</u>, (2012) 10,103-120</li> </ul> <p>- Related academic journals: Strategic Management Journal, Harvard Business Review, European Management Journal, Sloan Management review, British Journal of Management, Strategic Change, Long range Planning, Strategic Organization, Academy of Management Journal, California Management Review.</p>
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**1. GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52109f	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>ADVERTISING AND INTEGRATED MARKETING COMMUNICATIONS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures,</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	



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<i>laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>			
		3	7,5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/advertising-integrated-marketing-communications">https://www.dept.aueb.gr/en/marketing/prima/content/advertising-integrated-marketing-communications</a>		

## 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The main objective of this module is to familiarize students with the mechanisms that determine the effectiveness of advertising and integrated marketing communications (IMC). A balanced approach is adopted with a focus on both the theoretical and managerial aspects of advertising and IMC. The module emphasizes the close relationship between marketing strategy and communication strategy. In addition to advertising, a range of other MARCOM tools (e.g. sales promotion, personal selling, public relations, internet and social media advertising) are presented and their synergistic use is discussed. The process and issues surrounding the development of an IMC plan as well as the methods for assessing its effectiveness are analyzed. The challenges of advertising and IMC at an international level provide a central focus throughout the module.</p> <p>Upon completion of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the relation between marketing goals and communication goals.</li> <li>▪ Understand the function of advertising and its relationship with other MARCOM tools.</li> <li>▪ Understand the role of each MARCOM tool as a component of an integrated strategy.</li> <li>▪ Understand and handle the challenges of international communications.</li> <li>▪ Develop their own IMC plans and evaluate their effectiveness.</li> <li>▪ Plan, execute and evaluate local and international IMC campaigns.</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement</i></p>

*and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	

Search for, analysis and synthesis of data and information, with the use of the necessary technology  
Adapting to new situations  
Decision-making  
Working independently  
Team work  
Working in an international environment  
Project planning and management  
Respect for difference and multiculturalism  
Respect for the natural environment  
Showing social, professional and ethical responsibility and sensitivity to gender issues  
Criticism and self-criticism  
Production of free, creative and inductive thinking

### 3. SYLLABUS

The main objective of the course is to familiarize students with the mechanisms that determine the effectiveness of advertising and integrated marketing communications (IMC). A balanced approach is adopted with a focus on both the theoretical and managerial aspects of advertising and IMC. The module emphasizes the close relationship between marketing strategy and communication strategy. In addition to advertising, a range of other MARCOM tools (e.g. sales promotion, personal selling, public relations, internet and social media advertising) are presented and their synergistic use is discussed. The process and issues surrounding the development of an IMC plan as well as the methods for assessing its effectiveness are analyzed. The challenges of advertising and IMC at an international level provide a central focus throughout the module.

- The principles of Integrated Marketing Communication (IMC)
- Marcom tools: An overview
- Marketing communication in an international context
- The role of culture in consumer behaviour and in marketing communications in international markets.
- Economic, social, legal and other factors and their effects on international marketing communications.
- Advertising
  - Introduction
  - The role of advertising in IMC
  - The evolution of advertising
  - Moral, regulatory and legal issues in advertising
  - Hierarchical models of advertising effects
  - Advertising under high and low involvement conditions
  - Advertising planning models: Setting advertising objectives
  - Creative strategy

- Message strategy and advertising appeals
- Advertising media and media planning
- Other marketing communication tools
  - Sales promotion
  - Personal selling
  - Direct marketing
  - Public relations, Publicity
  - Interactive communications
  - Alternative tools
- The evaluation of Integrated Marketing Communication programmes

**4. TEACHING and LEARNING METHODS - EVALUATION**

<p style="text-align: center;"><b>DELIVERY</b></p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face to face.	
<p style="text-align: center;"><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b></p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	In teaching and communication with students.	
<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	Literature review and analysis	40
	Course assignment (project)	47
	Independent study	76.5
	Guest lectures	3
	<b>Course total</b>	<b>187.5</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Assessment is based on students' performance in the final exam (75%) and on the mandatory assignment (25%).</p> <p>Assessment criteria are available on eClass.</p>	

**5. ATTACHED BIBLIOGRAPHY**

- Suggested bibliography:

ATHENS UNIVERSITY OF ECONOMICS & BUSINESS  
SCHOOL OF BUSINESS  
M.Sc. IN MARKETING & COMMUNICATION

Arens, W. F. , & Weigold, M. F. (2021). *M: Advertising (4<sup>th</sup> Ed.)*. New York: McGraw-Hill.

Arens, W. F. , & Weigold, M. F., & Arens, C. (2021). *Contemporary Advertising and Integrated Marketing Communications (16<sup>th</sup> Ed.)*. New York: McGraw-Hill.

Batra R., Myers J. G., & Aaker D. A. (1996). *Advertising Management (5<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Prentice Hall.

Belch, G. E., & Belch, M. A. (2020). *Advertising and Promotion: An Integrated Marketing Communications Perspective (12<sup>th</sup> Ed.)*. New York: McGraw-Hill.

Clow, K. E. & Baack, D. E. (2017). *Integrated Advertising, Promotion and Marketing Communications: Global Edition (8<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson.

Hackley, c. (2005). *Advertising and Promotion: Communicating Brands*. London, UK: Sage.

Katz, H. (2010). *The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying (4<sup>th</sup> Ed.)*. New York: Routledge.

Percy, L. (2008). *Strategic Integrated Marketing Communications*. Berlington, MA: Elsevier.

Rossiter J. R. & Percy L. (1997). *Advertising Communications and Promotion Management (2<sup>nd</sup> Ed.)*. New York: McGraw Hill.

Lane R. W., King, K, & Reichert, T. (2010). *Kleppner’s Advertising Procedure (18<sup>th</sup> Ed.)*. Upper Saddle River, NJ: Prentice Hall.

Moriarty, S., Mitchell, N., Wood, C., & Wells, W. D. (2018). *Advertising & IMC: Principles and Practice (11<sup>th</sup> Ed.)*. New York: Pearson.

Schultz D. E. & Schultz H. (2004). *IMC, The Next Generation: Five Steps for Delivering Value and Measuring Returns Using Marketing Communication*. New York: McGraw-Hill.

Sissors J. Z. and Baron R. B. (2010). *Advertising Media Planning, (7<sup>th</sup> Ed.)*. New York: McGraw-Hill.

- Related academic journals:

*Consumer Psychology Review, European Journal of Marketing, Harvard Business Review, International Marketing Review, International Journal of Advertising, Journal of Advertising, Journal of Advertising Research, Journal of Consumer Psychology, Journal of Consumer Research, Journal of Economic Psychology, Journal of Marketing, Journal of Marketing Research, Journal of the Academy of Marketing Science.*

**(1) GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52108f	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>DIGITAL MARKETING &amp; SOCIAL MEDIA</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
LECTURES	3	7,5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised</i>	specialised general knowledge		

<i>general knowledge, skills development</i>	
<b>PREREQUISITE COURSES:</b>	none
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/curriculum">https://www.dept.aueb.gr/en/marketing/prima/content/curriculum</a>

## (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>																			
<p>Upon successful completion of the course students will be able to:</p> <ol style="list-style-type: none"> <li>1) recognize the importance of digital marketing to the sustainability of modern business.</li> <li>2) describe and explain basic digital and social media marketing concepts.</li> <li>3) critically evaluate the emerging trends in the field and the use of the corresponding digital marketing tools.</li> <li>4) interpret and design the marketing mix within a changing and multi-channel spectrum of digital/traditional strategies and tactics.</li> <li>5) apply acquired knowledge/concepts and leverage digital and social media tools in marketing decision-making</li> </ol>																			
<p><b>General Competences</b>  <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td style="border: none;">.....</td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td style="border: none;"><i>Others...</i></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">.....</td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	.....	<i>Production of new research ideas</i>	<i>Others...</i>		.....
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>																		
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>																		
<i>Decision-making</i>	<i>Respect for the natural environment</i>																		
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>																		
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<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>																		
<i>Working in an interdisciplinary environment</i>	.....																		
<i>Production of new research ideas</i>	<i>Others...</i>																		
	.....																		
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology            Search for, analysis and synthesis of data and information, with the use of the necessary technology            Project planning and management            Criticism and self-criticism            Production of free, creative, and inductive thinking</p>																			

## (3) SYLLABUS

<p>The course, among others, includes the following topics: (a) web analytics, (b) digital advertising campaigns and analysis of their performance (Google Ads / Meta Ads), (c) corporate presence in social networks and analysis of interaction with digital followers, (d) marketing strategy and digital</p>
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business models, (e) consumer behavior online, (f) content marketing, (g) Search Engine Optimization, (h) e-mail marketing, (i) UX design.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	<i>Face-to-face</i>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching: SaaS ecommerce development platforms Use of ICT in Laboratory Education: Google / Meta Ads Manager Contact with students: e-class / MS Teams	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	study and analysis of bibliography	50
	laboratory practice	6
	project	33
	essay writing	27.5
	Self-study	50
	Course total	<b>187.5</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exam with essay development and/or multiple choice questions (weight 70%), public presentation of group work (weight 15%) and written work (Project) (weight 15%) These assessment criteria are accessible via e-class	

#### (5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*  
Marketing 4.0: Moving from Traditional to Digital, Philip Kotler, Hermawan Kartajaya, Iwan Setiawan, ISBN: 978-1-119-34120-8, December 2016  
Strauss Judy and Frost Raymond (2014), E-Marketing, Pearson International Edition, 6th edition.  
Chaffey D. and Smith PR. (2013), EMarketing Excellence, 4th ed., Routledge.  
Ψηφιακό Μάρκετινγκ, Κωδικός Βιβλίου στον Εύδοξο: 86053196, Έκδοση: 1/2019, Συγγραφείς: Βλαχοπούλου Μάρω  
ISBN: 9786185131609

- *Related academic journals:*  
Journal of Retailing and Consumer Services

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Electronic Commerce Research and Applications  
Journal of Interactive Marketing  
Behaviour and Information Technology  
International Journal of Electronic Commerce

**(1) GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52102f	<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	<b>ENTREPRENEURSHIP AND INNOVATION</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	7,5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	ENGLISH		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/curriculum">https://www.dept.aueb.gr/en/marketing/prima/content/curriculum</a>		

**(2) LEARNING OUTCOMES**

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>On completion of this course, students will:</p> <ul style="list-style-type: none"> <li>be able to understand key concepts of innovation and entrepreneurship,</li> <li>express and justify opinions about contemporary entrepreneurial issues, and</li> <li>use entrepreneurial tools and techniques efficiently and effectively.</li> </ul>
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>                      <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i></p>

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<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas Project planning and management Production of free, creative and inductive thinking	

**(3) SYLLABUS**

Innovation is the most important guarantor of sustainable competitive advantage for firms around the world. Entrepreneurship is the principal source of jobs and wealth in the economy. However, shaping an organization so that it successfully and repeatedly brings innovations to market is a daunting managerial challenge. This course examines the basics managers need to organize and commercialize valuable innovation in both entrepreneurial and established firms. Major topics include designing appropriate innovation processes; identifying, building and commercializing innovations; taking advantage of internal and external sources of innovation; and structuring entrepreneurial organizations. The course includes lectures, case analyses, visiting experts, practical exercises and student presentations.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>																
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>																
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">70</td> </tr> <tr> <td>Fieldwork</td> <td style="text-align: center;">37.5</td> </tr> <tr> <td>Study and analysis of bibliography</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Interactive teaching</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">35</td> </tr> <tr> <td>Course total</td> <td style="text-align: center;"><b>187.5</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	70	Fieldwork	37.5	Study and analysis of bibliography	5	Interactive teaching	40	Project	35	Course total	<b>187.5</b>	
<i>Activity</i>	<i>Semester workload</i>															
Lectures	70															
Fieldwork	37.5															
Study and analysis of bibliography	5															
Interactive teaching	40															
Project	35															
Course total	<b>187.5</b>															
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice</i>	WRITTEN EXAMS, BUSINESS PLAN PRESENTATION AND BUSINESS PLAN DOCUMENT.															



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<p><i>questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	
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**(5) ATTACHED BIBLIOGRAPHY**

Hisrich R. (2014). Advanced Introduction to Entrepreneurship. USA: Edward Elgar Publishing Ltd.
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**1. GENERAL**

<b>SCHOOL</b>	SCHOOL OF BUSINESS		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF MARKETING & COMMUNICATION		
<b>LEVEL OF STUDIES</b>	POSTGRADUATE (2 <sup>nd</sup> CYCLE)		
<b>COURSE CODE</b>	bm52105f	<b>SEMESTER</b>	3rd
<b>COURSE TITLE</b>	<b>MASTER THESIS</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
		15	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	specialised general knowledge		
<b>PREREQUISITE COURSES:</b>	none		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	no		
<b>COURSE WEBSITE (URL)</b>	<a href="https://www.dept.aueb.gr/en/marketing/prima/content/curriculum">https://www.dept.aueb.gr/en/marketing/prima/content/curriculum</a>		

**2. LEARNING OUTCOMES**

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The thesis aims to:</p> <ul style="list-style-type: none"> <li>• provide an opportunity to explore in depth a particular topic and put into practice theories and</li> </ul>
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- concepts learned on the Program;
- enable interaction with faculty members, which is important for the evaluation of the student’s capabilities
  - provide the students invaluable knowledge on the undertaking of a scientific research which will be of use to them in both a professional or academic career.

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision-making
- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Project planning and management
- Working in an international environment
- Criticism and self-criticism
- Production of free, creative, and inductive thinking

**3. SYLLABUS**

Introduction. Includes a summary of the issue/problem and a detailed presentation of how it was approached.

Literature review. Provide the information needed regarding the existing knowledge and theory on the subject. Allow the student to (a) identify the gap in the existing knowledge, (b) develop and support the research questions or research hypotheses, and (c) convince the reader for the contribution of the paper both theoretically and practically.

Methodology. Presentation in a clear and comprehensive way the research methods, the data collection tool, the sampling methodology, the sample size and the way of measuring both dependent and independent variables.

Analysis. Includes the data analysis, in a thorough and scientifically documented way, based on the use and description of the appropriate data analysis tools depending on the kind of primary data (qualitative or quantitative).

Conclusions. Presentation of (a) the findings of their research and compare them with current theory and previous studies, (b) the practical importance of the findings for the selected industry or business, (c) the summary of the research limitations and (d) suggestions for further research.

**4. TEACHING and LEARNING METHODS - EVALUATION**

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face or remote meetings between the supervisor and the student
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Contact with students: e-class / MS Teams

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<p style="text-align: center;"><b>TEACHING METHODS</b></p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Writing the master thesis	375
	Course total	<b>375</b>
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The evaluation of the master thesis is based on strict scientific criteria, regarding its originality, its analytical depth, its synthesis and its quality. It is presented to and graded by a 3-member Committee consisting of the supervisor and two examiners. The evaluation criteria and all other information regarding the master thesis can be found in the Master Thesis Preparation Guide that is sent to students at the end of their first semester of studies.</p> <p>Language of examination: English</p>	

**5. ATTACHED BIBLIOGRAPHY**

The suggested bibliography depends on the topic of the thesis
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## **PART III: STUDENT INFORMATION**

### **GENERAL STUDENT INFORMATION**

The Athens University of Economics and Business provides not only high-quality education but also high-quality student services. The adoption of the Presidential Decree 387/83 and Law 1404/83 defines the operation, organization, and administration of Student Clubs at Universities, which aim at improving the living conditions of the students and enhance their social and intellectual wellbeing through engagement and socialization initiatives.

To fulfill this objective the University ensures the required infrastructure for housing, meals, and sports activities through the operation of a student restaurant, reading rooms, library, organization of lectures, concerts, theatrical performances, and excursions in Greece and abroad. Further in this context, the University supports the development of international student relations, organizes foreign language classes, computer/software literacy classes, and courses in modern Greek as a foreign language for foreign students and expatriated Greek students.

Detailed information on meals, housing, fitness, foreign languages, cultural activities, scholarships, financial aid, is provided on the website of AUEB's Student Club at <https://lesxi.aueb.gr/>

### **Electronic Services**

A significant number of procedures related to both attendance and student care are carried out electronically through applications of the University or the Ministry of Education and Religious Affairs. All applications are accessible with the same codes (username & password).

- **E-mail account:**

Detailed instructions for using the Webmail Service are provided at <https://www.aueb.gr/el/content/webmail-manual>

- **Electronic Secretariat (Student Register)**

The Electronic Secretariat application is the information system through which students can be served by the Department's Secretariat via the web.

- **Wireless network**

Using their personal codes, students have access to a wireless network in all areas of the Athens University of Economics and Business buildings/campus. WiFi instructions

- **E-Learning Platform – ECLASS**

The Open eClass platform is an integrated Electronic Course Management System and is the proposal of the Academic Internet (GUnet) to support Asynchronous Distance Education Services.

Instructions are provided at <https://eclass.aueb.gr/info/manual.php>

### **Medical Services, Insurance / Healthcare**

Undergraduate, postgraduate and PhD students at the University who have no other medical and hospital care are entitled to full medical and hospital care in the National Health System with coverage of the relevant costs by the National Health Service Provider. A psychiatric counseling service also operates at the University, staffed with a physician specializing in the treatment of mental health issues.

More information at <https://www.aueb.gr/en/content/health-care> .

### **Services/Facilities to Students with Special Needs**

The Athens University of Economics and Business ensures the facilitation of students with special needs, through the design, implementation, and environmental adaptations, for access to the university building facilities. In the main building there are specially configured lifting machines, ramps, and elevators. There are also special regulations for conducting exams for students with special needs.

The Athens University of Economics and Business has established a Committee for Equal Access for people with disabilities and people with special educational needs. The Commission is an advisory body and submits recommendations to the competent bodies for the formulation and implementation of the policy of equal access for persons with disabilities and persons with special educational needs.

Through the Library services, students with physical disabilities are granted electronic access to the recommended Greek bibliography of the courses taught at the University. In this context, the Association of Greek Academic Libraries (SEAB) has developed a multimodal electronic library called AMELib.

More information is available at <https://www.aueb.gr/el/lib/content/amea-atoma-me-idiateires-anages>.

### **Library and Study Rooms**

The Library & Information Center of the University operates at the University's main building. The AUEB Library is a member of the Hellenic Academic Libraries Association (Heal-LINK), the European Documentation Centers Europe Direct and the Economic Libraries Cooperation Network (DIOBI).

Three Documentation Centers operate within the library:

- The European Documentation Center
- The Organization for Economic Cooperation and Development (OECD) Documentation Center
- The Delegation Center of the World Tourism Organization (WHO)

The library contributes substantially both to meeting the needs for scientific information of the academic community and to supporting studying and research. The library provides access to:

- printed collection of books and scientific journals,
- course books used in modules,
- collection of electronic scientific journals& books
- postgraduate theses and doctoral theses that are produced in Athens University of Economics and Business and deposited in digital form at the PYXIDA institutional repository
- sectoral studies
- statistical series by national and international organizations
- audiovisual material
- information material (encyclopedias, dictionaries)
- databases on the topics used by the University
- printed collections of other academic libraries

The library lends all its printed collections, except for magazines and statistical series, in accordance with its internal rules of operation. The Library and Information Center offers reading rooms, computer workstations for visitors, photocopiers and printing machines, and interlibrary loan of books and journal articles from other academic libraries that are members of its network. More information at <https://www.aueb.gr/en/library>.

### International Programs and Information on International Student Mobility

Athens University of Economics and Business is actively involved in the Erasmus+ Program since 1987 promoting cooperation with universities, businesses, and international organizations of the European Union (EU) as well as in the mobility of students, teaching, and administrative staff.

In addition, strengthening its internationalization objectives, it creates new opportunities through the Erasmus+ International Mobility Program. Within this framework, mobility scholarships are granted through the State Scholarships Foundation (SSF) to incoming and outgoing students of the three study cycles, according to the funding approved each year by the State Scholarship Foundation for the University. Outgoing students have the possibility to spend a period of study at a Partner Institution outside the EU with full academic recognition through the application of the ECTS credits system <https://www.aueb.gr/en/content/erasmus-programme>

### Connecting with the Job Market and Entrepreneurship

D.A.STA.O.P.A. (<https://www.aueb.gr/el/dasta>) is the administrative unit of the University that plans, coordinates and implements the actions of the Athens University of Economics and Business in the following areas:

- a) development of entrepreneurship and innovation
- b) connecting students and graduates with the labor market
- c) connecting the academic community with businesses
- d) student internship programs and,
- e) supporting research utilization actions

### Student Associations

Various student clubs and associations are active within the community of the Athens University of Economics and Business

(<https://www.aueb.gr/el/content/student-associations>).

### Alumni Network

Adhering to a long tradition of educating future top executives in the economic, social, and political life of the country, AUEB is proud that thousands of its graduates hold leading positions in companies, organizations, research institutes and universities in Greece and abroad. Understanding the importance of developing and strengthening the bond with its graduates, AUEB created its Alumni network including a platform <https://alumni.aueb.gr> where all graduates of the University can register. The main objectives of the Network are the connection of the graduates with their colleagues and former fellow students, and diffusion of information about activities, services, and events in and around the University that concern them.

Additional information on Clubs and Alumni Associations is available on the website <https://www.aueb.gr/el/content/organizations-and-associations-of-students-and-alumni>.

### Volunteer Program

Within the framework of its strategies, the "AUEB Volunteers" Volunteering Program was launched in September 2017. The aim of the Program is to highlight important social issues and the value of

participation and practical contribution, but also to raise community awareness regarding the 17 UN Sustainable Development Goals. Actions are developed around two pillars: (a) actions addressed to AUEB's Community, which have as their main objective the maintenance of the quality of the University's infrastructure based on their aesthetics and functionality, and (b) actions addressed to Greek society. (<https://auebvolunteers.gr/>).

#### **Quality Assurance**

The Athens University of Economics & Business implements a quality assurance policy to continuously improve the quality of its study programs, research activities and administrative services, and upgrade the academic and administrative processes and the University's operations. The Quality Assurance Unit (MODIP) operating at AUEB coordinates and supports evaluation processes. Particularly the quality assurance of the educational process is achieved using the module/teaching evaluation questionnaire completed by AUEB students. (<https://aueb.gr/modip>).

#### **Training and Lifelong Learning Center**

The Center for Training and Lifelong Learning (**KEDIVIM**) is an AUEB unit which ensures the coordination and interdisciplinary cooperation in the development of training programs, continuing education, training and in general lifelong learning, which complement, modernize and/or upgrade knowledge, competences, and skills, acquired from formal education, vocational education and initial vocational training systems or from work experience, facilitating integration or reintegration in the labor market, job security and professional and personal development.

(<https://www.aueb.gr/el/content/dia-vioy-mathisi-kedivim-opa>).