Syllabus

Course Description

Course Title	Current Topics in Digital Marketing and Advertising
Course Code	76550
Course Title Additional	
Scientific-Disciplinary Sector	ECON-07/A
Language	German
Degree Course	Bachelor in Informatics and Management of Digital Business
Other Degree Courses (Loaned)	
Lecturers	Dr. Thomas Aichner, Thomas.Aichner1@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/36507
Teaching Assistant	
Semester	First semester
Course Year/s	3
CP	6
Teaching Hours	42
Lab Hours	0
Individual Study Hours	108
Planned Office Hours	18
Contents Summary	- Analytical models for Consumer Behaviour Modelling - Prediction models for Consumer Behaviour Modelling - Case studies in Digital Marketing and Advertising
Course Topics	The course covers topics in digital marketing and advertising that did not exist a year earlier, and their impact on companies, non-profit organisations and public institutions. 1. Analytical models of consumer behaviour, such as customer journey models, technology acceptance (TAM, UTAUT2), trust in algorithms, the SHIFT framework for sustainable behaviour and RFM segmentation.

	2. Prediction and measurement models, such as KPIs, customer lifetime value, attribution models up to the Shapley value, experiments with a control group and marketing mix models. 3. Case studies in digital marketing and advertising, such as SEO and generative engine optimization (GEO), AI in marketing, tracking and data protection, cybersecurity, digital green marketing and accessibility. Each topic is analysed with the 4Ps on a concrete example, from the perspective of the organisation and of the target group.
Keywords	Digital marketing, digital advertising, consumer behaviour, customer journey, KPIs, attribution, tracking, CRM, SEO, generative engine optimization, artificial intelligence, technology acceptance, cybersecurity, green marketing, accessibility, prototyping
Recommended Prerequisites	Content of Digital Marketing and Advertising from the second year (Module 1 Introduction, Module 2 Advanced Topics). Basic knowledge of programming and web technologies for the prototype in Level 2.
Propaedeutic Courses	
Teaching Format	Course with a strong practical focus. At the start, two input sessions by the lecturer add the theory not covered in the basic courses. Afterwards, six teams of two or three students each work on one current topic. Each team studies its topic on an example of its own choice, a company, a non-profit organisation or a public institution. Each team presents three times, each time for 25 minutes plus 20 minutes of questions and answers. In Level 1 (Understand) the team analyses its example with the 4Ps, in Level 2 (Build) it shows a working prototype, and in Level 3 (Evaluate) it presents the results of a test with at least five people from the target group. After each presentation the team writes a two-page briefing, which serves as learning material once approved by the lecturer. At every presentation session, each student asks one question via an online tool, and the teams answer all questions. The course also includes guest lectures, workshops and a graded live analysis.
Mandatory Attendance	The course does not have mandatory attendance, but attendance is strongly recommended. Non-attending students should inform the lecturer at the beginning of the semester.

Specific Educational Objectives and Learning Outcomes	The course belongs to the type "affine o integrativa". D1.17 - Know further methods of Digital Finance and Digital Advertising and their application. D1.18 - Understand the interdisciplinary approach to IT projects that takes into account technical foundations, business needs, social and dynamic aspects and the regulatory framework. D2.3 - Ability to analyse business problems and to develop proposals for solutions with the help of IT tools. D2.4 - Ability to formalise and to analyse procedures and operational processes, to recognise and use optimisation potentials. D2.6 - Ability to design, describe and present IT solutions to policy makers. D2.9 - Ability to support the management of IT departments and software companies by providing information as needed. D2.11 - Ability to analyse large amounts of data on economic facts and processes. D2.13 - Ability to apply additional knowledge in the subjects of Digital Finance and Digital Marketing. D2.18 - Know how to communicate with the client in written and oral form on a professional level in English, Italian and German. D3.1 - Ability to collect and interpret data useful for forming independent judgments on IT and economic aspects of information systems. D3.3 - Ability to compare and evaluate different IT solutions based on their technical characteristics and key business figures. D3.4 - Ability to assess fundamental economic and business facts on the basis of numerical data. D4.1 - Be able to use the three languages English, Italian and German and, in particular in English, be able to use appropriate technical terminology and communication style. D4.2 - Ability to use modern means of communication also for remote interactions. D4.3 - Ability to negotiate with people with different professional experiences the definition and requirements of corporate information systems. D5.2 - Learning ability to carry out strategic and IT project

	activities in corporate communities, also distributed. D5.3 - Ability to follow rapid technological developments and to learn about innovative aspects of the latest generation of information technology and systems.
Specific Educational Objectives and Learning Outcomes (additional info.)	The course teaches how current developments in digital marketing and advertising work, how to assess them with analytical models and data, and how to implement them in a prototype and test it with the target group.
Assessment	The grade combines team and individual performance. Team performance, 40 %. Three presentations per team, Level 1 (10 %), Level 2 (15 %) and Level 3 (15 %). Levels 1 and 2 are graded by the lecturer, Level 3 by the class acting as a board (peer evaluation). Individual performance, 60 %. • Live analysis on 27 November 2026 (20 %). In phase 1, students research a new topic for 75 minutes, with all aids allowed, including the internet and AI. In phase 2, they answer an explanatory question by hand within 30 minutes, without devices. They may use their own handwritten notes from phase 1. • Participation (15 %). One question per presentation session via an online tool; nine questions earn full marks. • Written final exam in the exam session (25 %). It is based on the lecturer's input sessions and the approved two-page briefings of the teams. Guest lectures are not part of the exam.
Evaluation Criteria	Il voto finale risulta dalla media ponderata dei voti parziali. • Presentazioni dei livelli 1 e 2. Correttezza e attualità dei contenuti, qualità dell'analisi con le 4P dal punto di vista dell'organizzazione e del gruppo target, funzionamento e realizzazione del prototipo, risposte alle domande della classe. • Presentazione del livello 3. La classe valuta in base a tre domande. Il prototipo convince? Il test è documentato in modo rigoroso? La raccomandazione è motivata? • Analisi dal vivo. Comprensione, argomentazione e giudizio personale. • Partecipazione. Numero di domande poste, una per ogni presentazione. • Esame finale. Correttezza, comprensione dei nessi e capacità di applicare modelli ed esempi del corso. EN

	Grades are given on the 30-point scale; the pass mark is 18/30. The final grade is the weighted average of the partial grades. • Presentations in Levels 1 and 2. Accuracy and currency of the content, quality of the 4P analysis from the perspective of the organisation and of the target group, functionality and implementation of the prototype, answers to the questions of the class. • Presentation in Level 3. The class evaluates amongst others the following three questions. Is the prototype convincing? Is the test properly documented? Is the recommendation well founded? • Live analysis. Understanding, reasoning and own judgement. • Participation. Number of questions asked, one per presentation session. • Final exam. Accuracy, understanding of the connections and the ability to apply models and examples from the course.
Required Readings	Aichner, T. (2026) Warum Menschen kaufen, Märkte schwanken und Unternehmen wachsen: 101 faszinierende Konzepte aus Psychologie, Wirtschaft und Management. Wiesbaden, Germany: Springer Gabler. DOI: https://doi.org/10.1007/978-3-658-52717-4 Aichner, T. and Salvador, F. (2023) Mass Customization and Customer Centricity: In Honor of the Contributions of Cipriano Forza. Cham, Switzerland: Palgrave Macmillan. DOI: https://doi.org/10.1007/978-3-031-09782-9 Aichner, T. (2023) Serving the Customer: The Role of Selling and Sales. Wiesbaden, Germany: Springer. DOI: https://doi.org/10.1007/978-3-658-39072-3
Supplementary Readings	Aggarwal, P., Murahari, V., Rajpurohit, T., Kalyan, A., Narasimhan, K., & Deshpande, A. (2024). GEO: Generative engine optimization. In Proceedings of the 30th ACM SIGKDD Conference on Knowledge Discovery and Data Mining (pp. 5-16). ACM. Blank, S. (2013). The four steps to the epiphany: Successful strategies for products that win (5th ed.). K&S Ranch. Dalessandro, B., Perlich, C., Stitelman, O., & Provost, F. (2012). Causally motivated attribution for online advertising. In Proceedings of the Sixth International Workshop on Data Mining for Online Advertising and Internet Economy (ADKDD '12) (pp. 1-

	9). ACM. Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. MIS Quarterly, 13(3), 319-340. Gupta, S., & Lehmann, D. R. (2003). Customers as assets. Journal of Interactive Marketing, 17(1), 9-24. Kannan, P. K., Reinartz, W., & Verhoef, P. C. (2016). The path to purchase and attribution modeling: Introduction to special section. International Journal of Research in Marketing, 33(3), 449-456. Lemon, K. N., & Verhoef, P. C. (2016). Understanding customer experience throughout the customer journey. Journal of Marketing, 80(6), 69-96. Li, H., & Kannan, P. K. (2014). Attributing conversions in a multichannel online marketing environment: An empirical model and a field experiment. Journal of Marketing Research, 51(1), 40-56. Lohmann, P. M., Gsottbauer, E., Farrington, J., Human, S., & Reisch, L. A. (2024). Choice architecture promotes sustainable choices in online food-delivery apps. PNAS Nexus, 3(10), pgae422. Longoni, C., & Cian, L. (2022). Artificial intelligence in utilitarian vs. hedonic contexts: The "word-of-machine" effect. Journal of Marketing, 86(1), 91-108. Ries, E. (2011). The lean startup. Crown Business. Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer acceptance and use of information technology: Extending the unified theory of acceptance and use of technology. MIS Quarterly, 36(1), 157-178. White, K., Habib, R., & Hardisty, D. J. (2019). How to SHIFT consumer behaviors to be more sustainable: A literature review and guiding framework. Journal of Marketing, 83(3), 22-49.
Further Information	Slides, approved briefings and an FAQ forum are available on OLE. Please post general questions in the forum and send personal matters via Microsoft Teams or by e-mail to thomas.aichner1@unibz.it
Sustainable Development Goals (SDGs)	Quality education