COURSE TITLE	Behavioral economics						
Course code	DTT019	Year of study	2				
Lecturer(s)	Mario Dadić,senior lecturer	ECTS (Number of credits allocated)	6				
Associates		Total lesson hours per semester	Lecture	Seminar	Practical	Laboratory	
			30	15	15		
Course status	compulsory	Percentage share of e-learning	20%				

COURSE DESCRIPTION

Course Objectives	• Introduction to basic concepts and knowledge from the field behavioral economics • Understanding decision-making methods • Gaining knowledge about the impact of public policies on decision-making • Introduction to neuroeconomics
Course enrolment requirements and entry competencies required for the course	/
Learning outcomes On successful completion of this course, student should be able to:	1. Define the term behavioral economics 2. Understand the conceptual framework of behavioral economics 3. Critically discuss the assumptions of traditional economics 4. Apply insights from psychology when predicting or analyzing economic decision-making 5. Identify situations in which human behavior may not be entirely rational 6.Interpret how public policies influence individual decision-making
Course content	Introductory lecture – the concept of behavioral economics. Historical development of behavioral economics. Heuristics. Bias. Intertemporal choice. Social preferences. Dual processing theory. Nudging. Behavioral finance. Game theory. Impact of public policy on individual decision-making and choice. Neuroeconomics. Concluding remarks
Types of teaching:	☒ lecture ☒ seminars and workshop ☐ practical ☒ combined e-learning ☐ field research ☒ self-study ☐ multimedia ☐ laboratory ☐ mentoring work ☐ (others)
Student obligations	Attending classes, seminar workshops, exams.

Monitoring student work (enter the share in ECTS credits for each activity so that the total number of ECTS credits corresponds to the credit value of the course):						
	Class attendance	1	Research	1,5	Practical work	
	Experimental work		Report	0,5	(others)	
	Essay		Seminar	1,5	(others)	
	Self-study		Workshop		(others)	
	Project	0,5	Office hours, mid-term	1	(others)	

			exams and final exam			

Assessment and evaluation of student work during classes and at the final exam

CONTINUOUS ASSESSMENT		
Continuous testing indicators	Performance A_i (%)	Grade ratio k_i(%)
Case study	50-100	20
First mid-term exam	50-100	40
Second mid-term exam	50-100	40

FINAL ASSESSMENT		
Indicators checks	Performance A_i (%)	Grade ratio k_i(%)
Final exam	50 - 100	80
Previous activities	50 - 100	20
Indicators checks	Performance A_i (%)	Grade ratio k_i(%)
Final exam	50 - 100	80
Previous activities	50 - 100	20

The grade (in percentages) is formed on the basis of all indicators that describe the level of student activities according to the relation:

$$Grade\,(\%) = \sum_{i=1}^{N} k_i A_i$$

k_i - weighting factor for each activity,
A_i - success in percentage achieved for a particular activity,
N - total number of activities.

PERFORMANCE AND GRADE		
Percentage	Criteria	Grade
50% - 61%	basic criteria met	sufficient (2)
62% - 74%	average performance with some errors	good (3)
75% - 87%	above average performance with minor errors	very good (4)
88% - 100%	outstanding performance	outstanding (5)

Required reading

1. Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
2. Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. Yale University Press.
3. Angner, E. (2020). *A course in behavioral economics* (3rd ed.). Palgrave

	Macmillan.
Optional reading	1. Camerer, C. F. (2003). Advances in behavioral economics. Princeton University Press. 2. Camerer, C. F., Loewenstein, G., & Rabin, M. (Eds.). (2004). Advances in behavioral economics. Princeton University Press. 3. Ariely, D. (2010). Predictably irrational: The hidden forces that shape our decisions (Rev. and expanded ed.). Harper Perennial. 4. Hastie, R., & Dawes, R. M. (2010). Rational choice in an uncertain world: The psychology of judgment and decision making (2nd ed.). SAGE Publications. 5. Gigerenzer, G., Todd, P. M., & the ABC Research Group. (1999). Simple heuristics that make us smart. Oxford University Press.
Quality monitoring to ensure the acquisition of established learning outcomes	• Records of class attendance and success in performing student obligations • Updating detailed course curricula • Supervision of teaching activities • Continuous quality control of all parameters of the teaching process in accordance with the Action Plans • Semester-based student survey in accordance with the "Ordinance on the procedure of student evaluation of teaching work at the University of Split" (UNIST, Centre for Quality Improvement).
Other information	