

TEACHING GUIDE

1. BASIC INFORMATION

| | |
|---------------------|---|
| Subject | Design of Digital Business Models |
| Degrees | Digital Business Administration (AND) |
| Faculties | Faculty of Business Administration and Law |
| ECTS | 6 |
| Character | Mandatory |
| Language | English |
| Mode | In-person |
| Semester | Fifth |
| Subject Coordinator | Seamus O'Brien |

2. PRESENTATION

This module aims to develop students' awareness and understanding of the Design of Digital Business Models. It will examine how the digital environment plays a crucial role in the business world. It introduces students to the digital environment, the role of technologies, and how this influences business and how businesses may respond.

3. COMPETENCIES AND LEARNING OUTCOMES

| Type | Code | Description |
|-------------|------|---|
| Basic | CB04 | That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience. |
| | CB05 | That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy. |
| General | GC02 | That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy. |
| Transversal | TC03 | Demonstrate oral and written communication skills in a foreign language. |
| | CT07 | Demonstrate skills and attitudes for autonomous work and teamwork. |
| Specific | CE11 | That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy. |

| Code | Description |
|------|--|
| L001 | Be able to identify different digital business models. |
| L002 | Be able to design a customer-focused business model. |
| L003 | Know and be able to apply different methodologies that allow you to focus on the client. |
| L004 | Know the Business Model Generation model |
| L005 | Be able to apply the principles of Lean Startup and the development of a Minimum Viable Product. |

4. CONTENT

Unit I The Digital Environment

- 1.1. The digital business environment
- 1.2. The digital workspace
- 1.3. E-commerce
- 1.4 Digital platforms, payment models and pricing

Unit II Digital Technologies

- 2.1. AI, Big Data and Business Intelligence
- 2.2. Enabling and Emerging Digital Technologies
- 2.3. Digital Innovation
- 2.4. Digital Disruption

Unit III Impact on Business

- 3.1. Digital Transformation
- 3.2. Digital Business Strategy
- 3.3. Digital Customer Experience Management
- 3.4 Digital Operations Management
- 3.5 Social Commerce
- 3.6 Analytics
- 3.7 Social media metrics

5. TEACHING AND LEARNING METHODOLOGIES

UIE develops an innovative academic model centered on the learner, combining different philosophical approaches to Teaching-Learning (T-L), a wide variety of learning activities—especially those in which students take an active role in knowledge construction—continuous guidance, and the intensive use of technology as a facilitating tool, creating a unique and innovative learning ecosystem.

The training is conducted in an in-person modality, including synchronous virtual learning, supported by a cutting-edge virtual campus that provides flexibility and personalization within a ubiquitous learning (U-Learning) model.

Additionally, in alignment with its founding and corporate principles of social responsibility, UIE not only encourages the participation of its entire university community in volunteer and social service activities but also incorporates the Service-Learning (ApS) approach as a formal component of its teaching-learning strategies.

| Code | Activity | Type | E-A Mode | Approach |
|------|--|-------|---------------------------------|----------|
| TM01 | Initial Contact and Motivation | I | Introductory | IP |
| TM02 | Presentation, Work Plan and Commitment | I | | |
| TM03 | Lecture | T | Expository and Participatory | IP |
| TM04 | Invited Expert Talks | T | | |
| TM05 | UIE Methodology | P | Guided/Independent | IP/NP |
| TM07 | Virtual Campus Activity | T/P | | |
| TM08 | Content Study | T | Independent | NP |
| TM09 | Project and Assignment Development | T/P | | |
| TM13 | Presentations | T/P | Guided | PR |
| TM16 | Use of Software Tools | P | | |
| TM17 | Laboratory Practices | Q | | |
| TM19 | Service-Learning (S-L) | T/P | Service-Learning | IP |
| TM20 | Tutorials | T/P | Personalised (Individual/Group) | IP |
| TM21 | Learning Contract | I/T/P | | |
| TM22 | Portfolio (Portfolio Assessment) | T/P | Autonomous | NP |
| TM23 | Discussion Forums | T/P | | |
| TM24 | Analysis and Synthesis of Documentary Material | T | | |
| TM25 | Monitoring and Completion | C | Continuous Self-Assessment | NP |

I: Informative T: Theoretical P: Practical C: Complementary IP: In-person NP: Non-in-person

6. TRAINING ACTIVITIES

The following identifies the types of educational activities that will be carried out:

| Code | Name | Modality | Type of activity |
|------|-----------------------------------|----------|--------------------------|
| AF01 | Introductory | IP | Motivational/Informative |
| AF02 | Expository and Participatory | IP | Theoretical |
| AF03 | Guided | IP | Theoretical / Practical |
| AF04 | Personalized (Individual / Group) | IP | Theoretical / Practical |
| AF05 | Autonomous | NP | Theoretical / Practical |
| AF06 | Service-Learning | IP | Service-Learning |
| AF07 | Continuous self-assessment | NP | Quality Assessment |

IP: In-person NP: Non-in-person

7. EVALUATION

The model also includes the continuous assessment process as an essential part of verifying the competencies acquired. For UIE, and in line with the proposed improvement of the teaching-learning process for the European Higher Education Area (EHEA), the assessment system, called Learning Outcomes Review (LOR), is developed as a more humanized process, distancing itself from traditional systems where students risk their fate in exams (sessions), sometimes with high and decisive percentage weights, leading to stress, frustration, and occasionally, dropout.

The UIE LOR system is continuous, shared, and progressive, allowing for the monitoring of learning throughout the entire period, making it a natural process to which students turn without negative emotions and aware of the need to understand their own progress.

| Code | Evaluation Activity | Weighting % | Type | Mode |
|------|--|-------------|-----------------------|------|
| AE01 | Partial Tests | 40 | Discrete | O/E |
| AE05 | Participation in the Virtual Campus | 10 | Discrete (Pass/ Fail) | |
| AE06 | Participation, Daily Activities and Volunteering | 5 | Discrete (Pass/ Fail) | O |
| AE09 | Digital Portfolio | 45 | Discrete | O/E |
| AE10 | Retake Partial | - | Discrete | W/O |
| | | 100 | | |

Mode: O: Oral W: Written O/E: Both

8. BIBLIOGRAPHY

- Hanlon, A. (2024). *Digital business: Strategy, management & transformation*. SAGE Publications.
- Neck, H., Neck, C., & Murray, E. (2023). *Introduction to business*. SAGE Publications, Inc.

9. TUTORIALS

MD20 Tutorial (2%): Students must attend at least three personalized tutorials throughout the semester. This is an all-or-nothing activity (“Pass-Fail”), meaning that all three tutorials must be completed.

10. QUALITY SURVEYS

MD25 Quality Management (2%): Students must complete four forms throughout the semester related to UIE's quality management. This is an all-or-nothing activity (“Pass-Fail”), meaning that all four forms must be completed within the deadlines specified in the course activity plan. The activity aims to timely assess the development of the teaching-learning process and the transversal competence related to critical and self-critical thinking.