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
LO01	Be able to identify different digital business models.
LO02	Be able to design a customer-focused business model.
LO03	Know and be able to apply different methlogies that allow you to focus on the client.
LO04	Know the Business Model Generation model
LO05	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 Partials	-	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.