



ACADEMIC PROGRAM

DIGITAL MODELS AND BUSINESS

B.F.A. IN COMPUTER SCIENCE

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2022-2023

Name of the course:	Digital Models and Business
Degree :	Computer Science
Location:	Centro Universitario de Tecnología y Arte Digital
Area:	Multidisciplinary Fundamentals
Year:	2º
Teaching period:	2
Type:	OB
ECTS credits:	3
Teaching modality:	On campus
Language:	English
Lecturer / Email	-
Web page:	http://www.u-tad.com/

SUBJECT DESCRIPTION

Area description

This area refers to the study and practice of the set of communication techniques and skills. In the subjects that belong to this area, content related to philosophical foundations, knowledge of the environment, the philosophy of innovation, business ethics, design and social responsibility, sociology of communication, etc. will be covered in relation to the humanist and generalist orientation of the degree. In addition, the relationship of this knowledge with artistic development will be addressed.

Subject description

This subject is of great interest to students as it allows them to approach the analysis and detection of new business models and opportunities in the digital field. This theoretical and practical training on digital models is a foundation for developing your future professional interests.

The subject takes into account that the digital sector and its theoretical foundations are constantly evolving, so it cannot be considered a field of consolidated knowledge.

The subject aims to give a broad and innovative perspective of the role that a software engineering professional will play in the business value chain and in the development of digital businesses. Likewise, it provides a business vision and perspective that is of great value for the students of this Curriculum, since in

today's society entrepreneurship and self-employment are increasingly important professional opportunities.

COMPETENCIES AND LEARNING OUTCOMES

Competencies

BASIC AND GENERAL SKILLS

GC10 Be able to work in an international context, as well as in diverse and multicultural environments.

GC11 Manage basic skills for interpersonal relations.

GC12 Express a critical and self-critical sense and the ability to analyze in order to evaluate different alternatives.

GC13 Valuing an ethical sense at work.

GC14 Knowing how to work in a team in multidisciplinary environments.

GC15 Being able to organize and plan.

GC16 - Be able to express oneself correctly in oral and written form.

GC18 - Managing information appropriately.

GC19 - Knowing how to make decisions and solve problems in the professional field.

CB1 That students have demonstrated knowledge and understanding in an area of study that starts from the basis of general secondary education, and is usually at a level that, although it is supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

CB2 Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defense of arguments and problem solving within their field of study.

CB3 That students have the ability to gather and interpret relevant data (usually within their area of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.

CB4 Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

TRASVERSAL SKILLS

CT1 Deploy their knowledge, activities and values in cultural, sporting and social environments.

CT2 Show interest in acts of cooperation and civic solidarity.

SPECIFIC SKILLS

SC16 Understand the processes of the elements involved in an interactive artistic production

SC22 Understanding and communicating clearly and effectively the guidelines for the development of a project.

SC26 Understanding and knowing how to thematize the relationships between Technology - Society - Culture, in relation to the design of interactive products.

SC27 Recognizing the philosophical, social and political implications of technological designs and innovations.

SC28 Detecting the implications on ethical and legal limits of technological innovations.

Learning outcomes

Upon completion of the degree, the graduate will be able to:

- Use creative thinking techniques in the professional environment
- Propose ideas that can be transformed into designs and developments
- Analyze critically proposals related to software development
- Understand the historical environment of the current digital industry and the changes produced in society due to the inclusion of new digital media.
- To know the variety of company incorporation articles under the Spanish Law.
- To design the structure of the company with the aim of maximizing the contribution of the team.
- Relate intellectual property legislation to different scenarios (national, European and international).
- Identify the sources of relevant economic information and their content.
- Know different marketing techniques and their implications on the development of a digital entertainment product.
- Reflect on the ethical and legal limits of technological innovations.
- To interpret relevant economic, political and cultural data in the design of software design.
- To understand project management paradigms: waterfall and Agile
- To be able to sketch a project schedule and follow it using Gantt and PERT charts
- To know the principles of end user psychology
- To be able to design wireframes
- To develop a user-driven application
- To understand the function of color and shape in the development of interactive applications.

CONTENTS

Introduction to the idea of Digital Company

The Digital Industry

E-Business.

Online marketing

The Multimedia industry

Distribution and monetization

SUBJECT SYLLABUS

Topic 1. Introduction to the digital company and business models

Teaching unit 1: The digital company

Introduction to the concept of digital industry

Structure and functions

Value chain

SWOT Analysis

Teaching unit 2: Business models

The digital industry

The business model canvas

Analysis and canvas of the Nespresso case

Teaching unit 3: Generation of business models

E-Business

Disaggregation of business models

Long tail

Multilateral platforms

Free as a business model

Open business models

Topic 2. Design of value propositions

Teaching unit 4. Value proposition canvas

How do we create value?

Canvas components

Multifaceted platforms: the Uber case

Teaching unit 5. Understanding customers

The multimedia content sector

The human, irrational animal

Adoption of new products

Customer value

What do customers want?

Needs detection

The empathic design

Objective: people.

Topic 3. Marketing and Sales

Teaching unit 6: Marketing strategy

Marketing and Sales Strategy.

Segmentation

Targeting.

Positioning.

The customer journey

Teaching unit 7: Digital marketing

Digital marketing tactics

Search engine marketing.

Social media marketing.

Viral marketing.

Topic 4. Transversal project

Business model design, value proposition and digital marketing strategy. Practical student work in groups

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
<i>Theoretical / Expository classes</i>	15,43	15,43
<i>Practical classes</i>	10,57	10,57
<i>Tutorials</i>	2,00	2,00
<i>Independent study and autonomous work of the student</i>	20,57	0,00
<i>Elaboration of work (group or individual)</i>	21,43	0,00
<i>Evaluation Activities</i>	5,00	5,00

<i>TOTAL</i>	75	33
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Teaching methodologies

Expository method or master lesson

Case learning

Learning based on problem solving

Cooperative or collaborative learning

inquiry learning

Flipped classroom methodology

Gamification

Just in time Teaching (JITT) or classroom on time

Expository method or master lesson

Case method

Learning based on problem solving

Cooperative or collaborative learning

inquiry learning

Flipped classroom methodology

Gamification

TEMPORAL DEVELOPMENT

DIDACTIC UNITS / TOPICS TIME PERIOD

Topic 1. Introduction to the digital company and business models 6 weeks

Topic 2. Design of value propositions 5 weeks

Topic 3. Market our offer 4 weeks

Topic 4. Transversal project Transversal throughout the subject

EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
<i>Assessment of participation in class, exercises or projects of the course</i>	10	30
<i>Assessment of assignments, projects, reports, memos</i>	10	60
<i>Objective test</i>	30	80

GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION
<i>Assessment of participation in class, exercises or projects of the course</i>	10	10
<i>Assessment of assignments, projects, reports, memos</i>	50	50
<i>Objective test</i>	40	40

General comments on the evaluations/assessments

- “Active participation” will be weighted with 10% of the final grade. “Active participation” does not mean coming to class or “winning” group exercises. Voluntary resolution of exercises and presentations is valued. Likewise, as part of this section, the presentation of ideas, participation in debates, presentation of proposals or additional exercises and, in general, everything that demonstrates involvement in the subject, and not mere passive attendance, will be valued.
- The “Active participation” grade from the ordinary call is maintained for the extraordinary call. If the student would like to increase it, he will have to agree with the teacher on an additional activity (work, presentation, article,...).
- The final project will account for 30% of the final grade. It is necessary to pass this section with a 5 to pass the subject, and a 4 to release it in an extraordinary call.
- Work delivered after the deadline will not be evaluated.
- The final exam will be worth 40%. It is necessary to pass the exam with a 5 to pass the subject, and a 4 to be released in an extraordinary session.
- In the event that a student has not managed to achieve a 5 in the project and exam, but has at least a 4 in both, he or she will be assigned special additional work to be determined that covers the most deficient aspects of the previous deliveries.

- The subject can only be passed if the average grade exceeds a grade of 5.0, meeting the previous requirements.
- Those students who fail the final project in the Ordinary Call will have the possibility of repeating the same final project in the Extraordinary Call.
- Any writing that the student presents (problems, exams, comments on the programs, etc.) must be well presented, correctly written (with commas, periods and full stops in their appropriate place) and without spelling mistakes. The grade of the writing may drop up to 20% otherwise, since a university student is required to have maximum quality in their written expression.
- Exam and project grades are not saved between successive academic years.
- It is not possible to obtain Honor Registration (MH) in the Extraordinary Call.
- The use of notes or calculators of any kind is not permitted in the exams, for which the student must refer to the teacher's specific instructions on this topic.
- The ENTIRE subject will be failed if it is discovered that in the exam the student copies another student (both will be failed) or copies a book or the Internet. In addition, the university will open disciplinary files against both students, which may even lead to their expulsion.

General considerations about the development of classes:

- The use of mobile phones is not allowed in the classroom during the continuous evaluation period. Laptops may be used only for the purpose of taking notes or to carry out an online activity directed by the teacher. The teacher may withdraw the right to use the computer from those students who use it for activities that are not related to the subject (checking emails, news or social networks, consulting or preparing activities for other subjects, etc.).
- It is not allowed to consume meals in the classroom.
- Active participation will be required from the student, necessary for the development of the classes.
- The student will be required to behave well at all times during classes. Bad behavior that prevents the normal development of the class may lead to expulsion from the classroom for a period of time to be determined by the teacher.

LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

Basic bibliography

BERENGUER, J. M. - RAMOS-YZQUIERDO, J. A. (2003). Digital business. Pamplona: Eúnsa.

OSTERWALDER, A. - PIGNEUR, Y. (2011). Generation of business models. Barcelona: Deusto.

PIÑERO ESTRADA, E. (2015). Strategies and business models. Madrid: Ramón Areces.

SÁNCHEZ MORALES, M. (2012). Manual for creating digital companies and electronic commerce 2.0. Malaga: Icton Ediciones.

Recommended bibliography

BLANK, S. and DORF, B. (2012) The startup owners manual. K&S Ranch Publishing, Inc.

CELAYA, J. (2011). The company in web 2.0: the impact of social networks and new forms of communication on business strategy. MANAGEMENT EDITIONS 2000

CHATFIELD, T. (2012). 50 things you need to know about the digital world. ARIEL

CORDON GARCIA, J. A. and CARBAJO CASCON, F. (2012). Electronic books and digital content in the knowledge society. PYRAMID

DE HARO DE SAN MATEO, V. and SAORIN PEREZ, T. (2011). Local digital content: institutional and participatory models. ANABAD

LASO, I. and IGLESIAS, M. (2012). Internet, Collaborative Commerce and mcommerce. MUNDIPRESSA.

OSTERWALDER, A. and CLARK, T. (2012). Your business model. DEUSTO, S. A. EDITIONS

OSTERWALDER, A., PIGNEUR, Y., BERNARDA, G., SMITH A. (2015). Designing the value proposition. Deusto Publishing.

PEREZ-TOME, J. & SMITH, C. (2005). Beautiful SME: practical marketing and communication ideas for small and medium-sized businesses. MCGRAW-HILL. INTERAMERICANA DE ESPAÑA, S.A.

PIMENTEL, D., GROISMAN, M. and MONTAGU, A. (2005). Digital culture: communication and society. PAIDOS IBERICA.

SEMPERE, P. (2007). McLuhan in the age of google: memories and prophecies of the global village. POPULAR

SIERRA SANCHEZ, J. (2014). Digital content in the era of the connected society. FORGE

Webgraphy

<https://canvanizer.com/new/business-model-canvas>

https://www.tuzzit.com/en/canvas/business_model_canvas

<https://promocionmusical.es/spotify-y-su-modelo-de-negocio/>

<https://www.smarttravel.news/2018/11/27/airbnb-historia-modelo-negocio-futuro/>

<https://tentulogo.com/netflix-modelo-negocio-los-llevo-la-cima/>

<https://rodrigoibarnes.com/2018/02/10/google/>

<https://www.dragon1.com/watch/261091/business-model-google>

<http://crearmiempresa.es/article-100-personas-a-seguir-en-2014-si-eres-emprendedor-121607071.html>

<http://www.gestiopolis.com/innovacion-emprendimiento/>

<http://www.leanstart.es/>

<http://emprenderesposible.org/modelo-canvas>

<http://www.emprenderalia.com/aprende-a-crear-modelos-de-negocio-con-business-model-canvas/>

<http://javiermegias.com/blog/2012/10/lean-canvas-lienzo-de-modelos-de-negocio-para-startups-emprendedores/>

<http://www.marketingyfinanzas.net/2013/03/modelo-canvas-una-herramienta-para-generar-modelos-de-negocios/>

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom

Theory classroom

Board and projection system

Materials:

Personal Computer

Software:

Herramientas de ofimática (hoja de cálculo, editor de textos, soporte para presentaciones, navegador)