1. BASIC DETAILS

Course	Digital Business Models/ E-Commerce
Degree	Bachelor's Degree in Advertising
School/Faculty	Social and Communication Sciences
Year	4
ECTS	6 ECTS
Type	Optional
Language(s)	Spanish / English
Delivery Mode	On campus
Semester	1

2. INTRODUCTION

Nowadays, most businesses combine the digital aspect with the physical world, even though they are not completely digital (there are some businesses in our society that still run fully offline, but there are fewer and fewer of these).

This subject explores the basic concepts of e-commerce and the way in which it affects and is integrated into marketing plans, focusing on three key areas: strategy, technology and implementation and practice.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by their acronym in Spanish):

- CB2. Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3. Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB5. Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Transversal skills (CT, by their acronym in Spanish):

- CT1. Ethical values: Ability to think and act in line with universal principles based on the value of a person, contributing to their development and involving commitment to certain social values.
- CT2. Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt.
- CT3. Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.
- CT4. Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.
- CT5. Analysis and problem-solving: Be able to critically assess information, break down complex situations, identify patterns and consider different alternatives, approaches and perspectives in order to find the best solutions and effective negotiations.
- CT8. Entrepreneurial spirit: Ability to take on and carry out activities that generate new opportunities, foresee problems or lead to improvements.
- CT9. Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

Specific skills (CE, by their acronym in Spanish):
- CE14. Ability to recognise the role played by new technology in global society and the way in which advertising is used to reach the consumer.
- CE15. Ability to produce creative solutions to new consumer needs.
- CE16. Ability to recognise the different digital business models and propose solutions in each of the virtual markets.

Learning outcomes (RA, by their acronym in Spanish):
- RA1. Students will understand the special features of the e-commerce environment.
- RA2. Students will propose actions in the various online markets.
- RA3. They will manage actors, legality and security in e-commerce.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB3, CT2, CT4, CT5, CT9, CE16	RA1. Students will understand the special features of the e-commerce environment.
CB2, CT3, CT4, CT5, CT8, CE15, CE16	RA2. Students will propose actions in the various online markets.
CB3, CB5, CT1, CE14, CE16	RA3. They will manage actors, legality and security in e-commerce.

4. CONTENTS

Content:
- Major actors of online business
- Business models
- Security, legality and virtual environment
- Promotional actions in virtual environments
- Suitable communication techniques in the virtual environment
- E-commerce categories
- Advantages and disadvantages of disintermediation and the new value chain.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:
- Lecture/online conference
- Case studies
- Collaborative learning
- Problem-based learning
- Simulation environments

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of hours
Group tutorials	10
Lectures	28
Asynchronous lectures	12
Debates and discussions	15
Case study analysis	20
Problem-solving	20
Oral presentations	10
Drawing up reports and written work	10
Independent working	25
TOTAL	**150**

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
On-campus knowledge tests	40%-50%
Oral presentations	10% - 20%
Reports and written work	10% - 20%
Case study/problem scenario	20% - 30%
Performance observation	10% - 20%

When you open the course on the Virtual Campus, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

9. BIBLIOGRAFÍA

A continuación, se indica bibliografía recomendada:

- Carr, Nicholas (2010): The Shallows, NY, Atlantic Books.
- Chaffey, Dave (2015): E-Business and E-Commerce Management, Harlow (UK), Marketing Insights Limited (Pearson Education).
- Daniel, Ian (2011): E-commerce Get It Right!, NeuroDigital.
- Larsson, Tanner (2016): E-Commerce Evolved, BuildGrowScale.
- Ryan, Damian (2014): Understanding Digital Marketing; Marketing strategies for engaging the digital generation, London, Kogan Page Limited.
- Gutiérrez-Ravé, Pablo (2011): Diccionario de eMarketing e Internet Business de la 'A' a la 'Z', Madrid, IBS Europe.