

## Bachelor in Wirtschaftsinformatik (Information Systems)

### Internet Economics

Language of Instruction:	English
Course Duration:	1 semester
Number of Credits:	5 CP (ECTS)
Weekly lectures and tutorials:	2 lessons per week

<i>Bachelor in Information Systems</i>	<i>Compulsory Course</i>	<i>5<sup>th</sup> semester</i>
<i>Bachelor in Management</i>	<i>Elective Course</i>	<i>5<sup>th</sup> semester</i>

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### COURSE DESCRIPTION

#### Background and relations to other courses

Electronic Business is thriving and is making significant inroads in business and everyday life. In fact, doing business electronically has become an integral part of everyday life for public and private organisations, both large and small, across the globe.

Based on the information society discourse and related political visions like “eEurope”, the course will provide an overview of a whole range of eBusiness applications, sometimes referred to as the eBusiness Ecosystem.

As it is widely recognized that eBusiness is best understood in a sectorial context, which reflect the contingencies and specifics of a respective industry, the course will use the travel and tourism industry as lead example and elaborate on the usage and development of eBusiness across different segments of that industry. Travel and tourism is an example of a global services industry characterized by a high level of information intensity and ICT innovation.

There are no prerequisites for this course.

#### Main topics and learning objectives

The course objective is to develop an understanding of the impact of Electronic Business – in economic, organisational and behavioural terms. Technologies are constantly evolving and their impact depends on the social, organisational and institutional situations in which technologies are embedded. The dynamic Electronic Business environment provides students with a unique opportunity to learn about and understand fundamental issues about business, management, economics and the implications of living in an increasingly networked world.

Themes	Learning Objectives
Internet Economics and the Information Society	To learn about ICT-related political visions and action programmes and to assess their role for companies and citizens.
eBusiness basics: technology driven business innovation	To understand the role of eBusiness models and to critically assess the development of electronic business and the role of technology (ICT).
The tourism industry	To identify stakeholders and their roles, to understand the specifics of tourism products and to assess the transformation of tourism distribution systems. To understand how service properties and industry structures shape managerial decisions.
The customer perspective	To comprehend the customer buying cycle and the notion of CRM. To assess the role of Prosuming and service configuration.
Content management	To appreciate the role of content in tourism and to distinguish different models of content production and provision as well as rights management.
Revenue management	To distinguish models for flexible pricing and to understand the notion of yield management.
Quality management	To appreciate the role of Web quality management and related instruments, such as Web design, usability studies, quality assessment.

Innovation management	To study and assess options for service innovation.
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### **Teaching modes**

This course is intended to be a seminar rather than a lecture course and, as such, the primary responsibility for learning will rest with the students. The philosophy behind the course is that the combination of reading, thinking, writing, presenting, discussing, and listening is highly effective for learning. Participation in well-prepared and thoughtful discussions is a powerful way of gaining an appreciation for the critical issues relating to the development and impact of electronic business and more generally an Internet Economy and Society. Consequently, the main class activity will be discussion. Students are expected to come to class having read the assigned reading materials, be prepared to discuss the major issues presented in the readings and to debate their management implications. The quality of students learning experience will depend on the extent of their motivation, initiative, preparation for class, and participation during class. The instructor's role will be to support the learning experience by providing a course structure, course materials, mini-lectures, facilitating the discussions, and providing feedback on the student's work.

### **Examination and grading**

50% of the mark will be based on continuous assessment of group assignments:

- the essay (25 %)
- business model analysis or scenario development:
  - presentation and discussion (8 %)
  - written report (17 %).

50% of the mark will be based on the final written examination.

### **Literature**

Werthner, Hannes; Klein, Stefan (1999): Information Technology and Tourism - A Challenging Relationship, Wien, New York: Springer, 1999.

Additional readings will be provided for each session.

## **EVALUATION OF LEARNING OUTCOME; ASSESSMENT MODES AND CRITERIA**

### **Student assignments and examination modes**

Each student has to do two group assignments (group size: 3-4) and a written examination.

The first assignment is an essay (1-2 pages) covering a theme from the course in the format of a Wikipedia article including a brief annotated list of references.

The second assignment is either a (comparative) analysis of existing online (tourism) business models, the development of an innovative business model, or a scenario analysis "Tourism 2020". The group has to do a 15 minute presentation in class and respond to questions and comments. The report is based on their analysis and they are expected to consider the feedback by peers and the course instructor given during the presentation.

During the 90 minute written examination the students have to write an essay covering a theme related to the class discussions, which typically requires to integrate concepts from several sessions and apply them to a business.

### **Assessment of learning outcomes**

In writing the essay and briefly presenting the core argument and open issues, the student should demonstrate the ability

- to select, engage with, assess and apply pieces of literature,
- to build a concise, yet coherent argument, and
- to identify open issues.

In business model analysis, business model development or scenario development, the student should demonstrate the ability

- to master management concepts and apply them to a specific case,
- to analyse publicly available material to reconstruct business models,
- to professionally present and defend a coherent argument,
- to use feedback from the discussion in class in order to improve their written account of the case analysis.

Both assignments are group assignments. Hence the student should demonstrate the ability

- to productively work in groups,
- to coordinate with peers.

In the written examination, the student should demonstrate the ability

- to develop a coherent argument within a limited period of time,
- to integrate and apply several concepts,
- to weigh pros and cons or identify threats,
- to apply the concepts to a business case.

Exam Evaluation: External Examiner

Last update of the course description: October 21, 2009