

DESCRIPTION OF THE COLLEGE

GENERAL INFORMATION		
Course Holder	Ph.D. Vjeran Bušelić	
Name of the College	Digital Economy	
Study program	Professional Short Study in Entrepreneurship	
Status of the College	Optional	
Code	DE-P-24	
Year	2.	
Point value and method of teaching	ECTS Student Workload Coefficient	4
	Number of hours (P+H+S)	30+15+0

DESCRIPTION OF THE COLLEGE
1.1. <i>Objectives of the course</i>
Students are expected to develop: (a) general competences. • <i>Understand the disruptive impact of digital technologies</i> • <i>understand the meaning and significance of the digital economy for the individual and society as a whole, as well as the market and businesses</i> • <i>Distinguish the micro- and macroeconomic implications for business in the implementation of digital strategies</i> • <i>Apply knowledge of ethical principles when planning digital transformations</i> (A) Specific competencies. • <i>evolve the impact of digital technologies: artificial intelligence (AI), mobile technology, social networks and communication platforms, cloud computing, sensors and the Internet of Things (IoT), big data analytics, drones, robotics, augmented and virtual reality (AR and VR)</i>

- *evaluate game-changing scenarios of digital technology application in different industries and point out the most important characteristics of digital business models*
- *evaluate the impact of risk on business in digital transformation*
- *critically assess the relationships between criterion and predictor variables in risk assessment and recognize the importance of controlling given variables in the measurement process*
- *recognize the positive and negative factors of the selected information and IT asset management strategies*
- *apply the acquired knowledge and skills to improve and implement an information security management system in overcoming business challenges*

1.2. Requirements for enrolment in the course

1.3. Expected learning outcomes for the course

Students should be able to:

- 1. Explain the impact of digital technologies and scenarios of application of digital technologies in different industries.***
- 2. Explain the significance of the basic principles of the digital economy and their interrelation.***
- 3. To argue the dynamics of the introduction of digital transformation and information security management systems according to their development phases.***
- 4. Assess risks related to information assets and assess their impact on business.***
- 5. Propose valid and reliable risk assessment (measurement) instruments for the needs of a particular business organization.***
- 6. Prepare guidelines for business improvement by using international norms and standards related to quality management and information and information security.***

1.4. The content of the course

Digital technologies and application scenarios

Introduction to the Digital Economy

The Concept of Digital Economy and Digital Technologies

Micro- and macroeconomic aspects of the digital economy

The Digital Economy in the Context of Money, Work and Productivity

Digital transformation of business and digital business platforms

Disruptive innovations and concepts related to the digitalization of business

Ethics and digital policies

Business Management in the Digital Economy

Digital Business Model

Information Asset Management, IT and Business Digitalization

Corporate Informatics Management, Responsibilities and Powers

Competencies of CIO and CISO

Strategic management of information assets

Strategies for the application of digital technologies and information security

Risks of digitalisation and information security

Risk analysis and assessment of the impact on the information security system

Strategic, financial and technological feasibility of investments in informatics and information security

International Norms and Standards of Quality Management and Information Security Systems

Audit of information systems

1.5. Types of teaching (put X)

☒ Lectures

☐ Seminars and
workshops

☒ Exercises

☐ Distance education

☐ Field Teaching

☒ Independent tasks

☐ Multimedia & Network

☐ Laboratory

☐ mentoring work

☐ other _____

1.6. Obligations of students							
<i>Student obligations are prescribed in detail by the Statute, the Study Regulations and the Instructions on Student Obligations. The key obligations of students are:</i> <i>ATTENDANCE AT CLASSES: students are obliged to attend classes, actively follow lectures and exercises and participate constructively in classes, and in order to acquire the right to take the exam, it is necessary to attend classes in the percentages prescribed by the Study Regulations. For each student, their presence in class is recorded through the Infoeduka digital office system. The minimum commitments are;</i> <i>Full-time students must attend at least 70% of the total number of classes to be eligible to sign.</i> <i>Part-time students need to attend at least 50% of the total number of teaching hours to be eligible to sign.</i> <i>EXAM: in order to achieve a positive grade in a subject, it is necessary to achieve at least 54 points in the subject, but also at least 50% of points for each learning outcome. The method of taking the exam is described in more detail in the item Assessment and evaluation of students' work during classes and at the final exam.</i> <i>TEACHING ACTIVITY: Discussion and interactivity, group work, solving practical tasks, homework</i>							
1.7. Monitoring of student work (add X with the appropriate form of monitoring)							
Attendance	x	Teaching activity	x	Term paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	
Design		Continuous assessment of knowledge	x	Paper		Practical work	
Portfolio							
1.8. Assessment and evaluation of students' work during classes and at the final exam							
<i>Assessment and evaluation of students' work during classes and at the final exam is carried out on the basis of the Study Regulations of the EFFECTUS University of Applied Sciences.</i> <i>In order to improve the effective progress of students in teaching, lectures, exercises, continuous testing of knowledge (intermediate exams and teaching activity) and an exam are conducted. In this way, students acquire smaller teaching units and master the subject material more easily.</i> <i>The total number of points is distributed through the following activities:</i>							
Activity	ECTS credits	Learning outcomes	Student activity	Valuation method	Maximum number of rating points		

<i>Attendance</i>	<i>1</i>	<i>1-6</i>	<i>Participation in classes - lectures and exercises</i>	<i>Record Sheets</i>	<i>0</i>
<i>Written exam</i>	<i>2,5</i>	<i>1-6</i>	<i>Participation in the written examination with questions of various types: MI1: Written exam with questions in the form of an essay on a given topic (outcomes 1, 2 and 3); MI2: Individual practical tasks (outcomes 4, 5 and 6)</i>	<i>Intermediate exam 1 – max. 48 points (max. 16 points per outcome) Intermediate exam 2 – max. 48 points (max. 16 points per outcome)</i>	<i>96</i>
<i>Class Activity</i>	<i>0,5</i>	<i>Outcomes 4 and 5</i>	<i>Discussion and interactivity, group work, solving practical tasks, homework</i>	<i>Max. 4 points (2 points per learning outcome)</i>	<i>4</i>
<i>Final exam*</i>		<i>1-6</i>	<i>Attendance at the written examination with questions of various types</i>	<i>Checking the correct answers (grading)</i>	<i>0-96*</i>
<i>Total</i>	<i>4</i>	<i>/</i>	<i>/</i>	<i>/</i>	<i>100</i>

**FINAL EXAM – a student who has not met the conditions for passing the exam during the continuous examination (has achieved a total of at least 54 points in the course and met the lower point threshold for the acquisition of each learning outcome, i.e. at least 50% of the points of each learning outcome), may take the learning outcomes of the course at the final exam. At the final exam, it is possible to achieve a maximum of 96 points (100 – activity in class 4 points = 96 points). A student can receive additional points on the Challenge learning outcome.*

<i>NAME OF LEARNING OUTCOMES</i>	<i>INTERMEDIATE EXAM/EXAM</i>	<i>CLASS ACTIVITY</i>	<i>TOTAL</i>
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OUTCOME 1	16	0	16
OUTCOME 2	16	0	16
OUTCOME 3	16	0	16
OUTCOME 4	16	2	18
OUTCOME 5	16	2	18
OUTCOME 6	16	0	16
TOTAL	96	4	100

JUDGING:

In order to achieve a positive grade in the course, the student must cumulatively meet two conditions: achieve a total of at least 54 (fifty-four) points in the course and meet the lower point threshold for the adoption of each individual learning outcome, which is 50% of the total points of the learning outcomes.

Grades are calculated based on the following distribution of points:

NUMBER OF POINTS	RATING
0,00 – 53,90	Insufficient (1)
54,00 – 64,90	Sufficient (2)
65,00 – 79,90	Good (3)
80,00 – 89,90	Very Good (4)
90.00 and more	Excellent (5)

The evaluation is carried out in a transparent manner by collecting points. Each course is valued with 100.00 points (with the possibility of achieving an additional 8 points on the Challenge learning outcome).

CHALLENGE LEARNING OUTCOME - the student has the opportunity to earn an additional maximum of 8 points through the Challenge learning outcome; The student independently chooses one of the activities proposed in the first lesson, and has the opportunity to independently propose an activity by which he wants to increase the number of points and, with the consent of the course holder, achieves them according to the criteria of the subject. Points for the Challenge learning outcome are not distributed according to the learning outcomes, but the number achieved is an additional number of points to the total number of points achieved according to the learning outcomes.

Before taking the final written exam, each student must meet the prescribed conditions, which primarily means that they have attended the % of classes determined by the Study Regulations and that they have received an electronically encrypted permission to take the exam.

1.9. Required literature and number of copies in relation to the number of students currently attending classes in the course

Title	Number of copies	Number of students
<i>Spremić, M. (2017): Digital Transformation of Business, Zagreb: University of Zagreb, Faculty of Economics and Business.</i>	50	50

1.10. Supplementary literature

Ivanković, Ž. (2018) Free: Introduction to the Political Economy of the Digital Age, Zagreb: Jesenski and Turk

Humble, J.; Molesky, J.; O'Reilly, B. (2015) Lean Enterprise, Sebastopol: O'Reilly Media

Landoll, D.J. (2016) Information Security Policies, Procedures and Standards: A Practitioner's Reference, Boca Raton: Taylor and Francis Group

Oswald, G.; Kleinemeier, M. (2017) Shaping the Digital Enterprise Trends and Use Cases in Digital Innovation and Transformation, Cham: Springer International Publishing Switzerland

Perkin, N.; Abraham, P. (2017) Building the Agile Business through Digital Transformation, New York: Kogan Page

Pfeffermann, N.; Gould, J. (2017) Strategy and Communication for Innovation: Integrative Perspectives on Innovation in the Digital Economy, 3rd ed., Cham: Springer International Publishing Switzerland

Rogers, D.L. (2018) The Digital Transformation Playbook, New York: Columbia University Press

Ustundag, A.; Cevikcan, E. (2018) Industry 4.0: Managing The Digital Transformation, Cham: Springer International Publishing Switzerland

Vom Brocke, J.; Mendling, J. (2018) *Business Process Management Cases: Digital Innovation and Business Transformation in Practice*, Cham: Springer International Publishing Switzerland

Westerman, G.; Bonnet, D.; McAfee, A. (2014) *Leading Digital: Turning Technology Into Business Transformation*, Boston, Massachusetts: Harvard Business Review Press

1.11. Quality monitoring methods that ensure the acquisition of output knowledge, skills and competences

- **statistical processing and analysis of exam results (verification of the Gaussian curve – normal distribution of performance, comparison and monitoring of exam results of different generations, analysis of understanding of individual modules/questions on the exam, etc.),**
- **conducting a survey among students,**
- **evaluation and self-evaluation of teachers,**
- **achieved results, level of understanding and knowledge during the preparation of the seminar paper,**
- **the achieved results and the level of knowledge presented during the preparation and defense of the final thesis (of students who choose the graduate thesis in this subject),**
- **analysis of the reports of the head of the quality center, and**
- **Feedback from students who have already graduated about the usefulness of the content of this course in the performance of the tasks they are engaged in.**