**UNSW Course Outline**

# MDIA1007 Digital Entrepreneurship - 2024

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## General Course Information

**Course Code :** MDIA1007
**Year :** 2024
**Term :** Term 3
**Teaching Period :** T3
**Is a multi-term course? :** No
**Faculty :** Faculty of Arts, Design and Architecture
**Academic Unit :** School of the Arts and Media
**Delivery Mode :** Online
**Delivery Format :** Standard
**Delivery Location :** Kensington
**Campus :** Sydney
**Study Level :** Undergraduate
**Units of Credit :** 6

Useful Links

[Handbook](#) [Class Timetable](#)

## Course Details & Outcomes

### Course Description

In this hands-on course, you'll use approaches from lean start-up, design thinking and socially responsible innovation to launch your own start-up. Your teachers and UNSW Founders – Australia's most comprehensive university entrepreneurship program – will provide support and

guidance at every step. First, you'll devise and launch a bare-bones version of a new enterprise that solves a specific problem for a niche group of people. Then, you'll prototype and experiment to test the riskiest assumptions underpinning your idea and pivot depending on what you discover. Along the way, you'll learn critical transferable skills such as website building, explainer video production, stakeholder interviewing, rapid digital upskilling, and Shark Tank-style pitching. You'll also discover why entrepreneurial skills and attitudes have become essential for forging contemporary careers regardless of whether you want to explore a side hustle, innovate within an existing organisation, or raise funds and launch your own venture in the global marketplace.

# Course Learning Outcomes

| Course Learning Outcomes |
| --- |
| CLO1 : Explain the central role played by entrepreneurship in an era of rapid and ongoing industry change and digital disruption. |
| CLO2 : Critically examine and apply approaches from lean start-up and design thinking. |
| CLO3 : Devise, launch, test, and iterate an original idea for a new start-up. |
| CLO4 : Apply critical entrepreneurial skills including pitch deck design, website building, explainer video production, user/customer/stakeholder interviewing, assumption-testing, and pitching. |

| Course Learning Outcomes | Assessment Item |
| --- | --- |
| CLO1 : Explain the central role played by entrepreneurship in an era of rapid and ongoing industry change and digital disruption. | • Case Study<br>• Start-Up Proposal and Entrepreneurial Journey |
| CLO2 : Critically examine and apply approaches from lean start-up and design thinking. | • Case Study<br>• Start-Up Proposal and Entrepreneurial Journey |
| CLO3 : Devise, launch, test, and iterate an original idea for a new start-up. | • Start-Up Proposal and Entrepreneurial Journey |
| CLO4 : Apply critical entrepreneurial skills including pitch deck design, website building, explainer video production, user/customer/ stakeholder interviewing, assumption-testing, and pitching. | • Case Study<br>• Start-Up Proposal and Entrepreneurial Journey |

# Learning and Teaching Technologies

Moodle - Learning Management System | Zoom | Mural | Echo 360

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates |
|---|---|---|
| Case Study<br>Short Extension: Yes (2 days) | 40% | Start Date: Not Applicable<br>Due Date: 04/10/2024 11:55 PM |
| Start-Up Proposal and Entrepreneurial Journey<br>Short Extension: Yes (2 days) | 60% | Start Date: Not Applicable<br>Due Date: 15/11/2024 11:55 PM |

## Assessment Details
### Case Study

<u>Assessment Overview</u>

Students research an existing company and present findings in the form of a slide deck.

Word length/Duration: Strictly 10 slides

Percentage: 40%

Feedback via LMS

<u>Course Learning Outcomes</u>

- CLO1 : Explain the central role played by entrepreneurship in an era of rapid and ongoing industry change and digital disruption.
- CLO2 : Critically examine and apply approaches from lean start-up and design thinking.
- CLO4 : Apply critical entrepreneurial skills including pitch deck design, website building, explainer video production, user/customer/stakeholder interviewing, assumption-testing, and pitching.

<u>Detailed Assessment Description</u>

AT1 involves researching an existing company and presenting your findings in a slide deck (similar to the pitch decks used in real-life start-ups).

**What:** A PowerPoint-style slide presentation (without animations) profiling a company whose founders used the lean start-up approach.

**Overall weighting:** AT1 is worth 40% of your final grade for this course.

**When:** This assignment is due at 11:55 pm on Friday, October 4, 2024.

**Length:** Strictly 10 slides (not counting Slide 1, the AI slide, or the References slide).

**Individual or group submission?** This assignment is an individual and not a group submission.

Instructions

**(1) Choose a company founded after 1990 that is now worth more than $A1 billion:**
Spotify, Netflix, LinkedIn, Facebook, and Uber are obvious examples, but we love it when students look beyond the usual suspects!

**(2) Download a Case Study Slide Deck template:**
You can find it here.

**(3) Create a 10-slide presentation addressing all the questions contained in the Case Study Slide Deck template.**

Answer the slide one questions only on slide one of your submission, answer the slide two questions only on slide two of your submission, answer the slide three questions only on slide three of your submission, and so on. Remove the questions from the slides once you have finished answering them.

Pro tips

- Remember that slide decks tell stories. They are more effective than written reports at succinctly conveying information in a compelling manner because images are easier for human brains to decipher and because they evoke emotions. As such, we strongly recommend you minimise text and maximise visual representations in your work.
- While you must follow the template questions and slide limits as per the above, you are welcome to choose a different slide design for your submission.
- Please don't use animations in your slides - Moodle will mangle them!

Assessment Length

see Moodle

Assessment information

See Moodle for detailed assessment instructions.

Assignment submission Turnitin type

This is not a Turnitin assignment

**Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

# Start-Up Proposal and Entrepreneurial Journey

## Assessment Overview

This assignment is based on the original start-up idea students devise, launch, and test over term. It includes various reports, web site links, and a video pitch.

The length/duration of this significant assessment will inevitably vary.

Percentage: 60%

Feedback via LMS

## Course Learning Outcomes

- CLO1 : Explain the central role played by entrepreneurship in an era of rapid and ongoing industry change and digital disruption.
- CLO2 : Critically examine and apply approaches from lean start-up and design thinking.
- CLO3 : Devise, launch, test, and iterate an original idea for a new start-up.
- CLO4 : Apply critical entrepreneurial skills including pitch deck design, website building, explainer video production, user/customer/stakeholder interviewing, assumption-testing, and pitching.

## Detailed Assessment Description

This assignment is based on the original start-up idea you and your team will devise and test over the term. AT2 has four main components, some of which are individual submissions and

some of which are group submissions. Most components are completed over term.

1. Video Pitch (2-3 minutes, individual) - 30%
2. AT2 Report (600 words, individual) & completed Test Cards (short answers via template, group) - 40%
3. Two website landing pages with explainer videos (length not applicable, group) + landing page report (200 words, individual) - 20%
4. Leadership & Participation (short answers via template, individual) - 10%

Detailed information is provided on Moodle

Assessment Length

See Moodle

Assessment information

See Moodle for detailed assessment instructions.

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

**Assistance with Attribution**

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

# General Assessment Information

Just a quick heads-up that Assessment Task Two for this course includes a Leadership & Participation component that (a) requires weekly entries and (b) will be extremely difficult to

complete if you don't come to the online lectures and tutorials for this course at their scheduled times (see the Attendance section for more info).

<u>Grading Basis</u>

Standard

<u>Requirements to pass course</u>

Students must make a serious attempt at both assessments to pass the course.

Students must also attend at least 80% of tutorials.

# Course Schedule

| Teaching Week/Module | Activity Type | Content |
|---|---|---|
| Week 1 : 9 September - 15 September | Lecture | Course and assessment task overview, intro to lean start-up method & minimum viable products (MVP) and start-up team finalisation activities. |
| | Tutorial | Launch a start-up in 60 minutes. Don't worry! This is just a practice run! |
| Week 2 : 16 September - 22 September | Tutorial | Think of a start-up idea by identifying unsolved problems and unmet needs + settle on Version 1.0 of your start-up idea. |
| | Lecture | Design thinking workshop hosted by UNSW Founders start-up hub. |
| Week 3 : 23 September - 29 September | Lecture | Wrangle risk & test your risky assumptions with rapid research & "crazy experiments". |
| | Tutorial | Gauge the feasibility, creativity & impact of your start-up + reality-check and recalibrate your idea. |
| Week 4 : 30 September - 6 October | Lecture | Digital prototyping workshop hosted by UNSW Founders start-up hub. |
| | Tutorial | Build a single-page website and make a simple explainer clip for your start-up + launch Version 1.0 of your start-up. |
| Week 5 : 7 October - 13 October | Lecture | Instructions for Test Cycle One. |
| | Tutorial | TEST CYCLE ONE<br>Test your start-up idea on your classmates. |
| Week 6 : 14 October - 20 October | Other | Flex Week - no lecture or tute. |
| Week 7 : 21 October - 27 October | Lecture | Test Cycle One debrief. |
| | Tutorial | Recalibrate your start-up idea in preparation for Test Cycle Two. Launch Version 2.0 of your start-up. |
| Week 8 : 28 October - 3 November | Lecture | TEST CYCLE TWO<br>Independent teamwork with live, web-based video support during lecture slot. |
| | Tutorial | TEST CYCLE TWO<br>Independent teamwork with live, web-based video support during your usual tute slot + mandatory team check-in with tutor. |
| Week 9 : 4 November - 10 November | Lecture | Pitching, next steps & employability. |
| | Tutorial | Compete to become a finalist in the Week Ten Shark Tank by presenting a simple slide deck and pitch for your start-up. |
| Week 10 : 11 November - 17 November | Lecture | Shark Tank hosted by UNSW Founders. |
| | Tutorial | Drop-in sessions for AT2. Students can attend as many tutorials as they like (i.e. not just their own) |

# Attendance Requirements

This online course has a minimum attendance requirement of 80% for tutorials. You will receive

an Unsatisfactory Fail (UF) for this course if you don't meet the minimum attendance requirement.

**School of the Arts and Media mandatory attendance requirements**

The School of the Arts and Media recognizes that to equip students with UNSW Graduate Capabilities to be Scholars, Professionals, Leaders, and Global Citizens, it is vital to ensure regular attendance. Only through ongoing engagement with peers can students develop effective skills to communicate, collaborate with, and lead others, including the ability to negotiate cultural differences and the awareness to act ethically and respectfully around others. Furthermore, only in the classroom will students be able to voice their opinions, hear those of others, engage in debate to develop their knowledge, and learn first-hand from world experts in their field of study.

**The School has a minimum attendance requirement of 80% for all non-lecture classes (tutorials, seminars, workshops, etc). Failure to meet the minimum attendance requirement will result in an Unsatisfactory Fail (UF) for the course regardless of performance on assessment tasks or other requirements for the course.**

A student may be advised by the Course Convenor to withdraw from the course if they have already missed more than 20% of classes by the term census date. Students may also be refused final assessment if they have not met attendance requirements at the end of term.

An artefact of student attendance will be recorded by tutors and kept by the School. If a student has legitimate, documented explanation for absences (including adjustments provided by Equitable Learning Plans), the Course Convenor may choose to prescribe supplementary tasks in lieu of attendance.

Mandatory attendance requirements for SAM courses are aligned with these Program Learning Outcomes:

**Bachelor of Arts (3409)**

4. Collaborate effectively with others and engage sensitively with diverse cultural perspectives.

5. Communicate and debate complex ideas in a range of different contexts using a variety of suitable media.

8. Act ethically, respectfully and responsibly.

## Bachelor of Media (3341)

2. Critically analyse the evolving media landscape in relation to historical, social, political, material and theoretical contexts, including settler colonialism

5. Deploy a critically informed approach to ethics, justice, and social engagement in media practices, industries, and contexts.

7. Collaborate effectively with local and international communities of practitioners across media contexts.

## Bachelor of Fine Arts (4830)

4. Communicate complex ideas about art and culture using coherent methods for a variety of audiences.

6. Contribute to contemporary creatives fields through self-reflexive, ethical, and sustainable practices that incorporate principles of equity, diversity, and inclusion.

7. Employ professional practice principles to realise independent and collaborative initiatives.

## Master of Communication and Journalism (8232)

4. Investigate and analyse issues and, through a range of media, articulate their complexities to a range of specialist and non-specialist audiences

6. Act ethically, respectfully, and responsibly in the context of professional and regulatory frameworks

7. Collaborate effectively with others

## Master of Public Relations and Advertising (8281)

4. Shape nuanced, media-aware communication strategies and tactics for a range of specialist and non-specialist audiences

6. Act ethically, respectfully, and responsibly in the context of professional and regulatory frameworks

7. Collaborate effectively with others

# General Schedule Information

Please see Moodle for a detailed course schedule.

# Course Resources

## Prescribed Resources

Please see course Moodle site.

## Recommended Resources

Please see course Moodle site.

# Course Evaluation and Development

Most of the feedback from students about the MDIA1007 has been super positive! That said, previous students have told us they wished they had more:

- way finders for Moodle
- understanding about the relevance of an entrepreneurship subject if they are not interested in business-related careers
- guidance during the start-up Test Cycles requiring independent teamwork
- support if start-up team members ghost team meetings or otherwise fail to pull their weight
- super cute fur monsters generated by AI

**We have responded to this feedback by:**

- simplifying the course Moodle site and providing additional way finders
- adding a comprehensive section on how and why the transferable skills taught in this course will supercharge your employability
- reduced the number of Test Cycles as well as the volume of independent work required during Test Cycles so your tutor can provide step-by-step support
- changed the way start-up teams are formed to ensure a better fit between team members
- added *so* many more AI fur monsters (please feel free to "squeee")!

In the meantime, please let us know if you have any feedback about the course over the term! As you'll soon discover, MDIA1007 is all about eyeballing rapidly changing landscapes, seeking and listening to feedback, and making changes on the run. As such, if something isn't working for you in this subject, shout out, and we'll do our damndest to accommodate your requests!

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|---|---|---|---|---|---|---|---|
| Convenor | Emma Jane | | Online | | Email for appointment | Yes | Yes |
| Head tutor | Rushi Vyas | | online | | email for appointment | Yes | No |
| Tutor | Ismat Kabbara | | online | | email for appointment | No | No |
| | Tash Jamieson | | online | | email for appointment | No | No |
| | Alinta Furnell | | online | | email for appointment | No | No |
| | Annemarie Gereis | | online | | email for appointment | No | No |

# Other Useful Information

## Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other

electronic resource, or another person's assignment without appropriate acknowledgement.

- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

**Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as

ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: [https://student.unsw.edu.au/how-submit-assignment-moodle](https://student.unsw.edu.au/how-submit-assignment-moodle)

**Late Submission Penalty**

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

**Important note**: UNSW has a "fit to sit/submit" rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School-specific Information

**Use of Recording Devices**

"To protect privacy and intellectual property, the School of the Arts and Media prohibits the use of recording devices in class (including live translation apps) without the explicit permission of the tutor and other class members. Doing so will be considered a breach of the UNSW Code of Conduct and Values."

## School Contact Information

**School of the Arts and Media**

**Location:** Room 312, Level 3 Robert Webster Building

**Opening Hours:** Monday -Friday, 9am - 5 pm

**Email:** sam@unsw.edu.au

**Phone:** +612 9385 4856

**web:** https://www.unsw.edu.au/arts-design-architecture/our-schools/arts-media