



UNSW Course Outline

INFS5885 Business in the Digital Age - 2024

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General Course Information

Course Code : INFS5885

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Information Systems and Technology Management

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Digital technologies such as business analytics, fintech, artificial intelligence, are transforming the businesses globally, and becoming an inseparable element in innovating businesses. This course aims to equip students with abilities to analyse, evaluate and develop strategy of

businesses in digital age. We focus on the strategic, managerial, operational and technical factors in the development of an organisation's digital competencies and capabilities. We investigate current business and technology trends including the individual, business and societal implications in contemporary digital landscape. The course makes extensive use of current case studies and gives students the opportunity to design innovative business strategy in digital age.

Course Aims

This course aims to further develop students as technology-savvy business professionals and scholars. This course provides an opportunity for students to develop their ability to leverage technologies in the business environment. The course covers both the theoretical concepts of business strategy and operation in digital environment, as well as their practical implications. Using a variety of case studies, the course provides an opportunity to gain analytical skills and critical thinking. Using in-class student exercises and presentations, the course refines students' communication, presentation, and group-work skills.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Examine the impact of the digital revolution on business, and identify the opportunities and challenges it presents.
CLO2 : Critically evaluate a range of different digital business models and their potential for innovation and disruption.
CLO3 : Design and deliver an innovative digital business strategy that seamlessly integrates the multiple aspects of organisational functions and responds to complex user needs.
CLO4 : Develop appropriate and well-justified solutions in response to challenges faced by businesses in the digital age.
CLO5 : Work collaboratively and effectively with peers to develop innovative ideas and produce a digital business proposal.

Course Learning Outcomes	Assessment Item
CLO1 : Examine the impact of the digital revolution on business, and identify the opportunities and challenges it presents.	<ul style="list-style-type: none">• Individual Proposal• Learning Portfolio
CLO2 : Critically evaluate a range of different digital business models and their potential for innovation and disruption.	<ul style="list-style-type: none">• Individual Proposal• Learning Portfolio
CLO3 : Design and deliver an innovative digital business strategy that seamlessly integrates the multiple aspects of organisational functions and responds to complex user needs.	<ul style="list-style-type: none">• Team Project: Report• Team Project: Presentation• Individual Proposal
CLO4 : Develop appropriate and well-justified solutions in response to challenges faced by businesses in the digital age.	<ul style="list-style-type: none">• Team Project: Report• Team Project: Presentation• Learning Portfolio• Individual Proposal
CLO5 : Work collaboratively and effectively with peers to develop innovative ideas and produce a digital business proposal.	<ul style="list-style-type: none">• Team Project: Report• Team Project: Presentation

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

This course adopts an interactive teaching style, combining the introduction of theoretical concepts in the lecture, plus open discussion, in-class exercises, student presentations, case

studies, and multimedia materials in the workshop. The role of the lecturers/tutors is to encourage student's engagement in a cooperative learning environment. This course is organised as combined lecture-workshop, and participation is a key part of achieving student learning outcomes.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Team Project: Report Assessment Format: Group Short Extension: Yes (3 days)	30%	Start Date: End of Week 5 Due Date: Week 10 Fri	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork • PLO7 : Leadership Development
Team Project: Presentation Assessment Format: Individual	10%	Start Date: Week 10 Tutorial Due Date: Week 10 Tutorial	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork • PLO7 : Leadership Development
Individual Proposal Assessment Format: Individual	10%	Start Date: Week 2 or 3 Due Date: End of Week 4	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO7 : Leadership Development
Learning Porfolio Assessment Format: Individual Short Extension: Yes (3 days)	50%	Start Date: The beginning of Week 0, 2,4,7 and 8 Due Date: The end of Week 1, 2,4,7 and 8	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication

Assessment Details

Team Project: Report

Assessment Overview

The Team Project involves working as a group to research, design and strategise an innovative digital solution and to deliver a written report and presentation. This assessment is designed to develop your ability to work in a group, critically assess findings and synthesise learnings from

the course. This assessment will account for 40% of your overall mark, with 30% marked as a group (report) and 10% marked as an individual (presentation). Further details and requirements will be made available on Moodle.

Assesses: PL01, PL02, PL03, PL04, PL07

Course Learning Outcomes

- CLO3 : Design and deliver an innovative digital business strategy that seamlessly integrates the multiple aspects of organisational functions and responds to complex user needs.
- CLO4 : Develop appropriate and well-justified solutions in response to challenges faced by businesses in the digital age.
- CLO5 : Work collaboratively and effectively with peers to develop innovative ideas and produce a digital business proposal.

Detailed Assessment Description

This category permits use of generative AI as a 'coach.'

Learning often takes effort. In recognition of this, this category requires students to undertake a first attempt at the task themselves. Once this is done students can use generative AI to improve their submission. These assessments focus on student thought and creation with AI acting as an editing assistant.

The AI-based edits must be attributed, and this reinforces the responsible use of generative AI in a scholarly context. The degree of attribution may vary on the nature of the task – from general acknowledgement to full attribution of all editing suggestions. You should specify the types of attribution required. The University of Melbourne has resources on [attributing use of generative AI](#) that may be of assistance.

Note also that while the set wording only refers to use of AI as 'coach', we suggest you may use generative AI tools as 'inspiration' before attempting a first iteration.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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](#).

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Team Project: Presentation

Assessment Overview

The Team Project involves working as a group to research, design and strategise an innovative digital solution and to deliver a written report and presentation. This assessment is designed to develop your ability to work in a group, critically assess findings and synthesise learnings from the course. This assessment will account for 40% of your overall mark, with 30% marked as a group (report) and 10% marked as an individual (presentation). Further details and requirements will be made available on Moodle.

Assesses: PL01, PL02, PL03, PL04, PL07

Course Learning Outcomes

- CLO3 : Design and deliver an innovative digital business strategy that seamlessly integrates the multiple aspects of organisational functions and responds to complex user needs.
- CLO4 : Develop appropriate and well-justified solutions in response to challenges faced by businesses in the digital age.
- CLO5 : Work collaboratively and effectively with peers to develop innovative ideas and produce a digital business proposal.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

Individual Proposal

Assessment Overview

The Individual Project Proposal focusses on identifying a problem, analysing the problem and proposing a potential digital solution. For this assessment, you are required to work individually to deliver a report of your proposed solution. This assessment is designed to develop your ability to apprehend digital business fundamental concepts, research and critically analyse real world business cases, problem solve and present findings in a professional manner. Further details and requirements will be made available on Moodle.

Assesses: PLO1, PLO2, PLO7

Course Learning Outcomes

- CLO1 : Examine the impact of the digital revolution on business, and identify the opportunities and challenges it presents.
- CLO2 : Critically evaluate a range of different digital business models and their potential for innovation and disruption.
- CLO3 : Design and deliver an innovative digital business strategy that seamlessly integrates the multiple aspects of organisational functions and responds to complex user needs.
- CLO4 : Develop appropriate and well-justified solutions in response to challenges faced by businesses in the digital age.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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.

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This category permits use of generative AI as a 'coach.'

Learning often takes effort. In recognition of this, this category requires students to undertake a first attempt at the task themselves. Once this is done students can use generative AI to improve their submission. These assessments focus on student thought and creation with AI acting as an editing assistant.

Note also that while the set wording only refers to use of AI as 'coach', it may be appropriate to allow use of generative AI tools as 'inspiration' before attempting a first iteration.

The AI-based edits must be attributed, and this reinforces the responsible use of generative AI in a scholarly context. The degree of attribution may vary on the nature of the task – from general acknowledgement to full attribution of all editing suggestions. You should specify the types of attribution required. The University of Melbourne has resources on [attributing use of generative AI](#) that may be of assistance.

Learning Portfolio

Assessment Overview

The Learning Portfolio is comprised of your understanding of, and contribution to, this course, as

assessed through online discussion forums, in-class debate and an individual reflection. This assessment is designed to develop your skills in communication, collaboration and personal organisation. The Learning Portfolio empowers students to take ownership of their learning, document their progress, and showcase their abilities and accomplishments. It encourages reflection, goal setting and personalised learning, fostering a holistic approach to education and skill development.

Assesses: PL01, PL02, PL03

Course Learning Outcomes

- CLO1 : Examine the impact of the digital revolution on business, and identify the opportunities and challenges it presents.
- CLO2 : Critically evaluate a range of different digital business models and their potential for innovation and disruption.
- CLO4 : Develop appropriate and well-justified solutions in response to challenges faced by businesses in the digital age.

Detailed Assessment Description

The regular weekly forum posts.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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

Grading Basis

Standard

Requirements to pass course

In order to pass this course, you must: achieve a composite mark of at least 50 out of 100; meet any additional requirements described in the Assessment Summary section. You are expected to attempt all assessment requirements in the course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Other	Check out Moodle Website
Week 1 : 9 September - 15 September	Lecture	Introduction to Digital business Landscape Workshop: Due: Self-introduction post
Week 2 : 16 September - 22 September	Lecture	Digital business models and innovations Workshop Assessment: Discussion forum #1 (learning portfolio)
Week 3 : 23 September - 29 September	Lecture	Digital Platforms Workshop
Week 4 : 30 September - 6 October	Lecture	Digital Platform: Governance and Expansion Workshop: Assessment: Discussion forum #2 (learning portfolio)
Week 5 : 7 October - 13 October	Lecture	Public Holiday on Monday., No in person lecture. Pre-recorded lecturer will be uploaded. Digital Marketing Workshop: Assessment: Individual assignment
Week 6 : 14 October - 20 October	Other	Recharge Week
Week 7 : 21 October - 27 October	Lecture	Digital Customer Experience Workshop: Assessment: Discussion forum #3 (learning portfolio)
Week 8 : 28 October - 3 November	Lecture	Digital payment, security and ethics Workshop: Assessment: Preparation for and in-workshop debate (learning portfolio)
Week 9 : 4 November - 10 November	Lecture	Future trend and implications Workshop
Week 10 : 11 November - 17 November	Other	Mini Conference (TBC) Due: Team Project and Individual reflection (learning portfolio)

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Resources

Prescribed Resources

There is no prescribed textbook for this course.

Recommended Resources

The course material will be provided to the students on a weekly basis.

Course Evaluation and Development

We welcome your feedback at any point of the term. At the end of the course, your feedback will be collected via myExperience survey. We take your feedback very seriously as an opportunity to improve the course. We have been refining this course continuously to ensure that your learning is optimised.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Lesley Land		QUAD2099A	+61 2 9065 5401	Tue 2-3pm Weeks 1-5, 7-10	No	Yes
Tutor	Bokyung Lee					No	No
	Diya Monson					No	No

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [Policies and Guidelines](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [Policies and Guidelines](#) page. For PG Research PLOs, including MPDBS, please refer to [UNSW HDR learning outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Code of Conduct, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the [UNSW Current Students](#) page.

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. Applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

LATE SUBMISSION PENALTIES

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submitted.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with

feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.