



## COURSE SYLLABUS

# Digital Entrepreneurship, 7.5 credits

*Digital Entrepreneurship, 7,5 högskolepoäng*

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<b>Course Code:</b> JDER29	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Council for Undergraduate and Masters Education Apr 4, 2019	<b>Disciplinary domain:</b> Social sciences (75%) and natural sciences (25%)
<b>Revised by:</b> Council for Undergraduate and Masters Education Mar 29, 2021	<b>Subject group:</b> FE1
<b>Valid From:</b> Aug 23, 2021	<b>Specialised in:</b> A1N
<b>Version:</b> 2	<b>Main field of study:</b> Business Administration

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### Intended Learning Outcomes (ILO)

On completion of the course the student will be able to:

Knowledge and understanding

1. make use of academic insights about venture ideas
2. recognize entrepreneurial activities in their relation to relevant theories and models

Skills and abilities

3. identify and act on venture opportunities in digital settings
4. identify and overcome challenges in developing new venture ideas
5. effectively communicate a venture idea
6. critically assess entrepreneurial phenomena relating to relevant theories and models

Judgement and approach

7. analyze and value the feasibility of venture ideas
8. critically review literature in digital entrepreneurship, including the use of concepts and models

### Contents

This course introduces the students to the field of entrepreneurship, with an emphasis on entrepreneurial activities in a digital context. The course gives students the opportunity to foster their own entrepreneurial skills and mindset. By exposing students to a unique learning environment, this course will challenge students to confront typical issues faced by today's entrepreneurs when exploring venture develop and assess business opportunities in digital settings. Practical, hands-on learning experiences will be complemented with academic reflection. This course will also expose the students to analytical and lateral thinking, behavioural flexibility, decision-making, oral and written communication, personal selling, stress management and acceptance of uncertainty, which are all important elements for developing an entrepreneurial mindset.

Areas covered are:

- the entrepreneurial mindset
- communicating venture ideas
- assessing the feasibility of venture ideas
- the process of entrepreneurship
- identifying and evaluating digital entrepreneurial opportunities

### Connection to Research and Practice

The course builds on contemporary entrepreneurship theory and is closely aligned with JIBS strong tradition in entrepreneurship research. Studies of business growth and new venture creation has been a central pillar of the school since the start of the school and engages a large part of faculty. Entrepreneurial thinking is deeply ingrained in the culture of the school which is channeled back to the students in the course execution and the course emphasis on fostering entrepreneurial mindsets.

The course is designed to be closely related to practice. It is focused on training practical and hands-on processes of business creativity and new venture creation. The course normally involves a number of guest lecturers bringing in industry perspectives, reflections, experiences and practices. A central part of the course lets students practically develop entrepreneurial ideas and initiatives and communicate them to a panel of industry professionals.

### Type of instruction

The course is designed to be highly interactive and demands that all students actively participate and take charge of their own learning process. Lectures, workshops, seminars, student presentations, guest lectures, and work with venture ideas provide input to this process.

The teaching is conducted in English.

### Prerequisites

Bachelor's degree in Business Administration or Economics (i.e the equivalent of 180 credits at an accredited university) or the equivalent. Students should have at least 7,5 credits in the area of Entrepreneurship and/or Innovation (or the equivalent).

### Examination and grades

The course is graded A, B, C, D, E, FX or F.

The ILOs are assessed through the following types of examination:

Group assignment (ILOs: 1, 3, 4, 5) representing 3.5 credits

Individual assignments (ILOs: 1, 2, 6, 7, 8) representing 4 credits

Registration of examination:

Name of the Test	Value	Grading
Group assignment <sup>1</sup>	3.5 credits	A/B/C/D/E/FX/F
Individual assignments <sup>1</sup>	4 credits	A/B/C/D/E/FX/F

<sup>1</sup> All parts of the compulsory examination in the course must be passed with a passing grade (A-E) before a final grade can be set. The

final grade of the course is determined by the sum total of points for all parts of the examination in the course (0-100 points). Grade is set in accordance to JIBS grading policy.

### **Course evaluation**

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, course evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of Faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

### **Other information**

#### Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author or source. Cutting and pasting (e.g. from Internet pages) is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

### **Course literature**

A list of selected readings will be posted on the course page.