

## Digital Innovation Strategy and Entrepreneurship

Strategier för digital innovation och entreprenörskap

7.5 credits

Programme course

726G31

Valid from: 2024 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
	Information Systems	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
	First cycle	G2F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Informatics/Computer and Systems Sciences	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2024		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för ekonomisk och industriell utveckling		

## Course offered for

- Master Programme in IT and Management
- Bachelor's programme in Information Systems Analysis

## Entry requirements

Grundläggande behörighet på grundnivå  
samt

Samhällskunskap 1b eller 1a1 och 1a2

samt

Matematik 2a/2b/2c eller Matematik B

and

at least 95 ECTS credits from year 1 and 2 on the Bachelor's programme in  
Information Systems Analysis

## Intended learning outcomes

On completion of the course, the student should be able to:

### **Knowledge and understanding**

- Understand the digital transformation of organizations and society as a source of innovation
- Understand the key elements of innovation strategies
- Understand the key elements of entrepreneurship and the differences of digital entrepreneurship
- Understand digital business models and how digital platforms and ecosystems contribute to the creation and capture of value

### **Skills and ability**

- Describe digital business and the elements of its infrastructure
- Describe digital innovation and the elements suitable to create and capture value for a new venture

### **Evaluation skills and approach**

- Identify current and future information technology trends and digital innovation trends, including big data and analytics, blockchain, crowdsourcing, and Artificial Intelligence
- Identify strategies for digital business and how those strategies relate to and support business models for competitive advantage or new ventures
- Identify factors and drivers to move from “lab” to business
- Identify the elements that can make a new venture sustainable

## Course content

The rise of digital solutions and advanced forms of automation, like generative Artificial Intelligence (AI), autonomous vehicles, or social robots, have been at the same time nurtured and complemented by the creation and thriving of new ventures that marked a shift toward digital entrepreneurship. Along their lifecycle, they experiment with new products and innovate their business models. In this scenario, digital platforms represent a key element of digital entrepreneurship for being instances of an economic model, a technical solution, or an organizing form that the venture can develop or with which it should interact as one of the many new stakeholders making up emergent and dynamically evolving ecosystems.

Taking these issues into account, the course aims to provide the students with a broad-based knowledge of digital transformation as related to the ever-changing world of information and communication technology and how it relates to digital innovation. Then, an introduction to the key concepts of innovation and entrepreneurship will be provided as well as the difference of digital entrepreneurship outlined. A specific focus will be dedicated to how to move from “lab” to business and the alignment with the 17 Sustainable Development Goals (SDGs) of the United Nations (UN).

## Teaching and working methods

The teaching consists of lectures, seminars, and project work in the form of workshops with the lecturer's supervision. In addition to this, the student must practice self-study.

In particular, the group work will cover the practice part of the course, asking the student to simulate a startup activity from ideation to a proposal of a new digital platform, products, or services, and their business models. In particular, they will be asked to frame their proposal as a solution to one or more of the 17 Sustainable Development Goals (SDGs) of the United Nations (UN).

The essay will ask the student to choose one of the course topics, develop an analysis of the current literature, and identify cases, gaps, and future research opportunities.

Peer review and informal suggestions from the instructors will happen in the session dedicated to the group project presentation.

## Examination

The course is examined through:

- individual written essay, grading scale: U, G, VG
- written project group report, grading scale: U, G

For a final grade of Pass, at least a Pass is required in all sections. For Well passed, a Well passed is required on the individual written exam.

Detailed information can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.