**Course Syllabus**

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| Title of the course | | **Digital Economy** | | | | | | | |
| Title of the Academic Programme | | All Master Programmes | | | | | | | |
| Type of the course | | Elective | | | | | | | |
| Prerequisites | | - | | | | | | | |
| ECTS workload | | 3 | | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | | |
| 32 | | 76 | | | 108 | | |
| Course Overview | | The discipline is focused on substance and different models of digital economy functioning. Students will gain knowledge on what main technologies of digital economy are identified, developed, organized and implemented in the world and Russian organizations. The course includes topics covering different aspects of not only digital economy's main players efficiency evaluation, but, as well as, the different aspects of their integration. The discipline aims to provide students with the understanding how to generate, maintain, and develop digital technologies in organizations. Thus discipline also introduces students to the specifics of digital economy’s risks for traditional organizations. It is also aimed at the creation of competencies in the following fields:   * Understand the basic principles of Digital Economy. * Know main technologies of Digital Economy, the role of them in a company’s functioning. * Analyse the influence of Digital Economy on world economy. * Able to evaluate risks of Digital Economy’s functioning. * Understand perspectives and problems of using FinTech.   The course is aimed mostly at macro and meso level of business activities, though other fields of this very important part of economic and social life are also considered. | | | | | | | |
| Intended Learning Outcomes (ILO) | | Take the responsibility and persuade the audience in the efficiency and reasonability of your decisions (ILO 8).  Demonstrate an innovative, open and ethical mindset (ILO 10). | | | | | | | |
| Teaching and Learning Methods | | The course consists of lectures (12 hours) and tutorials (20 hours). The tutorials involve student presentations (in small groups), problems solving, case analysis and the individual assignment (project). | | | | | | | |
| Content and Structure of the Course | | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | | |
| 1 | Nature of Digital Economy | | 16 | | 2 | 2 | | | 12 |
| 2 | Technological Basis of Digital Economy | | 16 | | 2 | 2 | | | 12 |
| 3 | Digital Economy Market Players | | 18 | | 2 | 4 | | | 12 |
| 4 | Business Models of Digital Economy | | 18 | | 2 | 4 | | | 12 |
| 5 | Digital Economy & Traditional Companies | | 20 | | 2 | 4 | | | 14 |
| 6 | Prospects for Development of Digital Economy in Different Countries | | 20 | | 2 | 4 | | | 14 |
| **Total study hours** | | | 108 | | 12 | 20 | | | 76 |
| Indicative Assessment Methods and Strategy | | Students’ progress will be measured by students’ activities in making team’s project (50%) and a final exam.  The final exam will take the form of defending projects that amounts to 50% of the final grade.  **Assessment**   |  |  |  | | --- | --- | --- | | **Type of testing** | **Form of testing** | **Parameters** | | | **Current (50%)** | Homework | Presentations the research results by home tasks | | **Final (50%)** | Exam | Final presentation of student team’s project |   **Tasks to seminars:**   1. Describing and explaining why did you choose such country based on the first lecture materials 2. Analysis of countries’ technological situation 3. Analysis of countries’ situation in the field of different players of Digital Economy 4. Analysis of countries’ situation in the field of different business models of Digital Economy 5. Analysis of countries’ situation in the field of co-existence of different traditional and digital organizations and describing possible risks for both types of actors 6. Describing and explaining of what Digital Economy development’s direction will be the most important for different countries and why (based on the all seminars materials). | | | | | | | |
| Readings / Indicative Learning Resources | | Mandatory   * Negroponte, N. (1995) ‘Being Digital’, New York: Alfred A. Knopf. Pp. 3-61 (available electronically at HSE library).   Optional   * Archibugi, D. (2016) ‘Blade Runner economics: Will innovation lead the economic recovery?’, 5th revision. <https://papers.ssrn.com/sol3/papers2.cfm?abstract_id=2557335> * Balakrishnan, H., Terman, C., Verghese, G. (2012) ‘Why Digital? Communication Abstractions and Digital Signaling’. MI.T. 6.02 Lecture Notes <https://ocw.mit.edu/courses/electrical-engineering-and-computer-science/6-02-introductionto-eecs-ii-digital-communication-systems-fall-2012/readings/MIT6_02F12_chap04.pdf> * Fuchs, C. (2009) 'Information and communication technologies and society: A contribution to the critique of the political economy of the internet'. European Journal of Communication, 24(1): 69-87. * Fuchs, C. 2016. 'Baidu, Weibo and Renren: The global political economy of social media in China'. Asian Journal of Communication, 26(1): 14-41. * Steinmueller, W. E. (2007), ‘Economics of Information and Communication Technologies: Building Blocks and Implications” in R. Mansell, C. A. Avgerou, D. Quah and R. Silverstone (eds.), The Oxford Handbook of Information and Communication Technologies, Oxford University Press, pp. 196-219. * Zuboff, S. (2015) 'Big other: Surveillance capitalism and the prospects of an information civilization'. Journal of Information Technology, 30(1): 75-89 | | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | **+/–** | | **Hours** | |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | | + | | 20 | |
| Assignments for seminars / tutorials / labs | | | | + | | 20 | |
| E-learning / distance learning (MOOC / LMS) | | | | - | |  | |
| Fieldwork | | | | - | |  | |
| Project work | | | | + | | 18 | |
| Other (please specify) | | | | - | |  | |
| Preparation for the exam | | | | + | | 18 | |
| Academic Support for the Course | | For achieving targets of discipline teachers need to be integrated into an interconnected set of content of lectures, seminars and independent work of masters. The aim of the discipline, as mentioned earlier, is the formation of universal and professional competences in the field of strategic and technology development of companies. | | | | | | | |
| Facilities, Equipment and Software | | For the successful development of the discipline, the student uses the following software: Microsoft Office package (Word, Excel, PowerPoint), Acrobat Reader, LCD projector | | | | | | | |
| Course Instructor | | Vitalii Lipatnikov | | | | | | | |