



### COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title     |                                         | Code                    |
|--------------------------------|-----------------------------------------|-------------------------|
| <b>E-Business Technologies</b> |                                         |                         |
| Mode of delivery               | Semester or period when it is delivered | Language of instruction |
| Auditorium                     | 1 semester                              | Lithuanian and English  |

| Academic staff               | Core academic unit(s)                                                                                                                                                                            |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| prof. dr. Edmundas Jasinskas | Kaunas Faculty<br>Institute of Language, Literature and Translation Studies <input type="checkbox"/><br>Institute of Social Sciences and Applied Informatics <input checked="" type="checkbox"/> |

| Study cycle                                                                  | Type of the course unit                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First <input checked="" type="checkbox"/><br>Second <input type="checkbox"/> | Compulsory Course <input checked="" type="checkbox"/><br>Optional Course <input type="checkbox"/><br>Course Unit (Module) of the General University Studies <input type="checkbox"/><br>Course Unit (Module) of Individual Studies <input type="checkbox"/><br>Interdisciplinary Studies Course Unit (Module) <input type="checkbox"/> |

| Requisites                 |                                          |
|----------------------------|------------------------------------------|
| <b>Prerequisites:</b><br>- | <b>Co-requisites (if relevant):</b><br>- |

| Number of ECTS credits allocated | Student's workload (total) | Contact hours | Individual work |
|----------------------------------|----------------------------|---------------|-----------------|
| 5                                | 130                        | 48            | 82              |

| Purpose of the course unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                      |                                                                 |
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| <p>The main objective - to provide theoretical knowledge of e-business and the technologies used in it, and to develop skills in assessing the possibilities for transforming business activities through e-business technologies.</p> <p>To provide knowledge about the concept of e-business and the possibilities of using e-business technologies to improve the efficiency of a company's activities, to develop the ability to analyze e-business models and determine the possibilities for their adaptation, to search for information on the Internet, preparing an e-business technology implementation plan, and assessing the risks associated with e-business technologies and the effectiveness of their solutions. To provide knowledge about the specifics of social networks and the possibilities of using WEB 2.0/WEB 3 solutions in companies.</p> |                                                                      |                                                                 |
| Learning outcomes of the course unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teaching and learning methods                                        | Assessment methods                                              |
| Understand and be able to generate ideas related to the opportunities offered by e-business and the resulting changes in business activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Case study, problem solving, project, exercises, traditional lecture | Midterm exam, participation in debates (problem-solving), exam. |
| Know the principles of teamwork and be able to apply them when implementing e-marketing technologies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Case study, problem solving, project, exercises, traditional lecture | Midterm exam, participation in debates (problem-solving), exam. |

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| Will know and be able to recognize, critically evaluate, and select an e-business model.                                          | Case study, problem solving, project, exercises, traditional lecture | Midterm exam, participation in debates (problem-solving), exam.                |
| Be able to prepare an e-business plan. Be able to assess the possibilities of applying social and mobile solutions in e-business. | Case study, problem solving, project, exercises, traditional lecture | Defense of the prepared project, interim exam, participation in debates, exam. |
| Understand and be able to identify potential risks in e-business.                                                                 | Case study, problem solving, project, exercises, traditional lecture | Defense of the prepared project, interim exam, participation in debates, exam. |
| Be able to evaluate the effectiveness of e-business technology solutions.                                                         | Case study, problem solving, project, exercises, traditional lecture | Defense of the prepared project, interim exam, participation in debates, exam. |
| Understand future trends in e-business.                                                                                           | Case study, problem solving, project, exercises, traditional lecture | Defense of the prepared project, interim exam, participation in debates, exam. |

| Content                                                                      | Contact hours |           |          |           |                 |            |                      | Individual work: time and assignments |                                                                                                                                                             |
|------------------------------------------------------------------------------|---------------|-----------|----------|-----------|-----------------|------------|----------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                              | Lectures      | Tutorials | Seminars | Workshops | Laboratory work | Internship | Contact hours, total | Individual work                       | Tasks for individual work                                                                                                                                   |
| Introductory lecture. Introduction to the course,                            | 2             |           |          |           |                 |            | 2                    | 5                                     |                                                                                                                                                             |
| 1. The concept of e-business and its importance.                             | 2             |           | 2        |           |                 |            | 4                    | 5                                     | Analysis of scientific literature, information search, systematization, and summarization.<br>Basic literature: Laudon, K., 12–25 p., Manzoor, A., 9–74 p.  |
| 2. Business transformation into e-business.                                  | 2             |           | 2        |           |                 |            | 4                    | 7                                     | Analysis of scientific literature, information search, systematization, and summarization.<br>Basic literature: Laudon, K. 32–53 p., Niininen, O. 10–25 p.  |
| 3. E-business models: concept, classification, components, and technologies. | 4             |           | 2        |           |                 |            | 6                    | 7                                     | Analysis of scientific literature, information search, systematization, and summarization.<br>Basic literature: Laudon, K., 55–98 p., Niininen, O. 35–54 p. |
| 4. The impact of e-business on a company's competitiveness and strategy.     | 4             |           | 2        |           |                 |            | 6                    | 7                                     | Analysis of scientific literature, information search,                                                                                                      |

|                                                                                                                                                  |           |  |           |  |  |  |           |           |                                                                                                                                                                             |
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|                                                                                                                                                  |           |  |           |  |  |  |           |           | systematization, and summarization.<br>Basic literature:<br>Laudon, K., 99–127 p., Sun, G. et al., 681–682 p.                                                               |
| Preparation for interim settlement                                                                                                               |           |  |           |  |  |  |           | 14        |                                                                                                                                                                             |
| 5. Social networks and WEB 2.0/WEB3.0 technologies. Industry 4.0/5.0.                                                                            | 4         |  | 2         |  |  |  | 6         | 7         | Analysis of scientific literature, information search, systematization, and summarization.<br>Basic literature:<br>Laudon, K., 128–179 p.,                                  |
| 6. Planning and designing the implementation of innovative technologies in e-business                                                            | 6         |  | 2         |  |  |  | 8         | 7         | Analysis of scientific literature, information search, systematization, and summarization.<br>Basic literature:<br>Manzoor, A., 181–230 p., Laudon, 83–174 p.               |
| 7. Risk management and effectiveness assessment of electronic business technology implementation.                                                | 4         |  | 2         |  |  |  | 6         | 6         | Analysis of scientific literature, information search, systematization, and summarization.<br>Basic literature:<br>Manzoor, A., 231–312 p., Heinemann, G., 10–97 p.         |
| 8. Future trends in e-business technologies.                                                                                                     | 2         |  | 2         |  |  |  | 4         | 3         | Analysis of scientific literature, information search, systematization, and summarization.<br>Basic literature:<br>Manzoor, A., 315–458 p., Patrocínio, J. C. P., 35–170 p. |
| Preparing for and taking the exam                                                                                                                |           |  |           |  |  |  |           | 16        |                                                                                                                                                                             |
| <b>Total</b>                                                                                                                                     | <b>30</b> |  | <b>16</b> |  |  |  | <b>48</b> | <b>82</b> |                                                                                                                                                                             |
| Note: No more than 4 contact hours may be replaced by guest lectures from social partners or educational visits to social partner organizations. |           |  |           |  |  |  |           |           |                                                                                                                                                                             |

| Assessment strategy | Weight % | Deadline | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Midterm exam        | 25       | 9 week   | The midterm exam consists of 20 open-ended and closed-ended questions (of varying difficulty, from comprehension to evaluation), each worth one point. Grading is as follows:<br>2.5 points: Excellent knowledge and skills. Evaluation level. 90–100% correct answers.<br>2 points: Good knowledge and skills, may contain minor errors. Synthesis level. 70–89% correct answers.<br>1.5 points: Average knowledge and skills, with errors. Analysis level. 50–69% correct answers.<br>1 point: Knowledge and skills below average, with (significant) errors. Knowledge application level. 30–49% correct answers. |

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|                                                                             |    |                 | 0.5 points: Knowledge and skills still meet minimum requirements. Many errors. Knowledge and understanding level. 10–29% correct answers.<br>0 points: Minimum requirements not met. 0–9% correct answers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Debate (case study)                                                         | 20 | 2–4 seminars    | Debate evaluation:<br>2 points: Supports arguments with strong evidence, refutes opponents' arguments by presenting facts;<br>1 point: Supports arguments with evidence;<br>0: Arguments are not supported by evidence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Project (project task: creation of an e-business based on new technologies) | 30 | 5 or 8 seminars | The defense consists of a presentation of the homework assignment. Grading:<br>3 points: all tasks solved correctly and excellent presentation;<br>2 points: 2 tasks solved correctly and good presentation;<br>1 point: 1 task solved correctly and average presentation;<br>0 points: all tasks solved incorrectly or not solved, work not presented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Exam                                                                        | 25 | 17 week         | The exam consists of 20 open-ended and closed-ended questions (of varying difficulty, from comprehension to evaluation), each worth one point. Grading is as follows:<br>2.5 points: Excellent knowledge and skills. Evaluation level. 90–100% correct answers.<br>2 points: Good knowledge and skills, may contain minor errors. Synthesis level. 70–89% correct answers.<br>1.5 points: Average knowledge and skills, with errors. Analysis level. 50–69% correct answers.<br>1 point: Knowledge and skills below average, with (significant) errors. Knowledge application level. 30–49% correct answers.<br>0.5 points: Knowledge and skills still meet minimum requirements. Many errors. Knowledge and understanding level. 10–29% correct answers.<br>0 points: Minimum requirements not met. 0–9% correct answers. |

*Based on the highest interim results, the lecturer may award a high final grade instead of requiring an exam.*

#### **REGARDING THE EXTERNAL EXAMINATION OF THE COURSE UNIT**

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|-----------------------------------------------------------------------------|--------------------------|----------------------------------------------------|-------------------------------------|
| <b>Mark</b> <input checked="" type="checkbox"/>                             |                          | <b>If permitted, please provide the conditions</b> |                                     |
| <b>Not permitted</b>                                                        | <input type="checkbox"/> | <b>Permitted</b>                                   | <input checked="" type="checkbox"/> |
| <b>Final Grade = <math>IW \cdot 0,2 + PW \cdot 0,4 + E \cdot 0,4</math></b> |                          |                                                    |                                     |

#### **REGARDING THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GenAI) TOOLS (SUCH AS "CHATGPT", ETC.) WHEN STUDYING THE COURSE UNIT**

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| <b>Mark</b> <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                          | <b>If permitted, please provide the conditions</b> |                                     |
| <b>Not permitted</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> | <b>Permitted</b>                                   | <input checked="" type="checkbox"/> |
| <p><i>The use of an Artificial Intelligence (AI) generative model must be disclosed, so if an AI generative model has been used in a text, paper, report or other work, this must be clearly stated (with appropriate citations and/or a declaration of the use of an AI generative model). Failure to disclose the use of an AI generative model in an academic work is considered academic dishonesty. In order to ensure that generative AI tools (ChatGPT, etc.) have not been used in the preparation of the essay (i.e. the content of the essay has not been generated by the AI tools), if not disclosed, the lecturer has the right to ask follow-up questions, to use the AI detection tools and, if necessary, to modify or cancel the grade of the assignment.</i></p> |                          |                                                    |                                     |

#### **REGARDING ACADEMIC PROGRESS**

A student who (1) **throughout the semester consistently** fails to demonstrate **progress in achieving the expected learning outcomes of a subject (module)** during the practical classes (seminars, exercises, laboratory work, etc.) and (2) fails to complete all interim assessment requirements and tasks within the time specified in the course description, is not allowed to participate in the examination session.

| Author (-s)                               | Publishing year | Title                                                                                                                                                                                                                                                                                              | Issue of a periodical or volume of a publication | Publishing house or web link                                                                                              |
|-------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Required reading</b>                   |                 |                                                                                                                                                                                                                                                                                                    |                                                  |                                                                                                                           |
| Laudon, K.C.<br>Traver, C.G.              | 2019            | E-commerce: business, technology, society                                                                                                                                                                                                                                                          | 1st ed                                           | Pearson                                                                                                                   |
| Manzoor A.                                | 2017            | E-commerce 2018                                                                                                                                                                                                                                                                                    | 1st ed                                           | Routledge                                                                                                                 |
| Niininen, O.                              | 2022            | Contemporary Issues in Digital Marketing                                                                                                                                                                                                                                                           | 1st ed                                           | Taylor & Francis.<br><a href="https://doi.org/10.4324/9781003093909">https://doi.org/10.4324/9781003093909</a>            |
| Sun, G.,<br>Xuefeng, D., &<br>Chen, C.-C. | 2025            | Call for Metaverse e-commerce: future challenges and opportunities for electronic commerce: Electronic Commerce Research is seeking submissions to a forthcoming special issue on Metaverse e-commerce: future challenges and opportunities for electronic commerce. Electronic Commerce Research, | 25(2), 681–682                                   | New York: Springer<br><a href="https://doi.org/10.1007/s10660-023-09704-6">https://doi.org/10.1007/s10660-023-09704-6</a> |
| Heinemann, G.                             | 2023            | The New Online Trade : Business Models, Business Systems and Benchmarks in E-Commerce                                                                                                                                                                                                              | 1st ed                                           | Springer.<br><a href="https://doi.org/10.1007/978-3-658-40757-5">https://doi.org/10.1007/978-3-658-40757-5</a>            |
| Patrocinio, J. C. P.                      | 2023            | Electronic commerce and digital services : from international concepts and normative development in the European Bloc to prospects for the European Union-mercosur agreement                                                                                                                       | 1st ed                                           | Editora Dialética                                                                                                         |
| <b>Recommended reading</b>                |                 |                                                                                                                                                                                                                                                                                                    |                                                  |                                                                                                                           |
| Baltzan<br>Instructor                     | 2017            | Business Driven Technology                                                                                                                                                                                                                                                                         | 1st ed                                           | McGraw-Hill Education                                                                                                     |
| Kim, W. C.,<br>Mauborgne, R.              | 2015            | Blue Ocean Strategy, Expanded Edition                                                                                                                                                                                                                                                              | 1st ed                                           | Harvard: Harvard Business School Publishing Corporation                                                                   |
| Schneider, G.                             | 2014            | Electronic Commerce                                                                                                                                                                                                                                                                                | 1st ed                                           | Cengage Learning                                                                                                          |
| Bianchi, A.                               | 2020            | Driving Consumer Engagement in Social Media: Influencing Electronic Word of Mouth                                                                                                                                                                                                                  | 1st ed                                           | Routledge.<br><a href="https://doi.org/10.4324/9781003125518">https://doi.org/10.4324/9781003125518</a>                   |

**NOTE:** Including Open Educational Resources in the reading list is recommended