Course guide
804414 - DMN - Distribution and Business Models

Last modified: 30/01/2025

Unit in charge:	Image Processing and Multimedia Technology Centre
Teaching unit:	804 - CITM - Image Processing and Multimedia Technology Centre.

Degree: BACHELOR'S DEGREE IN DESIGN, ANIMATION AND DIGITAL ART (Syllabus 2023). (Compulsory subject).

Academic year: 2024   **ECTS Credits:** 6.0   **Languages:** English

LECTURER

Coordinating lecturer: Soler Labajos, Neus

Others:

PRIOR SKILLS

Understanding of the English language and ability to communicate in the language

TEACHING METHODOLOGY

The teaching methodology is divided into three parts:
- Face-to-face content exposition sessions
- Face-to-face sessions of practical work (presentations and case discussions)
- Self-study work and exercises and activities

In the content exposition sessions, the professor will introduce the theoretical bases, concepts, methods and results, adding suitable examples to facilitate understanding.
In practical work sessions in the classroom, the professor will guide the students in the application of theoretical concepts to solve problems.
Through the virtual campus, the professor will provide the study material for the establishment of the knowledge acquired in the theoretical sessions.

Class attendance is crucial to the learning process.

LEARNING OBJECTIVES OF THE SUBJECT

- Identify the activities and resources necessary for a business to work and estimate the possibilities of business models in the digital art sector.
- Define the factors that must be considered to create, evaluate or reinvent a business, using the Business Model Canvas analysis tool.
- Explain the evolution of online marketing and the impact of digital technologies on marketing communication.
- Define the process of creating online marketing campaigns for digital products, such as an animation film or a video game.
- Plan strategies and techniques to improve the online positioning or visibility of a digital content company.

STUDY LOAD

Type	Hours	Percentage
Hours medium group	18,0	12.00
Hours large group	30,0	20.00
Self study	90,0	60.00

Type	Hours	Percentage
Guided activities	12,0	8.00

Total learning time: 150 h

CONTENTS

Unit 1 - Marketing Planning

Description:
In this unit we will explore the key foundations of marketing planning and how these foundations are being altered by digital tools. The topics that are discussed in this block are related to the marketing mix and the structure of a marketing plan.

Related activities:
- Social Media Plan
- Advertising spot to communicate the launch of a digital product

Full-or-part-time: 47h
Theory classes: 10h
Guided activities: 10h
Self study : 27h

Unit 2 - Business Model Canvas

Description:
This unit focuses on the main project of the course. The Business Model Canvas innovation tool will be used to work on a personal or corporate challenge or opportunity. You will learn to identify and communicate the nine key elements of a business model: customer segments; value proposal; communication and product distribution channels; customer relationship; key resources, activities and partners; revenue streams; and cost structure. This considering strategies that allow us to have a business model that operates efficiently and sustainably and that offers greater value than competitors.

Related activities:
- Business Model Canvas
- Business Pitch

Full-or-part-time: 69h 40m
Theory classes: 14h
Guided activities: 41h 40m
Self study : 14h

Unit 3 - Digital Transformation

Description:
This unit focuses on digital technologies that affect marketing communication strategies and practices, such as search engine optimization (SEO) and social media marketing (SMM). The content covered in this module is related to the impact of digital technologies on marketing communication and how these technologies help attract consumers.

Full-or-part-time: 33h 20m
Theory classes: 8h 20m
Guided activities: 5h
Self study : 20h

GRADING SYSTEM

- 4 questionnaires with a total weighting of 20%
- 2 course projects and their presentation, with a global weighting of 65%, broken down as follows: project 1 = 20%, project 2 = 45%
- Participation and learning attitude: 15%

EXAMINATION RULES.

- To avoid incurring in discriminatory actions, delays in the delivery of projects or activities will not be accepted. Assignments that are submitted late, or that are not submitted at all, will be evaluated with a score of zero.

- The 4 course questionnaires are face-to-face evaluation tests, and cannot be done virtually.

- Based on the "Rights and obligations of students in the evaluation process" section of the academic evaluation regulations, which indicates that "if a student is unable to take an evaluation test for exceptional reasons and duly justified at the discretion of the center, the necessary measures must be guaranteed so that it can be carried out, always within the corresponding school period", but which also defines that "however, the teaching center is only obliged to change the dates of the acts or tests of evaluation that are more significant in the final evaluation of the subject", under no circumstances, although it could be justified, will the dates of taking the questionnaires be changed, since each one represents 5% of the grade, not being a significant weight within the global calculation.

- During the course there are activities that are carried out in the classroom and that are evaluated within the framework of the student's participation and learning attitude. These activities are not recoverable, and not attending class when they are carried out implies giving up the percentage of grade they represent.

Irregular actions that can lead to a significant variation in the grade of one or more students constitute a fraudulent performance of an assessment act. This action entails the descriptive qualification of suspension and a numerical grade of 0 in the overall ordinary assessment of the subject, without the right to re-evaluation.

If the teachers have indications of the use of AI tools not allowed in the assessment tests, they can call the students involved to an oral test or a meeting to verify their authorship.

BIBLIOGRAPHY

Basic:
- Osterwalder, Alexander; Pigneur, Yves; Clark, Tim. Business model generation: a handbook for visionaries, game changers, and challengers [on line]. Hoboken, New Jersey: John Wiley & Sons, cop. 2010Available on: https://ebookcentral-proquest-com.recursos.biblioteca.upc.edu/lib/upcatalunya-ebooks/detail.action?pq-origsite=primo&docID=581476. ISBN 9780470876411.
- Kotler, Philip; Keller, Kevin Lane. Marketing management [on line]. 15th ed. Boston: Pearson Education, 2016Available on: https://www-ingebook-com.recursos.biblioteca.upc.edu/ib/NPcd/IB_BooksVis?cod_primaria=1000187&codigo_libro=10922. ISBN 9781292092713.
- Osterwalder, Alexander; Papadakos, Trish. Value proposition design. Hoboken : John Wiley & Sons, cop. 2014. ISBN 978-1118968055.
- Damian Ryan. Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation. 4th. New York: KoganPage, 2017. ISBN 978-0749478438.
- Amit, Raphael; Zott, Christopth. Business model innovation strategy. Hoboken, New Jersey: Wiley, 2020. ISBN 9781119689683.