

G53DDB: Lecture 1

Introduction and Administrative Details 2007

Henrik Nilsson

University of Nottingham, UK

Finding People and Information

- Henrik Nilsson
Room B47, Computer Science Building
e-mail: nhn@cs.nott.ac.uk
tel: 0115 846 6506
- Main module web page:
www.cs.nott.ac.uk/~nhn/G53DDB

-
-
-

Aims of the Module

Syllabus says:

Aims of the Module

Syllabus says:

- *Educational Aims:* This module aims to give students an understanding of contemporary issues in the application of communications technology to the business world.

Aims of the Module

Syllabus says:

- *Educational Aims:* This module aims to give students an understanding of contemporary issues in the application of communications technology to the business world.
- As this area is changing rapidly, the content of the module will vary from year to year to reflect these changes.

Learning Outcomes (1)

Knowledge and Understanding:

Learning Outcomes (1)

Knowledge and Understanding:

- To know of recent effective uses of communications technology and understand the reasons for their success.

Learning Outcomes (1)

Knowledge and Understanding:

- To know of recent effective uses of communications technology and understand the reasons for their success.
- To understand the technology behind recent and predicted advances in internet-based services.

Learning Outcomes (2)

Knowledge and Understanding (cont.):

- To know about the recent developments in Digital Business.

Learning Outcomes (2)

Knowledge and Understanding (cont.):

- To know about the recent developments in Digital Business.
- To understand the effects of such developments in historically similar situations.

Learning Outcomes (2)

Knowledge and Understanding (cont.):

- To know about the recent developments in Digital Business.
- To understand the effects of such developments in historically similar situations.
- To make predictions based on this information.

-
-
-

Learning Outcomes (3)

Intellectual Skills:

Learning Outcomes (3)

Intellectual Skills:

- To assess the opinions and predictions of journalists and professionals involved in Digital Business.

Learning Outcomes (3)

Intellectual Skills:

- To assess the opinions and predictions of journalists and professionals involved in Digital Business.
- To acquire and evaluate information on the recent developments in Digital Business.

Learning Outcomes (4)

Transferable Skills:

Learning Outcomes (4)

Transferable Skills:

- To communicate effectively in writing.

Learning Outcomes (4)

Transferable Skills:

- To communicate effectively in writing.
- To retrieve information from appropriate sources (e.g. learning resource centre, Internet, etc.)

How?

- Invited guest lecturers from academia and industry:
 - Covers a broad range of contemporary issues, recent technical developments, and case studies;
 - Ensures exposure to a wide range of opinions and predictions.

How?

- Coursework; an essay on a current topic:
 - Information gathering.
 - Critical evaluation of sources.
 - Forming opinions and making predictions.
 - Communicating results effectively in writing.

How?

- Coursework; an essay on a current topic:
 - Information gathering.
 - Critical evaluation of sources.
 - Forming opinions and making predictions.
 - Communicating results effectively in writing.
- ***Self study!***

Lecture Overview (1)

- **1 Feb:** Administrative Details and Introduction
- **2 Feb:** Video: How the Victorians Wired the World
- **8 Feb:** Description of the Coursework
- **9 Feb:** Trends in Digital Payments
Jim Woodworth, ACI Worldwide
- **15 Feb:** Video: How the Victorians Wired the World (again)

Lecture Overview (2)

- **22 Feb:** Technology Trends in the Media Business. Andrew Skinner, Accenture
- **23 Feb:** Things that worry me as an Information Security Manager
Joe Dauncey, Scottish and Southern Energy
- **1 Mar:** Advances in Digital Identity
Martin Parry, Microsoft
- **8 Mar:** The Past, Present & Future of Computer Games Development
Nick Burton, Rare

Lecture Overview (3)

- **16 Mar:** Business Model Analysis for Digital Businesses
Duncan Shaw, Nottingham University Business School
- **22 Mar:** Kevin Malone, IBM
- **23 Mar:** Steve Cayzer, HP
- **26 Apr:** The Business of Web Design: Latest trends in web design and web-based applications
Sophie Dennis, Cayenne Web Development

Lectures and Handouts

- Come prepared to take notes.

Lectures and Handouts

- Come prepared to take notes.
- ***Content of all lectures is examinable!***

Lectures and Handouts

- Come prepared to take notes.
- ***Content of all lectures is examinable!***
- Copies of slides and any other ***electronic*** supporting material will be made available via the module web page when possible.

Lectures and Handouts

- Come prepared to take notes.
- **Content of all lectures is examinable!**
- Copies of slides and any other *electronic* supporting material will be made available via the module web page when possible.
- **However!** The electronic record of the lectures is neither guaranteed to be complete nor self-contained!

Literature (1)

- **Main book:** Kenneth C. Laudon and Carol Guercio Traver. *E-Commerce: Business, Technology, Society*, Prentice Hall, 3rd Edition, 2006.

Literature (1)

- **Main book:** Kenneth C. Laudon and Carol Guercio Traver. *E-Commerce: Business, Technology, Society*, Prentice Hall, 3rd Edition, 2006.
- Chris Anderson. *The Long Tail: Why the Future of Business is Selling Less of More*, Hyperion, 2006.

Literature (1)

- **Main book:** Kenneth C. Laudon and Carol Guercio Traver. *E-Commerce: Business, Technology, Society*, Prentice Hall, 3rd Edition, 2006.
- Chris Anderson. *The Long Tail: Why the Future of Business is Selling Less of More*, Hyperion, 2006.
- Tom Standage. *The Victorian Internet*, Phoenix Press, 1999.

Literature (1)

- **Main book:** Kenneth C. Laudon and Carol Guercio Traver. *E-Commerce: Business, Technology, Society*, Prentice Hall, 3rd Edition, 2006.
- Chris Anderson. *The Long Tail: Why the Future of Business is Selling Less of More*, Hyperion, 2006.
- Tom Standage. *The Victorian Internet*, Phoenix Press, 1999.

Suggested reading for most lectures given on the module web page.

Assessment (1)

- The exam counts for 75 % of the total mark.

Assessment (1)

- The exam counts for 75 % of the total mark.
 - Mainly on lectures and course text.

Assessment (1)

- The exam counts for 75 % of the total mark.
 - Mainly on lectures and course text.
 - 3 out of 6 questions have to be answered on the exam, each worth 25 %.

Assessment (1)

- The exam counts for 75 % of the total mark.
 - Mainly on lectures and course text.
 - 3 out of 6 questions have to be answered on the exam, each worth 25 %.
 - Focus on understanding of issues, critical evaluation, and forming opinions, rather than enumerating facts.

Assessment (2)

- The coursework (essay) counts for the remaining 25 %.

Assessment (2)

- The coursework (essay) counts for the remaining 25 %.
 - Coursework will be discussed in detail next week.

Assessment (2)

- The coursework (essay) counts for the remaining 25 %.
 - Coursework will be discussed in detail next week.
 - Deadline: **16 March**

Finally ...

Central aspects of this module are:

Finally ...

Central aspects of this module are:

- for you to find information on developments in digital business;

Finally ...

Central aspects of this module are:

- for you to find information on developments in digital business;
- for you to acquire sufficient background to critically evaluate your sources and draw conclusions.

Evaluating Sources

- How does one know what a good source is?

Evaluating Sources

- How does one know what a good source is?
- Good start: beware of hype and sales pitches!

Evaluating Sources

- How does one know what a good source is?
- Good start: beware of hype and sales pitches!
 - Some people have a product to sell.
(Which is OK, of course.)

Evaluating Sources

- How does one know what a good source is?
- Good start: beware of hype and sales pitches!
 - Some people have a product to sell.
(Which is OK, of course.)
 - Might even apply to some of our guest lecturers!

Evaluating Sources

- How does one know what a good source is?
- Good start: beware of hype and sales pitches!
 - Some people have a product to sell. (Which is OK, of course.)
 - Might even apply to some of our guest lecturers!
 - Many Internet sites are selling products or might not be independent: e.g. the recent “Microsoft Windows Vista laptop giveaway” debate.

Evaluating Sources

- How does one know what a good source is?
- Good start: beware of hype and sales pitches!
 - Some people have a product to sell. (Which is OK, of course.)
 - Might even apply to some of our guest lecturers!
 - Many Internet sites are selling products or might not be independent: e.g. the recent “Microsoft Windows Vista laptop giveaway” debate.
- But even academics may be just guessing!