HfWU

MODULE HANDBOOK

Master of Science (M.Sc.)

Digital Business Management

Status: Winter Term 2025/26

Table of contents

Digital Business

Module Description		Digital Business Innovation
Contribution of the module to the study objectives	**Qualification goals**	• Being able to analyze and control disruptive events and developments, deriving business ideas from disruptive events • Recognising and exploiting the opportunities and risks of digitalisation for industries and companies • Understanding value and growth drivers for digital business models • Gain an overview of different digital business models • Developing a digitalisation strategy and learning about implementation and realization options • Developing and evaluating digital business models with AI • Identify innovations and scale even green business ideas
	Contents	See course
	Teaching / learning methods	Lecture, discussions, exercises, case studies and interactive AI valuation game
Prerequisites for participation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	see references under course
References…	**... to other modules**	Digital Business Planning & Valuation
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Student research project 100 %
Organisation	**Module coordinator/ Lecturer**	• Dr. Martin Handschuh • Melanie Stütz
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 10 % (20 teaching units) :40 % :50 %
Course		**Digital Business Innovation**

<table>
<tr><td colspan="2">Course</td><td>Digital Business Innovation</td></tr>
<tr><td rowspan="4">Course Details</td><td>Qualification targets</td><td>The students should be enabled to
● Be able to analyze and control disruptive events and developments, derive business ideas from disruptive events
● Recognising and exploiting the opportunities and risks of digitalisation for industries and companies
● Understand value and growth drivers for digital business models
● Gain an overview of different digital business models
● Be able to evaluate digital business models using the Business Model Canvas, among other things
● Develop and evaluate digital business models
● Use the latest AI tool and proven business strategy methodology to identify innovations and scale, even green business ideas

<table><tr><th>Knowledge</th><th>Knowledge</th><th>Skills</th><th>Expertise</th></tr><tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr><tr><td>System</td><td>x</td><td>x</td><td>x</td></tr><tr><td>Even</td><td>x</td><td>x</td><td>x</td></tr><tr><td>Social</td><td>x</td><td>x</td><td>x</td></tr></table></td></tr>
<tr><td>Contents</td><td><u>Management of disruptive events and developments:</u>
● Being able to analyze and control disruptive events and developments
● Deriving business ideas from disruptive events
● Recognising and exploiting the opportunities and risks of digitalisation for industries and companies

<u>Business Model Innovation/ Simulation Game:</u>
● Understanding value and growth drivers for digital business models
● Gain an overview of different digital business models
● Developing and evaluating digital business models
● Identify innovations and scale even green business ideas
● Application of the AI-based simulation game IDEASCANNER</td></tr>
<tr><td>Teaching / learning methods</td><td>Lecture, discussions, exercises, case studies and simulation game</td></tr>
<tr><td>Literature / teaching material</td><td>Script
Recommended reading, always in the latest edition:

<u>Management of disruptive events and developments:</u>
● Osterwalder, A./ Pigneur, Y. (2010): Business Model Generation, Hoboken.
● Ries, E. (2017): The Lean Startup – How Constant Innovation Creates Radically Successful Businesses, London.
● Wirtz, Bernd W. (2021): Business Model Management, 5. Aufl., Wiesbaden.</td></tr>
</table>

		Business Model Innovation/ Simulation Game: ● Harnish, V. (2022). Scaling Up: How a Few Companies Make It...and Why the Rest Don't (Rockefeller Habits 2.0 Revised Edition). Forbes Books. ● Stütz, M. (2023). Inspiring Thoughts: "How AI Helps Us Think Smarter to Foster Entrepreneurial Thinking". EntreComp. https://shorturl.at/kaL8D. ● Thiel, P., & Masters, B. (2014). Zero to One: Notes on Startups, or How to Build the Future. Crown Currency.
	Specifics	-
Organi-sation	**ECTS points**	6 ECTS
	Workload	150 hours
	Allocation	Attendance : Preparation/follow-up + self-study :Assignments/group work = 10 % (20 units) : 40 % : 50 %

Module Description		**Digital Business Planning, Steering & Valuation**
Contri-bution of the module to the study objectives	**Qualification targets**	The students should be enabled to ● To be able to analyze the value and growth drivers of digital business models ● To be able to carry out driver-based business planning for digital business models ● Be able to implement performance management for digital business models using unit economics ● Be able to evaluate digital business models according to common evaluation methods
	Contents	See course
	Teaching / learning methods	Lecture, discussions, exercises and case studies
Prerequi-sites for partici-pation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	see references under course
References ...	**... to other modules**	Digital Business Innovation
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.

Examination		Student research project 100%
Organi-sation	**Module coordinator/ Lecturer**	• Marc Flammer • Oliver Würtenberger
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %
Course		**Digital Business Planning, Steering & Valuation / Digital Business Planning, Steering & Valuation**

Course		**Digital Business Planning, Steering & Valuation**			
Course Details	**Qualification goals**	The students should be enabled to • To be able to analyze the value and growth drivers of digital business models • Be able to carry out driver-based business planning for digital business models • Be able to implement performance management for digital business models using unit economics • Be able to evaluate digital business models according to common evaluation methods			
		Knowledge	**Knowledge**	**Skills**	**Expertise**
		Subject	x	x	x
		System	x	x	x
		Even	x	x	
		Social	x	x	
	Contents	<u>Business planning and steering of digital business models:</u> • Value and growth drivers for digital business models • Driver-based planning and control models • KPIs and unit economics for digital business models • Implementation of planning and control models • Performance management for digital business models <u>Venture Valuation:</u> • Evaluation of digital business models according to common evaluation methods • Venture Valuation with Comparable Transaction- and Comparable Company-based Multiple Approach • DCF valuation approaches for digital business models • Creation of your own valuation model			
	Teaching / learning methods	Lecture and discussion, case studies, presentation			

	Literature / teaching material	Script Recommended reading, always in the latest edition: • CRISTOFARO M., GIARDANO P. & BARBONI L. (2025): Growth hacking: A scientific approach for data-driven decision making, Journal of Business Research, 186, 1-13. • KEIMER, I./ EGLE, U. (Eds.). (2023). The Digitalization of Management Accounting: Use Cases from Theory and Practice**.** Springer. • YOSKOVITZ B. / CROLLI A. (2024, 2nd ed.): Lean Analytics – Use Data to Build a Better Startup Faster, O'Reilly • KOLLER, T. et al. (2020): Valuation : Measuring and Managing the Value of Companies, New York. • SMITH, J./ SMITH, R. (2019): Entrepreneurial Finance - Venture Capital, Deal Structure & Valuation, Stanford. • WIRTZ, Bernd W. (2021): Business Model Management, 5. Aufl., Wiesbaden.
	Specifics	-
Organi-sation	**ECTS points**	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %

AI & Analytics

Module Description		**AI based Customer Experience Management**
Contri-bution of the module to the study aim	**Qualification targets**	• Master AI-powered customer interactions: Design engaging chatbots, personalize customer journeys, and optimize digital touchpoints. • Unlock data-driven insights for CX: Analyze customer data, understand AI's role in data strategy, and make informed decisions to enhance customer satisfaction. • Automate marketing and sales operations: Implement RPA to streamline processes, increase efficiency, and free up valuable resources. • Develop innovative, AI-driven business models: Explore new revenue streams, adapt existing strategies, and leverage AI for a competitive edge.
	Contents	See course
	Teaching / bjlearning methods	Lecture, discussions, exercises and case studies
Prerequi-sites for partici-pation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	see literature references under course
References ...	**... to other modules**	Machine Learning & Big Data Analytics
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students.

		Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Student research project 100 %
Organi-sation	**Module responsible/ Lecturer**	• Julia Lehmann • Malte Horstmann
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 10% (20 units) : 40% : 50%

<table>
<tr><td colspan="2">Course</td><td colspan="4">AI based Customer Experience Management</td></tr>
<tr><td rowspan="3">Course Details</td><td>Qualification goals</td><td colspan="4">The students should be enabled to
● Get to know applications of artificial intelligence in marketing and sales - especially with regard to analytics and automation
● Understand digital customer touch points, including with AI/chatbots, and be able to develop concepts in this area
● Understand robotic process automation in marketing and sales and be able to develop concepts in this area
● Understand and design digital marketing and sales organizations
● Familiarizing yourself with new roles and skills requirements
● Get to know control concepts for sales and marketing</td></tr>
<tr><td></td><td colspan="4"><table>
<tr><th>Knowledge</th><th>Knowledge</th><th>Skills</th><th>Expertise</th></tr>
<tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Even</td><td>x</td><td>x</td><td></td></tr>
<tr><td>Social</td><td>x</td><td>x</td><td></td></tr>
</table></td></tr>
<tr><td>Contents</td><td colspan="4"><u>Digital customer touchpoints with AI/chatbots:</u>
● The basics of customer experience: definitions, differentiations and concepts
● Data strategy as the basis for a good customer experience: demystifying artificial intelligence
● Big data examples at a glance - industries, strategic approaches, areas of application: Problem, solution and added value
● Development of a customer experience concept
● Derivation of a requirements concept for a chatbot
● Chatbot design principles / Conversational AI

<u>Robotic Process Automation/ digital marketing & sales organization:</u>
● Understand the influence of robotic process automation in marketing and sales and be able to develop concepts for it
● Understand and design digital marketing and sales organizations
● Familiarizing yourself with new roles and skills requirements
● Get to know control concepts for sales and marketing</td></tr>
<tr><td>Teaching / learning methods</td><td colspan="4">Lecture and discussion, case studies, group work with presentation</td></tr>
</table>

	Literature / teaching material	Script Recommended reading, always in the latest edition: ● Vaswani, A., Shazeer, N., Parmar, N., Uszkoreit, J., Jones, L., Gomez, A. N., ... Polosukhin, I. (2017). Attention is all you need. *Advances in Neural Information Processing Systems, 30*. ● McTear, M., & Ashurkina, M. (2024). *Transforming conversational AI: Exploring the power of large language models in interactive conversational agents* (1. Aufl.). Apress. ● Fredrick, B. L., & R., R. R. (2022). Chatbot. *International Journal for Research in Applied Science and Engineering Technology*. ● Ciesla, R. (2024). *The book of chatbots: From ELIZA to ChatGPT* (1. Aufl.). Springer. ISBN 978-3-031-51003-8 ● Christensen, C. M., Hall, T., Dillon, K., & Duncan, D. S. (2016). Know Your Customers' "Jobs to Be Done". *Harvard Business Review*, *94*(9), 54–62. ● Bornet, P./Wirtz, J./Barkin I. (2020): Intelligent Automation. World Scientific ● Bornet, P. et. al (2025): Agentic - Artificial Intelligence. Bornet Publishing ● Bornet, P. (2024): IRREPLACEABLE: The Art of Standing Out. Wiley ● Bughin, J. et al. (2025) 'The New AI-Driven Leadership: Challenges and Opportunities for CEOs', NEORIS. Verfügbar unter: https://www.neoris.com/-/the-new-ai-driven-leadership. ● Olah, C. et al. (2024) 'Evaluating and enhancing probabilistic reasoning in language models', Google Research. Verfügbar unter: https://research.google/blog/evaluating-and-enhancing-probabilistic-reasoning-in-language-models/.
	Specifics	-
Organi-sation	**ECTS points**	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 10 % (20 units) : 40 % : 50 %

Module Description		Machine Learning & Big Data Analytics
Contri-bution of the module to the aim	**Qualification targets**	• Understanding big data analysis & predictive analytics • Learn how to use an advanced analytics tool • Applying data mining and CRM • Be able to perform predictive analytics-based analyses
	Contents	See course
	Teaching / learning methods	Lecture, discussions, exercises and case studies
Prerequi-sites for partici-pation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	cf. literature references for course
References ...	**... to other modules**	AI based customer experience management
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Student research project 100%
Organisation	**Module coordinator/ lecturer/**	• Prof. Dr. Sebastian Moll • Dr. Stefanie Seifert
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %
Course		**Machine Learning & Big Data Analytics / Machine Learning & Big Data Analytics**

<table>
<tr><td colspan="2">Course</td><td>Machine Learning & Big Data Analytics</td></tr>
<tr><td rowspan="6">Course Details</td><td rowspan="5">Qualification targets</td><td>The students should be enabled to
● Understanding Big Data Analysis & Predictive Analytics
● Applying data mining and CRM
● Perform predictive analytics-based market analyses</td></tr>
<tr><td>
<table>
<tr><th>Knowledge</th><th>Knowledge</th><th>Skills</th><th>Expertise</th></tr>
<tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Even</td><td>x</td><td>x</td><td></td></tr>
<tr><td>Social</td><td>x</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Contents</td><td>● Tool training Advanced Analytics Platform KNIME
● Big Data & Innovation: Introduction, technology and methods
● Introduction to machine learning & predictive analytics
● Machine Learning - Methods
● CRM analytics: use cases, introduction to personalisation, practical examples
● Natural Language Processing: Use Cases</td></tr>
<tr><td>Teaching / learning methods</td><td>Lecture and discussion, case studies, group work with presentation</td></tr>
<tr><td>Literature / teaching material</td><td>Script
Recommended reading, always in the latest edition:

● Ng, A., Soo, K.: Numsense!, Data Science for the layman (no math added), 2017.
● Finlay, S.: Predictive Analytics, Data Mining and Big Data – Myths, Misconceptions and Methods, Palgrave MacMillan, 2014.
● Provost, F./ Fawcett, T.: Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking, O’Reilly, 2013.
● Abbott, D.: Applied Predictive Analytics – Principles and Techniques, Wiley, 2014.</td></tr>
<tr><td>Specifics</td><td></td></tr>
<tr><td rowspan="3">Organi-sation</td><td>ECTS Points</td><td>6 ECTS</td></tr>
<tr><td>Workload</td><td>150 hours</td></tr>
<tr><td>Allocation</td><td>Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %</td></tr>
</table>

Web3 & Immersive Web

Module Description		Blockchain Technology & Web3 based Business Models
Contri-bution of the module to the aim	Qualification targets	Understand the following technological topics at a glance: ● Digital networking/machine learning ● IoT ● AR/VR ● Blockchain (technical basics and use cases) ● Web3 based business models
	Contents	See course
	Teaching / learning methods	Lecture, discussions, exercises and case studies
Prerequi-sites for partici-pation	Knowledge, skills, competences	No formal requirements for participation
	Preparation for the module	see literature references under course
References ...	... to other modules	Immersive Web & 3D Technologies
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Student research project 100 %
Organi-sation	Module coordinator/ lecturer/	Philipp Riedlinger
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 10% (20 units) : 40% : 50%
Course		**Blockchain Technology & Web3 based Business Models**

<table>
<tr><td colspan="2">Course</td><td colspan="4">Blockchain Technology &
Web3 based Business Models</td></tr>
<tr><td rowspan="6">Course Details</td><td>Qualification goals</td><td colspan="4">Digital Technology:
● Students should have a basic knowledge of information technology.
o Basic concepts of IT, software development,
o hardware and communication, IT and internet architecture
● The course deals the drivers of digitalisation:
o Digitalisation (agile methods, Industry 4.0, big Data)
o Cloud computing
o Artificial intelligence

Blockchain Technology:
● Understand main concepts of blockchain technology
● Understand basics of smart contracts and tokenization
● Be able to evaluate smart contracts within a certain context
● Analyze/evaluate blockchain networks on a high flying level

Web3 based Business::
● Understand Web3 and Blockchain based business logic
● Understand how blockchain enables web3
● Be able to evaluate Web3 based business models
● Learn about various web3 products</td></tr>
<tr><td colspan="2">Knowledge</td><td>Knowledge</td><td>Skills</td><td>Expertise</td></tr>
<tr><td colspan="2">Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td colspan="2">System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td colspan="2">Even</td><td>x</td><td>x</td><td></td></tr>
<tr><td colspan="2">Social</td><td>x</td><td>x</td><td></td></tr>
<tr><td>Contents</td><td colspan="4">Digital Technology:
● Basic concepts of IT, software development,
● hardware and communication, IT and internet architecture
● Digitalisation (agile methods, Industry 4.0, cloud computing, artificial intelligence)

Blockchain Technology:
● Blockchain Infrastructure
● Blockchain different consensus mechanisms
● Blockchain Smart Contracts

Web3 based Business:
● Web3 and blockchain based business ecosystems
● Web3 based business models</td></tr>
<tr><td>Teaching / learning methods</td><td colspan="4">Lecture and discussion, case studies, group work with presentation</td></tr>
</table>

	Literature / teaching material	Script Recommended reading, always in the latest edition: <u>Digital Technology</u>: ● Erickson; Hacking; dpunkt-Verlag; ISBN 9783898645362 ● Jason's Machine Learning 101: https://bit.ly/2AODPGd ● Laudon, Laudon, Schoder; Wirtschaftsinformatik; Pearson-Studium-Verlag, ISBN 3827373484 ● Lehner, Hildebrand, Maier; Wirtschaftsinformatik; Hanser-Verlag, ISBN 3446180028 ● Rashid, Neuronale Netze selbst programmieren, O'Reilly, 2017 ● Suthaharan, Machine Learning Models and Algorithms for Big Data Classification, Springer ● Wartala, Praxiseinstieg Deep Learning, O`Reilly, 2017 <u>Blockchain Technology</u>: ● Maus, S. et al. (2023): Tokenise Europe 2023, München. ● Shermin Voshmgir: Token Economy, ISBN 9789899157040 ● Citi Report (March 2023): Money, Tokens, and Games ● Bank for international Settlement (BIS) (May 2023) Report: Crypto, tokens and DeFi: navigating the regulatory landscape <u>Web3 based Business</u>: ● Deepa Jian et al. (2021): How is Blockchain used in marketing: A review and research agenda ● Renana Peres et al. (August 2022): Blockchain meets marketing: Opportunities, threats, and avenues for future research ● Piyush Yadav et al. (2019): Transforming the Know Your Customer (KYC) Process using Blockchain ● Markus Heckel et al. (2022): The Future of Financial Systems in the Digital Age ● Ioannis Antoniadis et al. (2020): Blockchain Applications in Tourism and Tourism Marketing: A Short Review ● Dan Sheridan et al. (2022): Web3 Challenges and Opportunities for the Market
	Specifics	-
Organi-sation	**ECTS points**	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 10 % (20 units) : 40 % : 50 %

Module Description		Immersive Web & 3D Technologies
Contri-bution of the module to the aim	**Qualification targets**	• Gain a basic understanding of 3D modeling (light, rasterization, vectors, transformations, textures, etc.) • Acquire a basic understanding of real-time 3D (on the web) (performance, limitations, etc.) • Build a basic understanding of the development of interactive experiences on the web • Understanding the importance of immersive web experiences and interactivity / immersiveness for the user experience • Be able to design interactive 3D web applications, in particular with the Google Modelviewer, Spline and WebGL (using Webflow if necessary) • Be able to create your own 3D modeling (e.g. with Spline) • Be able to evaluate immersive 3D web environments (performance, etc.)
	Contents	See course
	Teaching / learning methods	Lecture, discussions, exercises and case studies
Prerequi-sites for partici-pation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	see literature references under course
References ...	**... to other modules**	Blockchain Technology & Web3 based Business Models
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Student research project 100 %
Organi-sation	**Module responsible/ Lecturer**	Philipp Roth
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 10% (20 units) : 40% : 50%

<table>
<tr><th colspan="2">Course</th><th>Immersive Web & 3D Technologies</th></tr>
<tr><td rowspan="4">Course Details</td><td>Qualification goals</td><td>The students should be enabled to
Gain a basic understanding of 3D modeling (light, rasterization, vectors, transformations, textures, etc.)
Acquire a basic understanding of real-time 3D (on the web) (performance, limitations, etc.)
Build a basic understanding of the development of interactive experiences on the web
Understand the importance of immersive web experiences
Understand the importance of interactivity / immersiveness for the user experience
Design interactive 3D web applications, in particular with the Google Modelviewer, Spline and WebGL (using Webflow if necessary)
Be able to create your own 3D modeling (e.g. with Spline)
To be able to evaluate immersive 3D web environments (performance, etc.)
<table>
<tr><th>Knowledge</th><th>Knowledge</th><th>Skills</th><th>Expertise</th></tr>
<tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Even</td><td>x</td><td>x</td><td></td></tr>
<tr><td>Social</td><td>x</td><td>x</td><td></td></tr>
</table></td></tr>
<tr><td>Contents</td><td>3D modeling (light, rasterization, vectors, transformations, textures, etc.)
Real-time 3D (on the web) (performance, restrictions, etc.)
Development of interactive experiences on the web
Understanding the importance of immersive web experiences
Importance of interactivity / immersiveness for the user experience
Be able to design interactive 3D web applications, in particular with the Google Modelviewer, Spline and WebGL (using Webflow if necessary)
Be able to create your own 3D modeling (e.g. with Spline)
Be able to evaluate immersive 3D web environments (performance, etc.)
Excursus: Virtual reality, especially web-based VR (e.g. with the Meta Quest 3 / 4)</td></tr>
<tr><td>Teaching / learning methods</td><td>Lecture and discussion, case studies, group work with presentation</td></tr>
<tr><td>Literature / teaching material</td><td>Script
Recommended reading, always in the latest edition:
(2022). Introduction to Computer Graphics and Ray-Tracing Using the WebGPU API. https://doi.org/10.1145/3550495.3558218
Akenine-Möller, T., Haines, E., & Hoffman, N. (2018). Real-Time Rendering, Fourth Edition. A K Peters/CRC Press.
Cantor, D., & Jones, B. (2014). WebGL Beginner's Guide. Packt Publishing.
Matsuda, K., & Lea, R. (2013). WebGL Programming Guide: Interactive 3D Graphics Programming with WebGL. Addison-Wesley Professional.
Hughes, J. F., van Dam, A., McGuire, M., Sklar, D. F., Foley, J. D., Feiner, S. K., & Akeley, K. (2014). Computer Graphics: Principles and Practice. Addison-Wesley.
Krug, S. (2014). Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability. New Riders.
Weinschenk, S. (2011). 100 Things Every Designer Needs to Know About People. New Riders.</td></tr>
</table>

		● Baker, C. M. (2022). *Immersive Technologies: Benefits, Challenges and Predicted Trends*. ● Arnaldi, B., Guitton, P., & Moreau, G. (2018). *Virtual Reality and Augmented Reality: Myths and Realities*. Wiley. ● Sherman, W. R., & Craig, A. B. (2018). *Understanding Virtual Reality: Interface, Application, and Design*. Morgan Kaufmann. ● Jerald, J. (2015). *The VR Book: Human-Centered Design for Virtual Reality*. ACM Books. ● Bailenson, J. (2018). *Experience on Demand: What Virtual Reality Is, How It Works, and What It Can Do*. W. W. Norton & Company. ● Neelakantam, S., & Pant, T. (2017). *WebVR: Virtual Reality on the Web*. ● ZHANG, D. et. al (2022): The Metaverse: Opportunities and Challenges for Marketing in Web3, SSRN.
	Specifics	-
Organi-sation	**ECTS points**	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 10 % (20 units) : 40 % : 50 %

Digital Leadership & Transformation

Module Description		Digital Leadership
Contribution of the module to the study objectives	**Qualification targets**	• Develop an understanding of the challenges in companies that make agile and digital leadership necessary • Develop an understanding of what human-centered leadership is • Develop an understanding of why ambidexterity plays a central role in digital leadership • Gain an overview of key leadership tools • Gain the ability to evaluate and apply relevant agile management and digital leadership tools
	Contents	See course
	Teaching / learning methods	Lecture, discussions, exercises, case studies, simulation-based learning
Prerequisites for participation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	see literature references under course
References ...	**... to other modules**	Digital Strategy & Transformation
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Student research project 100 %
Organisation	**Module coordinator/ Lecturer**	Manuel Pflumm
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 10 % (20 units) : 40 % : 50 %
Course		**Digital Leadership Development**

<table>
<tr><th colspan="2">Course</th><th>Digital Leadership</th></tr>
<tr><td rowspan="7">Course Details</td><td>Qualification goals</td><td>The students should be enabled to
Develop an understanding of the challenges in companies that make agile and digital leadership necessary
Develop an understanding of what human-centered leadership is
Develop an understanding of why ambidexterity plays a central role in digital leadership
Gain an overview of key leadership tools
Gain the ability to evaluate and apply relevant agile management and digital leadership tools
<table>
<tr><th>Knowledge</th><th>Knowledge</th><th>Skills</th><th>Expertise</th></tr>
<tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Even</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Social</td><td>x</td><td>x</td><td>x</td></tr>
</table></td></tr>
<tr><td>Contents</td><td>Framework conditions and challenges in companies that make agile and digital leadership tools necessary
Resistance in digital transformations
Personalities and their reactions in digital transformations
Agile and digital leadership methods and tools in digital transformations
Application of agile and digital leadership methods and tools in the simulation game "Leaderfy"</td></tr>
<tr><td>Teaching / learning methods</td><td>Lecture and discussion, case studies, presentation, simulation-based learning</td></tr>
<tr><td>Literature / teaching material</td><td>Script
Recommended reading, always in the latest edition:
Bodrožić-Brnić, K., Schulte, V. & Thiesen, T. (2024): Leadership for Digital Transformation, Wiesbaden.
Kouzes, J. M. & Posner, B. Z. (2024): The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader. 4th edition. Wiley.
Northouse, P. G. (2021): Leadership Theory and Practice. 9th edition. SAGE Publications.
Sinek, S. (2025): Start with Why 15th Anniversary Edition: How Great Leaders Inspire Everyone to Take Action. Penguin Publishing Group; Reprint Edition.
Trost, A. (2025): The Reflective Leader: A Guide to Context-Driven Leadership and Building Trust, Wiesbaden.</td></tr>
<tr><td>Specifics</td><td>-</td></tr>
<tr><td rowspan="3">Organi-sation</td><td>ECTS points</td><td>6 ECTS</td></tr>
<tr><td>Workload</td><td>150 hours</td></tr>
<tr><td>Allocation</td><td>Attendance : preparation/follow-up + self-study : assignments/group work = 10 % (20 units) : 40 % : 50 %</td></tr>
</table>

Module Description		Digital Transformation
Contri-bution of the module to the aim	**Qualification goals**	• Understanding digital transformation, especially (disruptive) business models • Learning to analyze influencing factors as triggers of a business model transformation/technologies of platform business models • Recognising the reasons for and special features of business model transformation • Stages of digital transformation, in particular business model transformation incl. case study (multi-level business model) • Understanding corporate culture, team climate and participative design options • Understanding possible roles and tasks of the manager and employees (employee participation) in the development of the team and the team climate • Get to know the forms and dimensions of intrapreneurship and the corresponding cultural elements
	Contents	See course
	Teaching / learning methods	Lecture, discussions, exercises and case studies
Prerequi-sites for partici-pation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	see literature references under course
References ...	**... to other modules**	Digital Business Innovation; Digital Leadership Development
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Paper/ presentation 100 %
Organi-sation	**Module responsible/ Lecturer**	• Prof. Dr. Michael Hepp • Prof. Dr. Stefan Remhof
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %

Course	**Digitale Transformation & nachhaltiges Veränderungsmanagement / Digital Transformation & Sustainable Change Management**

<table>
<tr><th colspan="2">Course</th><th colspan="4">Digital Transformation</th></tr>
<tr><td rowspan="7">Course Details</td><td>Qualification goals</td><td colspan="4">The students should be enabled to
● Understanding digital transformation, especially (disruptive) business models
● Learning to analyze influencing factors as triggers of a business model transformation/technologies of platform business models
● Recognising the reasons for and special features of business model transformation
● Stages of digital transformation, in particular business model transformation incl. case study (multi-level business model)
● Understanding corporate culture, team climate and participative design options
● Understanding possible roles and tasks of the manager and employees (employee participation) in the development of the team and the team climate
● Get to know the forms and dimensions of intrapreneurship and the corresponding cultural elements</td></tr>
<tr><td rowspan="5"></td><td>Knowledge</td><td>Knowledge</td><td>Skills</td><td>Expertise</td></tr>
<tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Even</td><td>x</td><td>x</td><td></td></tr>
<tr><td>Social</td><td>x</td><td>x</td><td></td></tr>
<tr><td>Contents</td><td colspan="4"><u>Digital Business Model Transformation:</u>
● Multi-level digital business model transformation
● Digital transformation, in particular (disruptive) business models
● Stages of digital transformation, in particular business model transformation incl. case study (multi-level business model)
● Development of a customer-centric digitalisation strategy (incl. product-market fit analysis)
● Influencing factors as triggers for business model transformation/ Platform Business Model technologies
● Reasons for and special features of business model transformation

<u>Participative transformation & change management:</u>
● Corporate culture, team atmosphere and participative design options
● Concepts that enable the team climate to be used for the further development of the corporate culture
● Possible roles and tasks of the manager and employees (employee participation) in the development of the team and the team climate
● Implementation example of a team transformation and its effects
● Forms & dimensions of intrapreneurship and the corresponding cultural elements
● Development of a participative transformation & change management concept</td></tr>
<tr><td>Teaching / learning methods</td><td colspan="4">Lecture and discussion, case studies, group work with presentation</td></tr>
</table>

	Literature / teaching material	Script Recommended reading, always in the latest edition: ● Osterwalder, A.; Pigneur Y. (2011): Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers ● Osterwalder, A.; Pigneur Y. (2014): Value Proposition Design ● Blank, S.; Dorf, B. (2020): The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company ● BODROZIC-BRNIC, K./ Schulte, V./ THIESSEN, T. (2024): Leadership for Digital Transformation. Navigating the Journey, Springer Gabler. ● DETSCHER, S. (2021, Hrsg.): Digitales Management & Marketing, Teil II Digitale Innovation, Transformation und agile Entwicklung von Organisationen, S. 111-230. ● HEPP, M./ DETSCHER, S. (2021): Multi-Level Digital Business Model Transformation. In: Detscher, S. (Hrsg.), Digitales Management & Marketing, Springer Gabler, S. 39-49. ● IVASCU, L./ CIOCA, L.-I./ DOINA, B./ FILIP, F.G. (2024): Digital Transformation. Exploring the Impat of Digital Transformation on Organizational Progress, Springer Gabler. MCIVOR, R. (2025): Digital Transformation: Strategies for Management Success, Palgrave. ● SWOBODA, M. (2022): Innovational Leadership, Springer Gabler.
	Specifics	-
Organi-sation	**ECTS points**	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %

Digital Marketing & Sales

Module Description		Digital Marketing
Contribution of the module to the aim	**Qualification goals**	• Understanding the influence of digitalisation on marketing • Analyzing the behavior of digital customers • Get to know new trends in digital marketing • Develop a digital marketing strategy • Understanding digital global brand management and being able to develop corresponding concepts • Be able to define and implement a global digital marketing plan including a campaign mix with relevant tools and channels • International rollout
	Contents	See course
	Teaching / learning methods	Lecture, discussions, exercises and case studies
Advance requirements for participation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	see literature references under course
References ...	**... to other modules**	Digital Sales & E-Commerce
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Student research project and presentation 100 %
Organisation	**Module coordinator/ Lecturer**	• Prof. Dr. Stefan Detscher • Anita Brenner
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %
Course		**Digital Marketing**

<table>
<tr><th colspan="2">Course</th><th colspan="4">Digital Marketing</th></tr>
<tr><td rowspan="3">Course Details</td><td>Qualification goals</td><td colspan="4">The students should be enabled to
● Be able to develop and implement digital marketing strategies, digital brand concepts and international campaign planning and execution
● Understanding the influence of digitalisation on marketing
● Analyzing the behavior of digital customers
● Develop a digital marketing strategy
● Understanding digital global brand management and being able to develop corresponding concepts
● Be able to define and implement a global (digital) campaign mix</td></tr>
<tr><td></td><td colspan="4"><table>
<tr><th>Knowledge</th><th>Knowledge</th><th>Skills</th><th>Expertise</th></tr>
<tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Even</td><td>x</td><td>x</td><td></td></tr>
<tr><td>Social</td><td>x</td><td>x</td><td></td></tr>
</table></td></tr>
<tr><td>Contents</td><td colspan="4"><u>Digital Marketing Strategy & Growth Hacking:</u>
● The influence of digitalisation on marketing
● Digital behavior of customers/ buying personas and customer segmentation
● Digital marketing strategy analysis (incl. analysis tools)
● Digital marketing strategy development incl. KPI target definition
● Digital marketing concept/ growth hacking
● Development of a digital marketing strategy and growth hacking funnel concept

<u>Digital Global Branding & Campaign Management:</u>
● Digital B2C and B2B brand marketing
● Global digital brand strategy & management with case studies
● On-offline brand presence, online/offline channel mix and brand value enhancement through digital footprint, with practical examples and exercises
● Online campaign planning with case studies
● Presentation of digital brand concept and presentation of practical implementation of digital brand footprint by student
● International campaign rollout with case studies
● Development of global brand rollout concept and global campaign planning</td></tr>
<tr><td>Teaching / learning methods</td><td colspan="4">Lecture and discussion, case studies, group work with presentation</td></tr>
</table>

	Literature / teaching material	Script + literature recommendations, each in the latest edition: ● CHAFFEY, Dave / ELLIS-CHADWICK, Fiona (2022): Digital Marketing – Strategy, Implementation & Practice, 8th Edition, Harlow.. ● DETSCHER, S. (2021, Hrsg.): Digitales Management & Marketing, Teil III Digitale Disruption of Marketings and Customer Journey, S.231-480. ● ELLIS, J./ BROWN, M. (2017) Hacking Growth: How Today's Fastest-Growing Companies Drive Breakout Success, New Yor. ● KRAUS, J./ REVELLA, A. (2024). Buyer Personas: Gain Deep Insight Into Your Customers' Buying Decisions and Win More Business, Hoboken. ● KREUTZER, R. (2021): Online-Marketing, 4. Edition, Wiesbaden. ● SOLBERG SÖLLEN, K. (2024): Digital Marketing Tools, Techniques and Best Practices
	Specifics	-
Organi-sation	**ECTS points**	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %

Module Description		Digital Sales & E-Commerce
Contri-bution of the module to the study objectives	**Qualification targets**	• Understanding and analyzing multi- and omni-channel retailing • Understand differences and synergies between the channels • Develop relevant sales strategy incl. e-commerce biz models, market place concepts as well as point of sale
	Contents	See course
	Teaching / learning methods	See course
Prerequi-sites for participatio n	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	No preparation necessary
Reference s ...	**... to other modules**	Digital Marketing, Customer Experience, Digital Business Innovation
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability and competitiveness.
Examination		Case Study Presentation and Oral Exam = 100%
Organi-sation	**Module coordinator/ Lecturer**	• Prof. Dr. Dirk Funck • Sonja Mechling
	Language	English
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %
Course		**Digital Sales & E-Commerce**

<table>
<tr><th colspan="2">Course</th><th colspan="4">Digital Sales & E-Commerce</th></tr>
<tr><td rowspan="3">Course Details</td><td>Qualification goals</td><td colspan="4">The students should be enabled to …
● understand and analyze multi- and omni-channel retailing
● understand differences and synergies between the channels
● develop relevant sales strategy incl. e-commerce biz models, market place concepts as well as point of sale</td></tr>
<tr><td></td><td>Knowledge</td><td>Knowledge</td><td>Skills</td><td>Expertise</td></tr>
<tr><td></td><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td></td><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td></td><td>Even</td><td>x</td><td>x</td><td></td></tr>
<tr><td></td><td>Social</td><td>x</td><td>x</td><td></td></tr>
<tr><td></td><td>Contents</td><td colspan="4">● retail development: facts, figures and business models
● point of sale marketing: point of experience & digital-instore-sales
● sales strategies between multi-channel and omni-channel (B2C and B2B)
● Digital Sales & e-Commerce (with Global Case Studies - practical examples and international cases)
o Strategic Foundations: Understanding the roles, advantages, and trade-offs between own online shops and marketplace models across B2B and B2C contexts
o Own Shop Success Factors: Key setup choices (e.g., Shopify, WooCommerce), branding, conversion optimization, and global scaling strategies
o Marketplace Deep Dive: How to navigate Amazon, Alibaba, MercadoLibre & others – services, visibility algorithms, logistics integration, and localization
o B2B eCommerce Evolution: Digitization of procurement, buyer journeys, platforms like Mercateo… Integration with ERP/CRM systems
o B2C Growth Tactics: Influencer strategies, server-side tracking, and personalization for conversion, social commerce,
o Tech & Operations: Overview of fulfillment, returns, cross-border logistics, and modular commerce tech stacks (PIM, OMS, headless CMS)
o Future Trends: AI in eCommerce, Web3 applications etc</td></tr>
<tr><td></td><td>Teaching / learning methods</td><td colspan="4">(Online) lecture, discussions, exercises and case studies, guest speaker B2B-sales</td></tr>
</table>

	Literature / teaching material	recommended reading (Literature is also available in English) ● Funck, D., Schinnenburg, H. (2024): Vertriebsstrategien zur Marktdurchdringung im Konsumgüterhandel - Das Beispiel BETTENRID, München, in: Schuster, G., Schulte, B.: Transformation im Consumer Sales - Innovative Unternehmenspraxis: Insights, Strategien und Impulse, Wiesbaden, Springer Gabler, S. 49-62. ● Funck, D.; Perez Mengual, M. (2025): Der Einsatz von konversationalen Agenten im Einzelhandel: Potenziale, Hürden und Umsetzungsempfehlungen - ein Literature Review und das Fallbeispiel "Plant Finder", in: Detscher, S.; Hepp, M.: Praxishandbuch Digitales Management, Springer-Verlag, Wiesbaden. ● Wilson, D. J.; Diller, K. (2020): *How Digital Transformation Is Reshaping B2B Sales*, Harvard Business Review, Juni 2020. ● Handout accompanying the lectures ● Further reading references in the courses
	Specifics	-
Organi-sation	**ECTS-Points**	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %

Digital Research

Module Description		Master Research Seminar
Contri-bution of the module to the study objectives	**Qualification targets**	The students should: ● learn to successfully plan a research project (e.g. empirical Master's thesis) ● find the relevant international literature, especially in their field of specialization, read it critically and evaluate it analytically ● select the appropriate empirical methodology for their research questions and object of research ● present the literature, their research questions, their methodology and results in a convincing and easy-to-understand manner ● use IT tools such as literature databases or the literature management programme Zotero as well as LLM-based tools effectively and efficiently
	Contents	See course
	Teaching / learning methods	Lecture with discussion and exercises
Prerequi-sites for partici-pation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	cf. literature references for the course
Reference s ...	**... to other modules**	Theories and scientific methods from other modules can be introduced and used as examples
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. A science-based approach is crucial for taking on responsibility in companies and society. To enable students to take such an approach, they need to understand how to tackle practical problems based on science.
Examination		Seminar Paper 100%
Organi-sation	**Module coordinator/ Lecturer**	Prof. Dr. Carsten Herbes
	ECTS points	6 ECTS
	Workload	150 hours
	Allocation	Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %
Course		Digital Research Seminar

<table>
<tr><th colspan="2">Course</th><th colspan="4">Master Research Seminar</th></tr>
<tr><td rowspan="11">Course Details</td><td rowspan="6">Qualification goals</td><td colspan="4">The students should be able to
successfully plan a research project (e.g. empirical Master's thesis)
find the relevant international literature, especially in their field of specialization, read it critically and evaluate it analytically
select the appropriate empirical methodology for their research questions and object of research
present the literature, their research questions, methodology and results in a convincing and easy-to-understand manner
Use IT tools such as literature databases or the literature management programme Zotero as well as LLM-based tools effectively and efficiently</td></tr>
<tr><td>Knowledge</td><td>Knowledge</td><td>Skills</td><td>Expertise</td></tr>
<tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Even</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Social</td><td></td><td></td><td></td></tr>
<tr><td>Contents</td><td colspan="4">Efficient literature search with Web of Science, EBSCO, EconLit, Google Scholar etc.
Efficient reading of academic papers and critical approach to literature
Use of theories in general and theories in the field of digital management
Overview of empirical research methods and criteria for selecting a suitable method
Overview of qualitative and quantitative research methods
Deep dive: Interviews and online surveys
Content analysis
Options for the publication of research results
Further content as required</td></tr>
<tr><td>Teaching / learning methods</td><td colspan="4">Lecture and discussion, exercises</td></tr>
<tr><td>Literature / teaching material</td><td colspan="4">Script

Recommended reading, always in the latest edition:
Bell, Emma; Bryman, Alan; Harley, Bill (2022): Business Research Methods, 6th edition, Oxford University Press, Oxford
Saunders, Mark ; Lewis, Philip ; Thornhill, Adrian (2019): Research methods for business students, 8th edition, Pearson, Harlow
Gastel, Barbara; Day, Robert (2023): How to write and publish a scientific paper, 9th edition, Greenwood, Santa Barbara
Kuckartz, Udo; Rädiker, Stefan (2023): Qualitative content analysis, Sage, Thousand Oaks and London</td></tr>
<tr><td>Specifics</td><td colspan="4">Individual coaching for creating an exposé for the Master's thesis</td></tr>
<tr><td rowspan="3">Organi-sation</td><td>ECTS points</td><td colspan="4">6 ECTS</td></tr>
<tr><td>Workload</td><td colspan="4">150 hours</td></tr>
<tr><td>Allocation</td><td colspan="4">Attendance : preparation/follow-up + self-study : assignments/group work = 14 % (28 teaching units) :43 % :43 %</td></tr>
</table>

Module Description		Master Thesis
Contribution of the module to the study objectives	**Qualification targets**	The students should: ● Successfully complete a research paper (e.g. empirical Master's thesis) as an independent project ● Analyze the relevant (also international) literature, especially in their field of specialization, in an analytically profitable way in their research work ● Apply the appropriate empirical methodology for their research questions and subject matter ● Write linguistically appropriate ● Use IT tools such as literature databases or the literature management programme Citavi effectively and efficiently
	Contents	See course
	Teaching / learning methods	Master's thesis, lecture with discussion and exercises
Prerequisites for participation	**Knowledge, skills, competences**	No formal requirements for participation
	Preparation for the module	cf. literature references for the course
References ...	**... to other modules**	Theories and scientific methods from other modules can be introduced and used as examples
	... to the HfWU profile	Practice-orientated curriculum strongly focused on the needs of part-time students. Current and innovative topics in the field of digitalisation are taught by highly qualified academics and practitioners. The teaching content is supported by high-quality, practice-orientated research with corresponding publications. From a social point of view, the course will help employees and the self-employed to further their education in the area of digitalisation, which is very important for professional development today and in the future, and thus ensure their long-term and sustainable employability/competitiveness.
Examination		Master's thesis (6 months) 100%
Organisation	**Module coordinator/ Lecturer**	● Prof. Dr. Carsten Herbes ● further professors & lecturers of study program + Dr. Theresa Fritz
	ECTS points	24 ECTS
	Workload	600 hours
	Allocation	Coaching : own work = 1 % (4 teaching units) : 99 %
Course		Master thesis

<table>
<tr><th colspan="2">Course</th><th>Master Thesis</th></tr>
<tr><td rowspan="7">Course Details</td><td>Qualification targets</td><td>The students should be enabled to
Successfully complete a research paper (e.g. empirical Master's thesis) as an independent project
Analyse the relevant (also international) literature, especially in their field of specialization, in an analytically profitable way in their research work
Apply the appropriate empirical methodology for their research questions and subject matter
Write linguistically appropriate
Use IT tools such as literature databases or the literature management programme Citavi effectively and efficiently
<table>
<tr><th>Knowledge</th><th>Knowledge</th><th>Skills</th><th>Expertise</th></tr>
<tr><td>Subject</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>System</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Even</td><td>x</td><td>x</td><td>x</td></tr>
<tr><td>Social</td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Contents</td><td>Raise theoretical foundations
Evaluating the state of research
Conduct your own empirical research
Make an interpretation
Provide recommendations for action
Identify the need for further research</td></tr>
<tr><td>Teaching / learning methods</td><td>Lecture and discussion, exercises</td></tr>
<tr><td>Literature / teaching material</td><td>See script and recommended literature in Master Research seminar</td></tr>
<tr><td>Specifics</td><td>Individual tips for creating an exposé for the Master's thesis</td></tr>
<tr><td rowspan="3">Organi-sation</td><td>ECTS-Points</td><td>24 ECTS</td></tr>
<tr><td>Workload</td><td>600 hours</td></tr>
<tr><td>Allocation</td><td>Coaching : own work = 1 % (4 teaching units) : 99 %</td></tr>
</table>