IS2505: E-BUSINESS

Effective Term
Semester A 2025/26

Part I Course Overview

Course Title
e-Business

Subject Code
IS - Information Systems
Course Number
2505

Academic Unit
Information Systems (IS)

College/School
College of Business (CB)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
CB2505 E-Business

Exclusive Courses
Nil

Part II Course Details

Abstract
The evolving trend of E-Business involves a wide adoption of "Internet+" technologies (e.g. social networks, mobile apps, big data and cloud services) and the use of data-driven approach. On completion of this course, students should be able

to understand the emerging E-Business ecosystems, which has fundamentally changed the way on how organizations conduct business. The course emphasizes on the key concepts related to the business and technology aspects of conducting E-Business. Students will build conceptual and logical knowledge and capabilities in four areas: 1) Fundamentals of E-Business and 2) E-Business technologies and applications (e.g., Internet and web technologies, online media), 3) Data-driven approach (e.g., predictive analytics), 4) E-Business strategies (e.g., e-commerce and data-centric business models).

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the concepts, technologies, data-driven approach and business models of E-Business.	30	x	x	
2	Critically analyse the application of Internet technologies (e.g. social, mobile, big data and cloud services) that can improve the efficiency and effectiveness of businesses.	30	x	x	x
3	Formulate effective solutions to address e-business challenges.	20	x	x	x
4	Apply good communication and interpersonal skills in presenting E-Business solutions.	20	x	x	

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	LTA1: Lecture: Concepts and general knowledge of information systems are explained.	In-class discussion: Students will participate in discussions in lectures (e.g. face-to-face discussion, using digital devices). Recap: In the beginning of every lecture, the lecturer will try to highlight the key topics covered in the previous lecture.	1, 2	2 Hours/ Week

2	LTA2: Tutorial: The tutorial covers the managerial, analytical and technical aspects of various e-business applications.	Tutorial exercises: Student will experience case studies, discussion and hands-on activities on operations function and e-business management. Case/ Group project discussion: Students will be given a case/project to analyze and discuss.	3, 4	1 Hour/ Week
3	LTA3:Outside classroom activities: Additional help provided outside official class time.	Readings and Case studies: Students will study business cases and related readings with IT. Further discussion and practical exercises in relation to the business cases can be conducted in tutorial sessions. Online Social Media: Online social media is leveraged to provide a platform that enables students and teachers to discuss issues related to the teaching topics anytime anywhere.	2, 4	1 Hour/ Week

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	AT1: Tutorial Exercises10% is given for student’ s participation in terms of quality of questions, answers and student engagement for tutorial exercises and case studies.	2	10	-	No

2	AT2: Group ProjectThe project is designed to test students' ability in proposing E-Business plan. Second part of the project is designed to test students' abilities in designing and applying IT and data-driven approach to support their proposal and the delivery of goods and services identified in first part.	3, 4	25	GenAI may be used to generate ideas during preparation, but you are not allowed to copy and paste its output directly into your final submission.	Yes
3	AT3: Written Test or AssignmentThe individual test or assignment is designed to gauge the student's grasp on e-business management and data analytics concepts and knowledge, as well as the ability to discover new knowledge and apply them to solve business problems in realistic business situations.	1	25	GenAI is not allowed in the final exam. It may be used to generate ideas during preparation, but you are not allowed to copy and paste its output directly into your final submission.	Yes

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

AT1:Tutorial Exercises

Criterion

Ability to accurately describe all key concepts, technologies, data-driven approach and business models for electronic business; with understanding of the measurement and evaluation of related tools.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
AT2:Group Project

Criterion
Ability to discover and design effective e-business solutions.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
AT2:Group Project

Criterion
Capacity to work in teams and to communicate business information effectively in various formats; to support a complete range of daily life activities and life-long learning.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
AT3:Written Test or Assignment

Criterion
Capacity for self-directed learning towards understanding e-business concepts, technologies, data-driven approach, business models and problems and providing effective solutions.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
AT4:Final Examination

Criterion
Ability to accurately describe all key concepts, technologies, data-driven approach and business models for electronic business; with understanding of the measurement and evaluation of related tools.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Assessment Task
AT4:Final Examination

Criterion
Ability to discover and design effective e-business solutions.

Excellent (A+, A, A-)
High

Good (B+, B, B-)
Significant

Fair (C+, C, C-)
Moderate

Marginal (D)
Basic

Failure (F)
Not even reaching marginal levels

Part III Other Information

Keyword Syllabus
Electronic commerce; Electronic business; Typical electronic business models and revenue models; Platforms; Sharing Economy; Workflow digitization; Data-driven business model; Data-driven operations; Data-analytical thinking; Internet and web technologies; Concepts on predictive analytics; Social and mobile commerce, Social media and marketing; Online communities; E-Business strategy and performance measurement; E-Businesses Security and Privacy.

Reading List

Compulsory Readings

	Title
1	Kenneth Laudon and Carol Traver, E-Commerce 2023-2024: business. technology. society., 18th Global Edition, Pearson, 2023, ISBN: 9781292449722.
2	Foster Provost and Tom Fawcett, Data Science for Business: What You Need to Know About Data Mining and Data-Analytics Thinking, O' Reilly, 2013, ISBN: 9781449361327.

Additional Readings

	Title
1	Efraim Turban, David King, Jae Kyu Lee, Ting-Peng Liang, and Deborrah C. Turban, Electronic Commerce 2018: A Managerial and Social Networks Perspectives, 9th Edition, Springer, 2018, ISBN: 978-3-319-58715-8.
2	Ramesh Sharda, Dursun Delen and Efraim Turban, Business Intelligence, Analytics and Data Science: A Managerial Perspective, 4th Edition, Pearson, 2018, ISBN: 978-0134633282.
3	Arun Sundararajan, The Sharing Economy: The End of Employment and the Rise of CrowdBased Capitalism, MIT Press, 2016, ISBN: 9780262034579.
4	Geoffrey G. Parker, Marshall W. Van Alstyne, and Sangeet Paul Choudary, Platform Revolution: How Networked Markets Are Transforming the Economy--And How to Make Them Work for You, W. W. Norton & Company, 2016, ISBN: 0393249131.

5	Arvind Sathi, Big Data Analytics: Disruptive Technologies for Changing the Game, Mc Press, 2013, ISBN: 978-1583473801.