

E-COMMERCE

Course code	<i>MNG154</i>
Compulsory in the programmes	<i>Business Management and Marketing</i>
Level of studies	<i>Undergraduate</i>
Number of credits	<i>6 ECTS (48 in-class hours + 6 consultation hours + 2 exam hours, 106 individual work hours)</i>
Course coordinator	<i>Paul Trusch, Veronika Siurbyte-Cernecke, Fabian Sanchez</i>
Prerequisites	<i>Marketing Principles</i>
Language of instruction	<i>English</i>

THE AIM OF THE COURSE:

The course equips students to plan, build and grow e-commerce businesses in a market reshaped by AI, regulatory change, and shifting consumer behaviour. Students learn the core concepts of online retail — site building, UX, SEO, advertising, analytics, social and influencer commerce, marketplaces, marketing automation, and the ethics and EU regulation framing the field — and apply them in a real e-commerce project run together with a local Lithuanian partner and Wix.

By the end of the course, students are able to identify e-commerce opportunities, build a real online store, drive traffic through organic, paid and AI-driven channels, measure performance, and operate within current European regulation and ethical standards.

MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESSMENT AND TEACHING METHODS

Course level learning outcomes (objectives)	Degree level learning objectives	Assessment methods	Teaching methods
CLO1. Provide students with a working understanding of e-commerce concepts and the AI-driven shifts shaping the field.	BLO1.1, BLO2.1	Midterm test, coursework / presentation	Lecture
CLO2. Enhance students' abilities to analyse e-commerce cases, identify demand-side threats and opportunities, and propose viable responses.	BLO1.2, BLO4.1	Midterm test, final exam, case studies, coursework / presentation	Lecture and seminar
CLO3. Enable students to identify e-commerce opportunities and translate them into actionable shop concepts.	BLO1.2, BLO3.1, BLO3.2, BLO4.1, BLO4.2	Case studies, seminar project	Seminar
CLO4. Enable students to plan, build, launch and present an end-to-end e-commerce project to an industry jury.	BLO1.1, BLO2.1, BLO4.2	Seminar project, pitch	Lecture and seminar
CLO5. Expand students' understanding of social, influencer and short-video commerce as commercial channels.	BLO1.1, BLO2.1	Midterm test, seminar project	Lecture and seminar

Course level learning outcomes (objectives)	Degree level learning objectives	Assessment methods	Teaching methods
CLO6. Develop the ability to work in a team, present results in oral and written form, and argue commercial decisions to a jury and to peers.	BLO1.2, BLO2.1, BLO4.2, BLO4.3	Midterm test, final exam, coursework / presentation, pitch	Lecture and seminar

ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism, are fully applicable and will be strictly enforced in the course. Academic dishonesty and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM reminds students that they are expected to adhere to and maintain the same academic honesty and integrity that they would in a classroom setting.

USE OF AI TOOLS

All course participants must comply with the ISM University of Management and Economics Artificial Intelligence Policy published on the e-learning platform. Generative AI is treated in this course as a professional e-commerce tool. AI may support students' work, but it may not replace their own analysis, judgement and decision-making. Students remain responsible for the accuracy, quality and integrity of all submitted and presented work.

Seminar project – build phase and further seminar tasks (35%)

The use of generative AI is permitted and encouraged where relevant to the task. Students may use AI and AI-enabled e-commerce tools to support website development, product content, SEO, UX/UI, customer journey design, campaign ideas, analytics, marketing automation and other project activities.

Students must critically evaluate AI-generated outputs and make their own decisions about what to implement in the shop. All factual claims and externally sourced information must be verified against credible sources. Where a specific seminar task provides different AI instructions, those instructions take priority.

Pitch (15%)

AI may be used to support the preparation of the pitch, including structuring the presentation, improving language, developing visuals and rehearsing potential questions. However, the commercial reasoning, evaluation of the shop and decisions presented to the jury must reflect the group's own work. Students must be able to explain and defend all elements of their project and answer the jury's questions independently.

Mid-term exam (20%) and Final exam (30%)

The exams are individual work. The use of generative AI or other automated assistance during the examinations is not permitted and will be treated as cheating. AI may be used for exam preparation, for example to explain concepts, generate practice questions or support self-testing, but the knowledge and understanding demonstrated during the examinations must be the student's own.

COURSE OUTLINE

Topic	In-class hours	Readings
Building E-Commerce Web Sites <i>Platforms, tools, group formation and project briefing for the seminar project.</i> <i>Paul Trusch</i>	4	Neilpatel Blog, Wix Help Center, Shopify Commerce Trends 2026
The E-Commerce Journey <i>How traffic enters a shop, what happens behind the scenes, and how the product reaches the customer: funnels and acquisition, on-site flow, payments, logistics, fulfilment, returns.</i>	4	Statista E-Commerce Reports, Baymard funnel research, Shopify and Wix logistics guides

Topic	In-class hours	Readings
<i>Veronika Siurbyte-Cernecke</i>		
AI in E-Commerce <i>Generative Engine Optimization, AI-generated product content, AI-powered on-site search and recommendations, and agentic commerce. Outlook of what AI and E-Commerce will expect.</i> <i>Paul Trusch</i>	4	Anthropic and OpenAI documentation, Search Engine Journal AI Search section, a16z Commerce notes
UX/UI for E-Commerce <i>Core UX/UI principles, purchase journey, new user analysis, checkout UX, conversion-critical patterns and tools.</i> <i>Veronika Siurbyte-Cernecke</i>	4	Baymard Checkout UX Reports, NN/g (Jakob Nielsen) Articles, Wix and Shopify UX Blogs
Search Engine Optimization (Onsite + Offsite) <i>Technical SEO, content optimization, link strategy and E-E-A-T - covered in a single integrated session.</i> <i>Paul Trusch</i>	4	SearchEngineLand, Ahrefs Blog, Google Search Central
Pitching Online Shops <i>Each group pitches its shop to a jury. One winning shop is selected for further work in the seminar; additional category prizes are awarded to other teams.</i> <i>Paul Trusch</i>	4	—
Search Engine Advertising <i>Google Ads fundamentals, campaign structure, budgeting, measurement.</i> <i>Paul Trusch</i>	4	Google Ads Help, Meta for Business
Setting Up & Measuring with GA4 <i>Google Analytics 4 setup, consent and GDPR, mapping the full purchase journey, attribution and reporting.</i> <i>Veronika Siurbyte-Cernecke</i>	4	Google Analytics Help, Simo Ahava Blog
Social Media and Influencer Marketing <i>Organic and paid social, influencer partnerships, TikTok Shop, Instagram and YouTube Shopping, live commerce.</i> <i>Fabian Sanchez</i>	4	Shopify Influencer Guide, TikTok for Business, Instagram Shopping Guide
Marketing Automation <i>From the basics to trigger-based campaigns: building automated lifecycle funnels for acquisition, conversion and retention.</i> <i>Veronika Siurbyte-Cernecke</i>	4	Omnisend Blog, HubSpot Academy, Marketo Marketing Automation Guide
E-Commerce Marketplaces & Trends	4	European E-Commerce Report, Statista E-Commerce, Amazon

Topic	In-class hours	Readings
<i>Marketplace strategy (Amazon and EU context) plus the global market view: growth, channels and statistics.</i> <i>Michael Erixon</i>		Seller Central, Shopify & Wix Commerce Trends
Ethics & EU Regulation in E-Commerce + ISM Handover <i>Transparency, data protection, fairness and intellectual property, framed against the EU regulatory stack: GDPR, DSA, DMA, AI Act, and the European Accessibility Act. The lecture closes with a formal handover of the class-built shop to ISM.</i> <i>Michael Erixon & Paul Trusch</i>	4	European Commission DSA / DMA / AI Act overviews, EDPB guidance, European Accessibility Act summary
	Total: 48 hours	
CONSULTATIONS	6	
FINAL EXAM	2	

FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components 50%</i>	
Seminar project (build phase + further seminar tasks)	35
Pitch	15
<i>Individual Components 50%</i>	
Mid-Term Exam	20
Final Exam	30
Total:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

The lecturer reserves the right to choose the form of the exam. Details about the structure of the exam and the grading policy will be presented on the first day of the lectures and will be published online.

The seminar project (35%) is the heart of the course. It combines a group shop build in the first half of the semester with subject-driven seminar tasks in the second half.

Build phase (Lectures 1–5). Each group of around five students builds its own Wix shop for the partner product, sold under an ISM identity. Wix provides free licenses and AI-powered site-building tools. Every group receives the same brief and is judged against the same criteria: corporate-identity compliance, SEO, and UX/UI. Weekly seminars are working sessions: groups iterate on the shop with direct lecturer feedback. By the end of Lecture 5, each shop must be live, present the product correctly, have a measurable conversion path, and be ready for the pitch.

Further seminar tasks (Lectures 7–12). Each lecture after the pitch is paired with a subject-driven seminar task that applies the lecture's material in practice. Tasks are issued by the lecturer of the week.

The seminar grade reflects both halves: the quality of the group's Wix shop in the build phase and the quality of the group's work on the further seminar tasks. Detailed criteria are issued in Lecture 1.

The pitch (15%) takes place in Lecture 6. Each group pitches its shop to a jury. The pitch is graded on the merits of each group's shop and presentation; the jury also selects one winning shop for further work in the seminar and awards additional category prizes to other teams. Group members not present for the pitch receive a zero for this component.

The mid-term exam (20%) covers the content of Lectures 1–5. It consists of multiple-choice questions.

The final exam (30%) covers all topics of the course and consists of multiple-choice questions and short-answer open questions.

The final grading for the course is calculated according to the accumulative formula as indicated in the Guidelines for the Bachelor Studies at ISM. Negative grades (below 5) are not included into the accumulative grading system!

RETAKE POLICY

The individual and group work evaluations are of accumulative origin with respect to the final evaluation taking into account only positive evaluations of each assignment. Students who receive a failing final grade have the right to re-take the exam during the re-sit week. The re-sit grade will comprise the mid-term exam and the final exam, weighted at 65%, and will include all semester material. Seminar project and pitch grades cannot be retaken; the existing grades are carried into the final calculation. The grades of passed GCP exams will be calculated as well.

ADDITIONAL REMARKS

- a. Students will be informed in advance which cases must be read for the following case-study discussions, with a minimum of five days to prepare. Reading the case studies is obligatory.
- b. Attendance and participation in the seminars is strongly recommended. Because the seminar project is the core of the course, missing seminars will materially affect the quality of the work the group can deliver.
- c. If the final cumulative mark of the course is insufficient to pass the class, students will be allowed to exercise their right to retake.
- d. Group composition is confirmed in Lecture 1. Students who do not register by the deadline will be grouped by the lecturer. Individual group members not present at the pitch receive a 0 for the pitch component. In exceptional cases, the lecturer will consider alternative forms of assessment.
- e. Class notes (slide handouts) and certain assignments will be made available after the respective class session. The class notes are the intellectual property of the teaching instructor and may not be redistributed without written consent.

SUGGESTED READINGS

1. Laudon, K.C. & Traver, C.G. (2024). E-commerce: Business, Technology, Society. Most recent edition.
2. Chaffey, D. & Ellis-Chadwick, F. (2022). Digital Marketing: Strategy, Implementation and Practice. 8th Edition, Pearson.
3. Baymard Institute. Ongoing UX research reports (Checkout, Homepage and Category UX, Mobile UX).
4. Statista / Eurostat. European E-Commerce Report (latest edition).
5. Google Search Central, Search Quality Rater Guidelines (latest version).
6. OpenAI and Anthropic public documentation on agentic capabilities and shopping agents.
7. European Commission. Digital Services Act, Digital Markets Act, AI Act and European Accessibility Act overview pages.
8. Shopify and Wix annual Commerce Trends reports (latest editions).

DEGREE LEVEL LEARNING OBJECTIVES

Learning objectives for the Bachelor of Business Management

Programmes:

*International Business and Communication,
Business Management and Marketing, Finance,
Industrial Technology Management*

Learning Goals	Learning Objectives
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

Learning objectives for the Bachelor of Social Science

Programmes:

*Economics and Data Analytics,
Economics and Politics*

Learning Goals	Learning Objectives
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper