Berner Fachhochschule
Haute école spécialisée bernoise
Bern University of Applied Sciences

RM1 - Research Methods: Foundations - MWD1104

ECTS	3
Study language	English
Module type	Compulsory module
Lecturer(s)	Hopp Christian, Matter Ulrich, Pruschak Gernot
Module responsibility	Christian Hopp, Ulrich Matter, Gernot Pruschak
Short description of the module	In the course RM1 - Research Methods: Foundations students develop basic academic research skills and learn how to understand, conduct, and comprehend scientific research. The teaching and learning will be embedded in an open science environment/framework. The course provides students with an introduction to all steps of a scientific research process. This does not only enable them with crucial skills needed in the additional research courses of the Master program, including writing their Master Thesis, but also enhances their critical thinking and analytic skills needed for solving practitioners problems. The focus is on comprehending, applying, and learning-by-doing. The learning objective of the course is that students can disentangle high-quality research from scientifically questionable research, develop a precise research question and present their research ideas in an appealing way. To this end, students will read, analyze and assess high-quality and fraudulent research publications and develop their own research question. The research idea is developed over six learning cycles following the path of a standard research process with asynchronous virtual inputs and interactive on-campus discussions, presentations and coachings. The results will be presented in the last on-campus block in form of a science slam.
Entry requirements	Knowledge of and skills in research methods on a Bachelor Thesis level.

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RM1 - Research Methods: Foundations - MWD1104

Competencies upon completion

Subject: Students ...

- Understand the scientific and practical importance of a research question and find relevant, high-quality, and state of the art literature.
- Can critically assess the validity of research publications.
- Know the value of theories, models, and hypotheses for science and practice.
- Present a research idea in the context of digital business
- Understand the value of open science practices

Method: Students ...

- Focus on self-study and reflective learning
- Take on responsibility to work with the course material in the learning cycles and to understand, question and reflect on the course material
- Are required to actively participate and prepare for class and get familiar with tools and methods used in distance learning
- Are required to comment on, discuss and give feedback to other students in the on-campus sessions
- Are challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking
- Can use open research data sharing tools

Social: Students ...

- Understand the influences and effects of technological, organizational, and social research trends for future work arrangements, conditions, and organizations
- Manage others and alleviate uncertainty and ambiguity in group work when group dynamics in the discussion of potential research questions and approaches unfold.
- Develop empathy and can take on different point of views and establish common ground
- Recognize difficult situations, develop an understanding for viable solutions, and translate them from the research context into the business context.

Self: Students ...

- Develop an awareness of opportunities for scientific and practical inquiry, and understand challenges in the context of work and digitalization
- Learn about the relevance of scientific inquiry for their future business careers
- Develop critical thinking through assessing different point of views (including personal biases)

Content

The module RM1 - Research Methods: Foundations teaches the basics for scientific work at the BFH W.

The comprehension and application are accomplished along different levels (1) foundation -- understand, (2) intermediate -- guided examples, (3) advanced -- apply independently and (4) highly specialized -- apply for new/rare cases. Levels and two are done in online learning cycles, by self-paced learning, and by predefined exercises. Level three and four are achieved with self & group-studies as well as coaching sessions during the in-class sessions and online discussions.

The content input takes place in the first on-campus session and six learning cylces:

Learning Cycle 1: Literature Search & Analysis

Learning Cycle 2: Generating a Research Question

Learning Cycle 3: Questionable Research Practices

Learning Cycle 4: Induction vs. Deduction (Grounded Theory vs. Hypotheses)

Learning Cycle 5: Presenting a Research Idea/Project

Learning Cycle 6: Open Research Data

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RM1 - Research Methods: Foundations - MWD1104

Teaching and learning methods

Class & team-teaching, coachings, individual self-paced learning, online learning videos, online exercises, science slam

Literature

Mandatory literature will be provided during the course in form of articles, book excerpts and course manuscripts. Furthermore, the online learning cycles comprise multiple online video presentations.

Workload

The 3 ECTS 90 hours effort is divided into:

- approx. 12h face-to-face, coaching and presentation on-campus sessions
- approx. 18h of online group discussions and preparations
- approx. 35h of individual preparations of assignments
- approx. 27h of self-study

Contact lessons

On-campus sessions in CW38, CW41, CW45, CW48

1st On-campus Session: Introduction to scientific research, Relevance of analytical thinking, building research questions

2nd On-campus Session: Presenting research topic to colleagues, Discussing and refining research question, Coaching on research question

3rd On-campus Session: Science Slam

4th On-campus Session: Presentation

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. During the on-campus session in calendar week 48, presentations will take place; attendance during this period is also mandatory. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

All assignments (graded and non-graded) must be completed and submitted on time to pass the module:

- LC1: Literature Analysis Part 1 (Individual Work: 10%)
- LC3: Literature Analysis Part 2 (Individual Work: 45%)
- On-campus 4: Science Slam Presentation (Group Work: 15%)
- LC 6: Open research data project (Individual Work: 30%)

Aids for written examination

All aids for the written assignments must be acknowledged and transparently marked in the texts.

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.

If the grade is below 3.5, the module may be repeated once.

Follow-up modules

RM2, RM3 & RM4

Berner Fachhochschule
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Bern University of Applied Sciences

RM1 - Research Methods: Foundations - MWD1104

Comment

For questions regarding module content, please contact Gernot Pruschak (gernot.pruschak@bfh.ch).
For questions regarding module enrollment, please contact master.business@bfh.ch

Degree programme, semester

MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2025-2026, 1 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern
MSc Digital Business Administration, 2025-2026, 1 HS, TZ, Bern

Berner Fachhochschule
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Bern University of Applied Sciences

DT1 - Enabling Technologies - MWD1102

ECTS	6
Study language	English
Module type	Compulsory module
Lecturer(s)	Singh Siddhartha, Stürmer Matthias
Module responsibility	Matthias Stürmer, Siddhartha Singh

Short description of the module

The foundations of computational thinking, cloud computing and software design are essential for all levels of management where business intersects with new technologies enabled by software and data.

In this module, you will learn how various existing technologies and methods help organisations create value.

We will focus on the application of existing technologies with real-world scenarios in mind.

In particular, we will explore the role that various software design methods and approaches, including software architecture design, business process modelling and prototyping, play in creating value inside the organisation by applying these methods.

We will also explore the interaction between cloud computing, Artificial Intelligence, APIs, free and open-source software and the role these technologies have in make-or-buy decisions.

Entry requirements

Basic computational thinking (offered in the Pre-Master Induction Days).

Competencies upon completion

Subject: At the end ofthe course students are expected to be able to:

- ask the right questions before making decisions in projects at the intersection of business and technology
- present the technical solutions in front of a decision-making committee or a panel of experts

Method: During the course:

- students are expected to implement hands-on technical solutions to given problems

Social:

- The goal of the course is to enable students to undetstand and be comfortable in the technologies that make up the modern tech stack.
- The course will give enough basics that will help them to go into details of a student's respective field of interest and be able to apply them in their everyday applications.

Self : At the end of the course students should be able to understand and explain various technical concepts and jargons in the following fields:

- Software Design
- APIs
- Cloud Computing
- Artificial Intelligence
- Prototyping
- Open Source

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DT1 - Enabling Technologies - MWD1102

Content

- Introduction to how technologies are used in production
- Software architecture with hands-on exercises
- API Integration
- Cloud Computing
- Artificial intelligence
- Open source

Teaching and learning methods

Individual self-paced learning, lectures, workshops, individual and group work, coaching sessions

Literature

Will be provided during the lessons.

Workload

180 hours

Contact lessons

On-campus sessions in CW38, CW41, CW45 and CW48

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

In addition to the on-campus sessions, the semester is divided into learning cycles. Assignments (group or individual) are regularly completed during these learning cycles (graded and non-graded). The final learning cycles and submission dates for assignments are published via Moodle before the start of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module. The final allocation will be announced at the beginning of the semester.

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.

If the grade is below 3.5, the module may be repeated once.

Follow-up modules

DT2

Comment

For questions regarding module content, please contact the responsible lecturers.
For questions regarding module enrollment, please contact master.business@bfh.ch

Degree programme, semester

MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern
MSc Digital Business Administration, 2025-2026, 1 HS, TZ, Bern

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IDFW - Interdisciplinary Future Week - MWD1105

ECTS	3
Study language	English
Module type	Compulsory module
Lecturer(s)	Endrissat Nada, Müller Susan, Ruf Julian
Module responsibility	Nada Endrissat, Susan Müller, Julian Ruf

Short description of the module

The module is designed for all three master's programs: the Master in Business Administration, the Master in Digital Business Administration, and the Master in Entrepreneurship & Business Innovation. The module consists of a four-day introductory week followed by an assignment.

The primary goal of the module is to ensure that students are well-prepared for a successful start in their master's program. This includes gaining a clear understanding of the structure and objectives of their master's program, building connections within and across cohorts, and establishing a future-oriented mindset.

To support this, students will engage with faculty from the business school and participate in a two-day immersion in Art Thinking, a creative methodology that blends artistic approaches with entrepreneurial thinking. Art Thinking encourages unconventional problem-solving, helping students navigate ambiguity, embrace experimentation, and develop innovative solutions beyond traditional frameworks. Students will collaborate in teams to address a real-world challenge aligned with the three strategic pillars of our Business School: digitalization, sustainability, and entrepreneurship. This experience aims to foster critical thinking, creativity, and a future-oriented mindset essential for navigating the complex business environment of today.

Entry requirements

None

Competencies upon completion

Professional competences
Students will be able to:

- Understand the structure, goals, and expectations of their respective master's programs
- Understand the three strategic pillars of the business school: digitalization, sustainability, and entrepreneurship
- Work on a real-world challenge and relate it to sustainability, digitalization, and entrepreneurship
- Apply interdisciplinary perspectives to complex problems
- Explore how digitalization, sustainability, and entrepreneurship impact society and the environment

Methodological competences
Students will be able to:

- Challenge taken-for-granted ideas, norms, and assumptions through critical thinking
- Co-create knowledge and artefacts, working in groups with diverse backgrounds
- Experiment and iterate as part of the learning process

Social competences
Students will be able to:

- Collaborate in diverse teams
- Engage in constructive dialogue with peers and faculty members
- Build a supportive and interdisciplinary learning community from the outset of their studies

Self-competences
Students will be able to:

- Cultivate a digital, sustainable, and entrepreneurial mindset from the beginning of their studies
- Reflect their own core assumptions, comfort zone, and biases
- Develop their ability to deal with ambiguity and change as opportunities for learning and growth

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IDFW - Interdisciplinary Future Week - MWD1105

Content

Day 1

- Welcome and orientation within the respective master's program cohort
- Thematic inputs from business school faculty on digitalization, sustainability, and entrepreneurship
- Evening social event to foster connections within and across master programs

Days 2 & 3

- Application of the Art Thinking methodology to address a real-world challenge in small groups
- Presentation of group work

Day 4

- Program-specific activities within each respective master's cohort

Teaching and learning methods

- Input sessions
- Art thinking methodology, characterized by hands-on creation, problem-based and collaborative learning, and an exploratory space that allows for experimentation and iteration

Literature

Optional readings, recommended to be read before the start of the module, will be made available on Moodle.

Workload

As a 3 ECTS module, the estimated total workload is around 90 hours.

Contact lessons

The Interdisciplinary Future Week will take place over four consecutive days, from September 9 to September 12 in CW37.

Attendance requirement

The four on-campus days are subject to mandatory attendance. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

Attendance is required to pass the module.

The final grade is composed of the following components:

- Group work and presentation (during the week): 60 % of the grade
- Individual assignment (to be submitted 4 weeks later): 40 % of the grade

Aids for written examination

No examination

Mode of repetition

If students receive a 3.5 on the final assignment (a non-passing grade), they can correct it within a given time during the fall term 2025. A maximum of 4.0 can be earned on the resubmission. Students who are unable to participate in the four-day program are required to attend it in fall term 2026.

Follow-up modules

This module provides an introductory foundation for the overall master's programs.

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IDFW - Interdisciplinary Future Week - MWD1105

Comment

For questions regarding module content, please contact the responsible lecturers.
For questions regarding module enrollment, please contact master.business@bfh.ch

Degree programme, semester

MSc Entrepreneurship & Business Innovation, 2026-2027, 3 HS, TZ, Bern
MSc Business Administration, 2025-2026, 1 HS, TZ, Bern
MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern
MSc Business Administration, 2026-2027, 3 HS, TZ, Bern
MSc Digital Business Administration, 2025-2026, 1 HS, TZ, Bern
MSc Entrepreneurship & Business Innovation, 2025-2026, 1 HS, TZ, Bern

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DS1 - Operational Excellence & Digital Business - MWD1101

ECTS	6
Study language	English
Module type	Compulsory module
Lecturer(s)	Raff-Heinen Stefan, Thies Ferdinand, Wambsganss Thiemo
Module responsibility	Stefan Raff-Heinen, Ferdinand Thies, Thiemo Wambsganss
Short description of the module	The digitalization of the business world offers great opportunities for organizations, but it also requires the skillful management of risks. In this module, the focus is on the joint development of digitization competencies in several areas in order to be able to create concrete advantages for companies from the rapid technological development.
Entry requirements	None

DS1 - Operational Excellence & Digital Business - MWD1101

Competencies upon completion

Subject: Students ...

- develop a foundational understanding of how companies are structured and operate in a digital context.
- understand the strategic and operational role of information systems and digital technologies in modern organizations.
- learn how key digital technologies and information systems function and for what business purposes they can be applied.
- assess the opportunities and risks associated with digital transformation and learn how to manage them effectively.
- explore how digital business models are structured, evaluated, and developed.
- understand the role of customer journeys in value creation and how to design and optimize them in alignment with internal processes.
- acquire tools and frameworks to analyze and improve operational efficiency and digital readiness.

Method: Students ...

- engage in case-based and project-based learning to apply concepts to real-world business challenges.
- actively explore digital tools and process mapping methods to analyze and optimize business operations.
- collaborate in group assignments and simulations focused on digital business model development and customer journey design.
- are expected to prepare for and participate in discussions, workshops, and exercises that simulate business transformation scenarios.
- reflect critically on the role of digitization in operational decision-making and long-term strategy.
- combine theoretical concepts with practical insights to understand how businesses can continuously improve in a digital economy.

Social: Students ...

- work in diverse teams to co-create solutions for operational and digital challenges, enhancing interpersonal and intercultural communication skills.
- practice stakeholder-centered thinking when analyzing internal processes and designing customer journeys.
- develop the ability to give and receive constructive feedback in collaborative settings.
- cultivate empathy and customer-centric thinking by mapping customer experiences and aligning them with business goals.
- learn to navigate complexity and ambiguity in digitally transforming organizations through collaborative problem solving.

Self: Students ...

- build awareness of their own roles in digital business environments and the broader impact of technology-driven change.
- enhance their ability to critically assess operational practices and develop improvement initiatives.
- strengthen their confidence in using digital tools and frameworks to address business challenges.
- reflect on their learning process, identifying personal growth opportunities in adapting to change and innovation.
- prepare to take initiative in digital transformation projects and develop a proactive mindset for continuous improvement.

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DS1 - Operational Excellence & Digital Business - MWD1101

Content

The content of this module is divided into 3 broad sub-aspects:

Digital Disruption:

- Introduction to digitization and (technological) megatrends
- Changes in the business environment due to globalization and digitization
- Digital disruption and digital value creation

Digital Transformation:

- Basic Enterprise Architecture
- Digital process management

Digital Business:

- Understand digital business models and their service-centered logic
- Understand methods for user-centered development of digital offerings and reflect on their practical application
- Systematically plan and visually represent digital services using customer journeys and service blueprints to design and analyze processes and customer experience

Teaching and learning methods

Lectures, individual and group work, discussions, guest presentation(s)/excursion

Literature

Will be made available via Moodle

Workload

180 hours

Contact lessons

On-campus Sessions in CW38, CW41, CW45, CW48

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

In addition to the on-campus sessions, the semester is divided into learning cycles. Assignments (group or individual) are regularly completed during these learning cycles (graded and non-graded). The final learning cycles and submission dates for assignments are published via Moodle before the start of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module. The final allocation will be announced at the beginning of the semester.

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.
If the grade is below 3.5, the module may be repeated once.

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DS1 - Operational Excellence & Digital Business - MWD1101

Follow-up modules	DS2
Comment	For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.business@bfh.ch
Degree programme, semester	MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern MSc Digital Business Administration, 2025-2026, 1 HS, TZ, Bern

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DL1 - Live Case: Business Engineering - MWD1103

ECTS	6
Study language	English
Module type	Compulsory module
Lecturer(s)	Marti Olivier, Ruf Julian
Module responsibility	Julian Ruf / Olivier Marti
Short description of the module	**Live Case Projects** are a core part of the Master in Digital Business Administration. Students tackle real-world digital transformation challenges from actual companies, applying their knowledge in a hands-on consulting setting. Working closely with company representatives and experts, they manage the project using professional tools and methods to deliver impactful results. Success requires more than tech skills - it demands a deep understanding of the business context, strong stakeholder management, and effective collaboration in diverse teams. The module **DL1: "Business Engineering - Increase Performance"** (6 ECTS) equips students to make organizations more efficient, innovative, and adaptable. They learn to apply business engineering principles - combining business, IT, and engineering - to analyze and optimize processes, structures, and systems.Students act as consultants, learning how to scope projects, conduct business analysis, and craft persuasive proposals. They develop skills in negotiation, stakeholder engagement, storytelling, and executive-level presentations. The module also covers how to quantify solutions and plan for successful implementation.
Entry requirements	none

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DL1 - Live Case: Business Engineering - MWD1103

Competencies upon completion

Subject: Students ...

- acquire the ability to approach and conduct business consulting assignments in real-world contexts.
- understand the partner's case, including its challenges and expected outcomes.
- understand and apply business analysis methodologies to assess organizational challenges.
- learn how to conduct comprehensive business analyses and derive actionable insights.
- develop skills in project scoping and planning to define clear goals and deliverables.
- learn how to write convincing business proposals and reach mutual agreements with stakeholders.
- quantify proposed solutions and plan for their successful implementation.
- apply stakeholder management strategies to navigate complex organizational environments.
- gain experience in presenting and negotiating proposals with C-level executives.
- use storytelling techniques to communicate ideas effectively and persuasively.

Method: Students ...

- engage in iterative learning cycles, applying theory to practice through live case projects.
- take responsibility for managing real consulting projects using professional tools and methods.
- actively participate in lectures and coaching sessions to refine their consulting approach.
- collaborate in diverse teams to co-create solutions and provide peer feedback.
- integrate business, IT, and engineering perspectives to develop holistic solutions.

Social: Students ...

- understand the importance of stakeholder perspectives and manage expectations effectively.
- experience real-world collaboration with company representatives and external experts.
- develop the ability to build consensus and foster cooperation in diverse, interdisciplinary teams. *
- navigate the dynamics of group work under time pressure and ambiguity.

Self: Students ...

- build confidence in managing complex business challenges in digital transformation contexts.
- develop critical thinking by evaluating different viewpoints and questioning assumptions.
- enhance their communication and negotiation skills in high-stakes business settings.
- reflect on their consulting style and continuously improve through feedback and self-assessment.

* The formation of groups according to given specifications (e.g. group size and diversity) and the effective/efficient teamwork as well as a fair distribution of the workload is the responsibility of the individual students respectively their teams. New teams are formed for each live case or semester!

Content

- How to approach an conduct a business consulting assignment
- Understand the partners case (challenge & expected outputs)
- Understand and apply Stakeholder Management
- Business Analysis Methodologie (understand and how to cunduct a comprehensive business analysis)
- Project Scoping and Planning
- How to write a convincing Proposal & how to come to a mutual agreement on the proposal (negotiate your proposal)
- Quantifying Solution
- Solution Implementation
- How to present to present to C-level using proper Story Telling technique

Teaching and learning methods

Problem-based Learning with:

- Contact lessons
- Events (Kick-off, Pitches & Final Presentations)
- Coaching & (Peer-) Feedback Sessions
- Guided self-study
- Self-study
- Group work

Literature

Will be made available via Moodle.

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DL1 - Live Case: Business Engineering - MWD1103

Workload

Module time effort: 180 hours (6 ECTS):

- On-campus sessions - Contact lessons & Events (Kick-off, Pitch & Final Presentation): ~ 30 h
- Virtual sessions - Coaching & (Peer-) Feedback Sessions: ~ 5 h
- Guided self-study: ~ 35 h
- Self-study & Project execution (incl. LC-Assignments): 110 h

Contact lessons

On-campus sessions - Contact lessons & Events (Kick-off, Pitch & Final Presentation):

- CW38: Contact Lesson (Delve into the subject matter)
- CW41: Kick-off Event (Get to know the Live Case Partner & the challenge)
- CW45: Pitch to the Live Case Partner (inlcl. Questions & Discussions)
- CW48: On Campus Project Work Day (Refinment of Solution without Live Case Partner)
- CW4: Final Presentation Event (with Live Case Partner)

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. *During calendar week 4 (2026), the final presentations will take place; attendance during this period is also mandatory.* Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

In addition to the on-campus sessions, the semester is divided into learning cycles. Assignments (group or individual) are regularly completed during these learning cycles (graded and non-graded). The final learning cycles and submission dates for assignments are published via Moodle before the start of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module. The final allocation will be announced at the beginning of the semester.

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.
If the grade is below 3.5, the module may be repeated once.

Follow-up modules

Possible "Live Case Project" follow-up modules:

- Module DL2: Innovation Management - Explore Strategic Opportunities (6 ECTS)
- Module DL3: AI in Businesses - Enhance Value Creation (3 ETCS)
- Module DL4: International Business - Study Trip (3 ETCS)

Comment

For questions regarding module content, please contact the responsible lecturers.
For questions regarding module enrollment, please contact master.business@bfh.ch

Degree programme, semester

MSc Digital Business Administration, 2025-2026, 1 HS, TZ, Bern
MSc Digital Business Administration, 2026-2027, 3 HS, TZ, Bern

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DT3 - Emerging Technologies - MWD3003

ECTS	6
Study language	English
Module type	Elective module
Lecturer(s)	Obwegeser Nikolaus, Stürmer Matthias
Module responsibility	Nikolaus Obwegeser, Matthias Stürmer
Short description of the module	First, we discuss how to scope and identify new technologies. We introduce and use frameworks like the HypeCycle or technology radar to work on various real-life scenarios. Second, we work on how to evaluate and experiment with new technologies, including the development and maintenance of a portfolio of emerging technologies focused on potential value. This includes putting structures in place to support and encourage continuous experimentation. And third, we move beyond experimentation and discuss how real business value can be captured with emerging technologies, including for example how to scale experiments from lab settings to generate maximum impact. We utilize a range of different learning methods to develop a sound theoretical foundation as well as concrete techniques and practices that provide actionable support for decision making in organizations.
Entry requirements	None

DT3 - Emerging Technologies - MWD3003

Competencies upon completion

Subject Competence: Students...

- develop systematic approaches to identify new technologies and assess their maturity using established frameworks
- analyse diverse application scenarios to evaluate the potential business benefits and risks of new technologies.
- understand how a portfolio of emerging technologies, prioritised by value potential, can support strategic investment decisions.
- reflect on different organizational models that foster continuous experimentation within organisations.
- examine methods for scaling experiments from the â##labâ## into operational practice to realise sustainable business value.
- reflect on success factors and pitfalls in the enterprise-wide implementation of emerging technologies, including change-management and governance aspects.

Method Competence: Students...

- apply frameworks such as hype-cycles mapping and technology-radar to real case studies in order to scope technology trends systematically.
- practise technology evaluation through multi-criteria analyses, business-case calculations and rapid-experiment designs.
- develop organisation-specific portfolios for emerging technologies in project teams and present recommendations to stakeholders.
- understand scalable experimentation processes (e.g. stage-gate approaches or agile methds).
- combine academic literature with practice-oriented frameworks to provide well-founded decision support for management and IT.

Social Competence: Students...

- work in interdisciplinary teams to integrate multiple perspectives (technology, business model, organisation) into scoping and evaluation processes.
- practise stakeholder engagement by communicating results appropriately to target audiences and iteratively integrating feedback.
- train negotiation skills when discussing digital value portfolios and priorities.
- develop the ability to make uncertainties transparent and collaboratively design viable risk-mitigation strategies.
- strengthen network thinking to disseminate knowledge about emerging technologies across the organisation.

Self-Competence: Students...

- cultivate curiosity and openness toward technological innovation and develop the capacity to handle ambiguity constructively.
- reflect on their individual learning progress in applying scoping, evaluation and scaling tools.

DT3 - Emerging Technologies - MWD3003

- strengthen self-efficacy by independently initiating pilot projects and critically analysing their results.
- develop a proactive attitude toward continuous experimentation and innovation in digital environments.
- recognise the ethical and societal implications of emerging technologies and integrate these into their decision-making behaviour.

Content

Focus question: how to stay on top of the continously changing technology landscape?

Structure: 3 phases approach to manage emerging tech

- Scouting
- Experimenting
- Integrating & Scaling

Content: mix between General frameworks to manage tech innovation, e.g. hypecycle, techradar, etc.

- Concrete examples of currently hyped/emerging technologies, e.g. blockchain, crypto, AI/ML, (has to be updated frequently)
- Cases presented by/with experts working on emerging tech in business context

Teaching and learning methods

Frontal teaching, individual and group work, discussions, guest lecture(s)

Literature

Will be made available via Moodle.

Workload

180 hours

Contact lessons

On-Campus sessions ins CW39, CW43, CW47, CW49

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

In addition to the on-campus sessions, the semester is divided into learning cycles. Assignments (group or individual) are regularly completed during these learning cycles (graded and non-graded). The final learning cycles and submission dates for assignments are published via Moodle before the start of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module. The final allocation will be announced at the beginning of the semester.

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.

If the grade is below 3.5, the module may be repeated once.

Follow-up modules

None

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DT3 - Emerging Technologies - MWD3003

Comment	For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.business@bfh.ch
Degree programme, semester	MSc Digital Business Administration, 2025-2026, 3 HS, BB, Bern

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DO3 - People & Collaboration - MWD3002

ECTS	3
Study language	English
Module type	Elective module
Lecturer(s)	Pang Dandan
Module responsibility	Dandan Pang

Short description of the module

In a fast-changing and challenging world like ours, many inevitably need to work with others to achieve goals and to succeed. In organisations, excellent collaborations with various stakeholders underlie the success of organisational life. It is critically important for modern workers, and especially team and organisational leaders, to understand the nature of human communication and interaction and to practice rules that facilitate organisational effectiveness.

Given the prevalence and importance of entrepreneurial activities in modern economies, the People & Collaboration module leverages the entrepreneurial (startup) context to elaborate on theories and practices regarding how people work and collaborate in dynamic environments. The module provides a contextualised answers to this board question, synthesising theories and research in management and psychology, as well as practical knowledge and frameworks from the real business world. The instructors will use a variety of interactive forms of instruction, to help students develop practical knowledge about how to facilitate collaboration with a people-oriented perspective and an execution mindset.

In this module, students will develop understandings of critical issues about execution in organisational (startup) settings (e.g., forming teams, developing visions and goals, building culture, cultivating capabilities, mindset of an entrepreneur, etc.) and relevant knowledge from individual and organisational psychology (e.g., character strengths, positive emotions, team creativity, etc.).

Entry requirements

None

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DO3 - People & Collaboration - MWD3002

Competencies upon completion

Subject: Students ...

- learn how to get people to work well together and produce results within a team setting
- understand the challenges of teamwork and link existing knowledge with new insights regarding digitalization and the future of work
- can recognize their own field of passion and motivational structure
- can analyze and improve they interactions with stakeholders of a startup
- can adapt their approaches to communication in line with the predominant group dynamics
- can foster specific mindsets conducive for a startup environment
- can facilitate decision-making and prioritization in a complex and resource-limited context typical for startups

Method: Students ...

- will focus on self-study and reflective learning
- will take responsibility to work with the course material in the learning cycles and to understand, question and reflect on the course material
- will be required to actively participate and prepare for class and get familiar with tools and methods used in distance learning and to tackle the live case
- will be required to comment on and give feedback to other students as part of the distance learning cycles
- will be challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking

Social: Students ...

- get to know the unpredictability in group work when group dynamics in the interactions with other students, lecturers and representatives of the live case unfold
- are able to take on different point of views and establish common ground
- recognize difficult situations, develop an understanding for viable solutions, and drive them in the business context
- assess performance and give feedback

Self: Students ...

- develop an awareness of opportunities and challenges in the context of teamwork
- learn practical information and tools for their future business careers
- develop critical thinking through assessing different point of views (including personal biases) in the learning cycles and learning activities in throughout the module

Content

Managing people in the entrepreneurial contexts (startups): how to execute strategy and change

- Team formation and formalization: finding cofounders and startup members; setting goals, visions, missions; forming strategy; setting roles and responsibilities; shaping culture; managing new work (global and virtual);
- Scale-up: nurturing processes; developing competence and capabilities; managing external stakeholders (community, crowd, etc.); finding staff for the second phase of the life cycle of a startup
- Change: facilitating innovation and change; managing conflicts; managing emotions.
- Playful business: unlocking the benefits of getting into a playful mindset in a business context

Individuals and teams: the underlying psychology of individuals and teams

- Individual psychology: understanding psychology basics; positive emotions and connection; cognition and cognitive bias; need and motivation (need for achievement and recognition); well-being (of entrepreneurs), work-life balance, and careers; entrepreneurship and visionary leadership
- Teams: diversity (race, gender, age/ inclusion); collaboration & conflict, team creativity; team climate; the role of leader(ship);
- New work: work in virtual and global teams; self and team development (mindfulness, JDR, grit, mindset)

DO3 - People & Collaboration - MWD3002

Teaching and learning methods

This module involves two formats of teaching and learning:

Classroom teaching and learning on campus, including:

- Lecturing by the instructors
- Case discussion in groups
- Practical group exercises
- Invited talks by practitioners/industry experts
- Panel discussion with practitioners/industry experts (structured, focused) with live cases
- Case study (in or after class)

Self-study after class, including:

- Reading (and video) assignments
- Self-guided learning
- Regular assignments with feedback
- Site visiting (TBD)

Literature

Mandatory literature will be provided on Moodle.

Workload

90 hours

Contact lessons

On-campus session in CW39, CW43, CW47, CW49.

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

In addition to the on-campus sessions, the semester is divided into learning cycles. Assignments (group or individual) are regularly completed during these learning cycles (graded and non-graded). The final learning cycles and submission dates for assignments are published via Moodle before the start of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module. The final allocation will be announced at the beginning of the semester.

Aids for written examination

None

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.

If the grade is below 3.5, the module may be repeated once.

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DO3 - People & Collaboration - MWD3002

Follow-up modules	None
Comment	For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.business@bfh.ch
Degree programme, semester	MSc Digital Business Administration, 2025-2026, 3 HS, BB, Bern

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DPE - Prompt Engineering: Innovation Through Generative AI - MWD4007

ECTS	6
Study language	English
Module type	Elective module
Lecturer(s)	Rietsche Roman, Wambsganss Thiemo
Module responsibility	Prof. Dr. Thiemo Wambsganss, Prof. Dr. Roman Rietsche
Short description of the module	Businesses and organizations that fail to recognize and harness the potentials of generative Artificial Intelligence (AI) will increasingly face competitive disadvantages. Understanding and deploying AI systems is crucial, but integrating these systems into products and services in an intelligent and user-centered manner to drive innovation and develop future-proof solutions is equally essential. "Prompt Engineering: Innovation Through Generative AI" bridges the gap between traditional machine learning and advanced generative AI techniques, particularly in natural language processing and large language models (LLMs). By strategically utilizing Prompt Engineering, specific AI outputs tailored to the needs and challenges of users, customers, and modern organizations can be generated. This course offers an in-depth introduction to the mechanisms and applications of Prompt Engineering, supported by practical examples and projects that students can directly apply to their ideas. The course starts with the basics of natural language processing, the structure, and deployment of LLMs. Participants will learn how to effectively deploy these technologies through prompt techniques to create user-centric innovations. Participants will not only acquire theoretical knowledge but also develop practical skills enabling them to consciously and effectively utilize generative AI technologies. The goal is to empower students to fully exploit the opportunities and challenges of AI technologies for innovative business solutions through a combination of theoretical understanding and practical application.
Entry requirements	Basic programming skills in Python and an understanding of machine learning are helpful but not mandatory.

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DPE - Prompt Engineering: Innovation Through Generative AI - MWD4007

Competencies upon completion

Subject: Students ...

- comprehend the evolution, core concepts, and technical workings of NLP and large language models.
- understand how prompt engineering shapes generative-AI behaviour across diverse application areas.
- recognize ethical, legal, and societal implications of generative AI and the need for responsible deployment.

Method: Students ...

- apply prompt-engineering techniques to configure generative-AI models for concrete tasks.
- design and iterate creative prompts that generate innovative solutions.
- employ research methods to analyse, benchmark, and evaluate generative-AI outputs and impacts.
- document AI-supported project workflows in a structured, ACM-compliant scientific paper.
- integrate prompt-engineering practices into existing organisational processes to boost efficiency and innovation.

Social: Students ...

- collaborate in interdisciplinary teams to conceive, test, and refine AI-based solutions.
- practise critical peer review and constructive feedback on ethical and technical aspects of AI projects.
- advocate for responsible-AI principles that balance stakeholder needs with societal impact.

Self: Students ...

- reflect on their digital responsibility when deploying generative AI.
- build confidence in experimenting with and mastering prompt-engineering tools.
- cultivate a proactive mindset for lifelong learning and innovation in the rapidly evolving AI landscape.

Content

Course Content and Methodology:

1. **Foundations and Principles of NLP and LLMs**:
   - Understanding the technical foundations and evolutionary development of NLP and LLMs.
   - Detailed examination of the architectures and functionalities of leading language models like GPT and BERT.
2. **Introduction to Prompt Engineering**:
   - Learning the principles and techniques of steering AI model performance through specific inputs (prompts).
   - Analysis of use cases where prompt engineering is effectively employed for business innovation.
3. **Scientific Application and Prototyping**:
   - Developing prototypes demonstrating the application of prompt engineering in real scenarios.
   - Conducting scientific projects in teams to promote collaborative and practical experience.
4. **Legal, Ethical, and Social Aspects of AI Use**:
   - Discussion on data privacy, responsibility in AI deployment, and avoiding biases.

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DPE - Prompt Engineering: Innovation Through Generative AI - MWD4007

Literature

Selected Papers:

- Training Language Models to Follow Instructions with Human Feedback (2022) by Ouyang, Wu, Jiang, Almeida, Wainwright, Mishkin, Zhang, Agarwal, Slama, Ray, Schulman, Hilton, Kelton, Miller, Simens, Askell, Welinder, Christiano, Leike, and Lowe https://arxiv.org/pdf/2203.02155.pdf
- Fine-Tuning Language Models from Human Preferences (2020) by Ziegler, Stiennon, Wu, Brown, Radford, Amodei, Christiano, Irving https://arxiv.org/abs/1909.08593
- Learning to Summarize from Human Feedback (2022) by Stiennon, Ouyang, Wu, Ziegler, Lowe, Voss, Radford, Amodei, Christiano https://arxiv.org/abs/2009.01325
- How Close is ChatGPT to Human Experts? Comparison Corpus, Evaluation, and Detection by Biyang Guo, Xin Zhang, Ziyuan Wang, Minqi Jiang, Jinran Nie Yuxuan Ding, Jianwei Yue, Yupeng Wu https://arxiv.org/pdf/2301.07597v1.pdf
- Language Models are Few-Shot Learners by Tom B. Brown et al https://arxiv.org/pdf/2005.14165.pdf

Workload

180 hours

Contact lessons

On-campus sessions in CW39, CW43, CW47 and CW49.

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. During calendar weeks KW43 (scheduled for the intermediate pitch) and KW49 (scheduled for the final presentation), attendance is mandatory. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

In addition to the on-campus sessions, the semester is divided into learning cycles. Assignments (group or individual) are regularly completed during these learning cycles (graded and non-graded). The final learning cycles and submission dates for assignments are published via Moodle before the start of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module. The final allocation will be announced at the beginning of the semester.

- Creation and evaluation of a prototype (30%): Students will independently or in small teams develop a prototype based on prompt engineering that addresses a user-centered innovation; both the technical and conceptual aspects of the prototype will be assessed (group assignment).
- Composition and presentation of a scientific paper (40%): Each student or team will write an 8-page scientific paper in ACM format detailing the development process, technical implementation, and user focus of the prototype (group assignment, if wished, individual assessment possible)
- Intermediate pitch presentation 5 min on user-centered innovation(10%, group assignment, if wished individual assessment possible)
- Final 10-minute presentation of the paper and prototype (20%, group assignment, if wished, individual assessment possible)

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.

If the grade is below 3.5, the module may be repeated once.

Comment

For questions regarding module content, please contact the responsible lecturers.
For questions regarding module enrollment, please contact master.business@bfh.ch

Degree programme, semester

MSc Digital Business Administration, 2025-2026, 3 HS, BB, Bern

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DR3 - Scientific Project 2 - MWD3004

ECTS	6
Study language	English
Module type	Compulsory module
Lecturer(s)	Endrissat Nada, Gurtner Nadine, Pruschak Gernot, Zinn Isabelle
Module responsibility	Nadine Gurtner, Gernot Pruschak, Isabelle Zinn
Short description of the module	The module Scientific Project 2 (DR3) continues the Scientific Research Journey by building on and deepening the topics introduced in Scientific Research Methods (DR1) and Scientific Project 1 (DR2). The module enables students to carry out scientific work independently by equipping them with a "scientific toolbox". • Relevant steps of the research process will be examined in more detail in multiple workshops. • In "zoom in" sessions, we look at various scientific methods and topics. • Students apply what they have learned directly in the context of an overarching research question. • Students work on individual as well as group tasks. Each workshop includes an individual preparation learning cycle, the opportunity to learn and practice the workshop content, and a group follow-up learning cycle. • DR3 focuses in particular on the steps of qualitative and quantitative data analysis, presentation of results as well as theory development, reflection and science communication.
Entry requirements	Scientific Research Project 1 (DR2)

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DR3 - Scientific Project 2 - MWD3004

Competencies upon completion

Subject competencies: Students ...

- Can apply the appropriate research design to their research question
- Can apply appropriate research methods to collect data (quantitative and qualitative)
- Can analyze qualitative and quantitative data with adequate data analysis methods and tools
- Can interprete and discuss the theoretical and practical implications of their findings
- Can write a scientific research report following scientific standards

Methodological competencies: Students ...

- Work in teams
- Responsibly and transperantly conduct scientific research
- Deepen their knowledge through self-study (virtual learning cycles) and application to research projects
- Are required to take responsibility for their learning and their research
- Will be challenged to reflect on their existing knowledge and experience and to integrate new insights in their practice and thinking

Social competencies: Students ...

- Develop strategies to deal with the recursivity and unpredictability of scientific research
- Are able to establish working consensus among team members
- Are able to give (and receive) constructive feedback

Self-competencies: Students ...

- Challenge themselves by trying out something new
- Understand which research methods they feel most comfortable with
- Develop their critical thinking skills by (re-)assessing empirical findings and their implications.

Content

DR3 enables students to conduct their own empirical research by guiding them through the processes of quantitative and qualitative

- Data collection
- Data interpretation
- Presenting their findings
- Discussing their findings
- Explicating their practical and theoretical contribution

In the learning cycles and the on-campus sessions, students carry out empirical research. In virtual learning cycles, student groups learn about alternative research designs and data collection methods and gain an understanding about how to analyze and interpret data and how to write-up and present their findings. In on-campus meetings, students will gain hands-on experience in analyzing quantitative and qualitative data, will be trained to critically reflect on the impact data analysis has on the findings and learn how to derive theoretical and practical implications from their results as well as identify limitations and future research opportunities.

Teaching and learning methods

- Individual preparation tasks (individual assignments in LCs)
- Knowledge transfer and application in exercises in on-campus session workshops
- Independent application, implementation and development in follo-up taks (group assignments in LCs)

Literature

Provided electronically on Moodle.

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DR3 - Scientific Project 2 - MWD3004

Workload

180 hours

Contact lessons

Two lectures in CW39

Four lectures each in CW43, CW47 and CW49

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. On-campus sessions in CW43, CW47 and CW49 contain self-assessment Moodle quizzes which need to be passed to be eligible for taking the final exam. During the exam period (CW3 - CW4), the written examinations will take place; attendance for the exam is also mandatory. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

1. Individual written exam in CW3 oder CW4 - 45 minutes (40%)

2. Group report (60%)

Students must receive for each, the individual exam as well as the group report, a passing grade in order to pass the module.

In addition to the on-campus sessions, the semester is divided into learning cycles. Three learning cycles include individual assignments as preparations for the on-campus sessions. The other three learning cycles iunclude group assignments as follow-up work from the on-campus sessions. The final learning cycles and submission dates for assignments are published via Moodle before the start of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module. Self-assessment Moodle quizzes in the On-Campus sessions of CW43, CW47 and CW49 must be passed to be eligible for participating in the individual exam. The final allocation will be announced at the beginning of the semester.

Aids for written examination

A non-programable calculator is allowed for use during the individual exam.

For the group report, students must follow the BFH guidelines on scientific writing and conduct.

Mode of repetition

To pass the module, both competency assessments (individual exam and group report) must be positive. In case the group report is negative, students receive the opportunity to improve the group report within a set timeline. The best achievable grade in this case is a 4.0. In case the individual exam is negative, students can retake the exam in the second exam period of the semester.

In case students fail the module, DR3 can be retaken once in the next year.

Follow-up modules

Master thesis (DR4)

Comment

For questions regarding module content, please contact the responsible lecturers.
For questions regarding module enrollment, please contact master.business@bfh.ch

Degree programme, semester

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DD2 - Deep Dive Digital Transformation II - MWD3007

ECTS

3

Study language

English

Module type

Optional module (countable)

Lecturer(s)

Ruf Julian

Module responsibility

Julian Ruf

Short description of the module

Deep Dive Digital transformation elective modules provide the students the opportunity to deepen their knowledge and expertise within a specific field of digital transformation. The modules promote a transfer of students practical experience into the applied research and vice versa.
It is eligible for the students who have already gathered a significant experience and expertise through their practical experience. the modules provides such students with the possibility to materialize this know-how towards an add-on "Individual Expertise Profile" in the Master of Digital Business Administration.
The "Individual Expertise Profile" can be acquired in the field of digitalization of a specific industry or function.

Entry requirements

A prerequisite to subscribe for DD2 is a sucessfully passed DD1 Deep Dive Digital Transformation 1

Competencies upon completion

Subject: Students

- deepen and reflect their knowledge and expertise in a given industry or function and transfer it into the applied research
- write a focus/white paper in the field of digital transformation of the given industry or function valuable for the practitioners
- present the gathered experience and knowledge to a target audience in the appropriate way

Methods: Students

- use the learned Methods of the research modules and apply those to their own framework
- can formulate a research question based on a gap between current and leading practices as well as academic research
- will be able to present and discuss their findings in a colloquium
- will be required to work on their own while being coached

Social: Students

- will be able to navigate different opinions and moderate a colloquium in a professional way
- are required to connect to the industry outside of BFH

Self: Students

- are required to present themselves self-confident in front of inustry experts
- will be needed to manage their work by themselves
- develop critical thinking through assesing different point of views

Content

Preparation of a public colloquium for an interested group of experts (practitioners, researchers, etc.) in a given field.

- Presentation of the white paper results (DD1) : good presentation incl. visualisation
- Event organised by BFH Master, businesses/public to be invited
- Reflection of what competencies and personal development is required in "Strategy, Culture, Structure) to successfully master the digital transformation as indicated in the white paper, reflection of the skills "hands-on vs. visionary" (elective module Deep Dive Digital Transformation II)

Teaching and learning methods

Individual coaching sessions with DD2 supervisor
Individual self learning phases

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DD2 - Deep Dive Digital Transformation II - MWD3007

Literature

Individual depending on the area of specialization
TBD by DD2 supervisor

Workload

90 hours

Contact lessons

Individual Coaching Session with DD2 supervisor

Attendance requirement

This module consists of individual coaching sessions with a designated supervisor. The scheduling of these sessions must be arranged individually between the student and the supervisor. Coachings may take place either in person or via Microsoft Teams and, once scheduled, are mandatory.

Participation in the final presentation of the developed material - whether in the form of a digital lunch, an exchange session, or another knowledge-sharing format - is also mandatory.

Competency assessment

The development of competencies is assessed by the supervisor based on two components:

1. The quality and professionalism of the public event (colloquium) conducted by the student, including the presentation of the white paper and the ability to engage with the target audience.
2. A written report, which includes a structured reflection. This report should critically analyse the student's personal learning process, the applied methodology, and the development of subject-related, methodological, social, and self-competencies over the course of the project.

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.

If the grade is below 3.5, the module may be repeated once.

Comment

For questions regarding module content, please contact the responsible lecturers.
For questions regarding module enrollment, please contact master.business@bfh.ch

Degree programme, semester

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DLC3 - Live Case Project 3 - MWD3010

ECTS	1
Study language	English
Module type	Optional module (countable)
Lecturer(s)	Marti Olivier, Ruf Julian
Module responsibility	Olivier Marti & Julian Ruf

Short description of the module

The Live Case Project is the central element of the Master Digital Business Administration Curriculum. Students apply their acquired knowledge and skills in developing solutions of a complex, real-world challenge of designing digital business in start-ups or interapreneurship venture projects. The challenge of the live case project comes from real businesses and organisations. Student work together with the representatives of the live case organisations and other experts. They need to manage this project in an appropriate way, use a appropriate project management approach, tools and methods in this fast changing environment in order to provide the agreed output/deliverables.

Live Case Project covering Scenario - Design Digital Buiness Models.

Entry requirements

None

Competencies upon completion

Subject: Students ...

- understand team dynamics, role distribution, and success factors for high-performing teams. *
- apply classical, agile, and hybrid methods for planning, managing, and executing projects.
- use collaborative methods for joint idea development and problem-solving.
- identify, analyze, and strategically engage relevant stakeholders.
- develop compelling presentations to communicate ideas, projects, or products effectively.

Method: Students ...

- work with realistic case studies.
- apply agile tools (e.g., Kanban, Scrum) and classical project management instruments (e.g., Gantt charts, milestone planning).
- participate in group exercises focused on team development, conflict resolution, and decision-making.
- use creative techniques and digital tools for co-creation (e.g., Miro, Design Thinking).
- develop and deliver pitch presentations with peer feedback.

Social: Students ...

- build trust and psychological safety within teams.
- manage diverse roles, perspectives, and interests in project teams.
- promote active participation, feedback culture, and consensus-building.
- communicate effectively with internal and external stakeholders.
- present ideas to diverse audiences under time pressure.

Self: Students ...

- reflect on your own role within teams and project contexts.
- develop self-organization, accountability, and resilience.
- strengthen communication and persuasion skills.
- navigate uncertainty, complexity, and conflicting goals.
- build confidence in leading teams and presenting to stakeholders.

* The formation of groups according to given specifications (e.g. group size and diversity) and the effective/efficient teamwork as well as a fair distribution of the workload is the responsibility of the individual students respectively their teams. New teams are formed for each live case or semester!

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DLC3 - Live Case Project 3 - MWD3010

Content

The content of the live case project is mainly covered by the hands on live case project sessions. Especially the project planning, project status reporting, pitchig and stakeholder management.

Teaching and learning methods

Problem-based Learning with Coaching session, status reports, (peer-)feedback sessions & presentations

Literature

There is no curated compulsory literature. It is part of the task that students find case-specific information and literature to solve the case at hand.

Workload

Module time effort: 30 hours*

- onCampus - Sessions (Kick-off Event, Q&A Session & Final Presentation Event: 24 h
- virtual - Sessions (Feedback Sessions, Solution Pitch & Presentation Rehearsals): 6h

* Please note that the DLC3 module is also organizational in nature. The module corresponds to 1 ECTS credit (30 hours) and the workload therefore mainly relates to the on-campus events, coaching sessions, and feedback sessions. The total workload for the live case is thus additionally distributed across the DS3, DO3, and DT3 modules.

Contact lessons

On-campus - Sessions:
- CW39: Kick-off Event (with Supervisor & Live Case Partner)
- CW43: Q&A Session (with Supervisor & Live Case Partner)
- CW3: Final Presentation Event (with Supervisor & Live Case Partner)

Virtual - Sessions:
- Feedback Sessions (with Supervisor)
- Presentation Rehearsals (peer-to-peer)
- Solution Pitch (with Supervisor & Live Case Partner)

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance:
- Kick-off Event: 25.09.2025 (CW39)
- Q&A Session: 23.10.2025 (CW43)
- Final Presentations Event: 15.01.2026 or 16.01.2026 (CW3)

The following virtual sessions of the module are also subject to mandatory attendance:
- Coaching Sessions: tbd (according to the Live Case Project Schedule)
- Solution Pitch: tbd (according to the Live Case Project Schedule)

Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

Active Participation in all Live Case Project Sessions (Kick-off Event, Q&A Session & Final Presentation Event, Feedback Sessions, Solution Pitch & Presentation Rehearsals) and timely Submission of the requested project specific delivarables (analysis, solution proposal, pitch, project status reports, final presentation & project report) via Moodle. Submission dates will be displayed on the according Moodle page at the beginning of the semester.

The module will be graded with: pass/not passed.*

* The modules DS3, DO3 & DT3 will grade the Live Case deliverables (final presentation & project report) separately with a grade accounting 30% oft the respective modue grade.

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Bern University of Applied Sciences

DLC3 - Live Case Project 3 - MWD3010

Mode of repetition	If the module has been graded "not passed," the entire module must be repeated in a subsequent iteration (in a subsequent semester in which this module is offered). Due to the project-specific structure of the module, it is not possible to make up for the failed grade.
Comment	For questions regarding module content, please contact the responsible lecturers. For questions regarding module enrollment, please contact master.business@bfh.ch
Degree programme, semester	MSc Digital Business Administration, 2025-2026, 3 HS, BB, Bern

Berner Fachhochschule
Haute école spécialisée bernoise
Bern University of Applied Sciences

DS3 - Disruptive Business Models - MWD3001

ECTS	6
Study language	English
Module type	Elective module
Lecturer(s)	Frecè Jan Thomas, Harder Deane
Module responsibility	Jan Thomas Frecè, Deane Harder

Short description of the module

You will explore the strategic path of becoming a digital entrepreneur. This involves designing new business models based on a value chain that uses or requires digital means to deliver quality products or services. A key learning goal is applying this kind of entrepreneurial thinking within a company or setting up a new digital company, making use of leverage points in regional, national, and international economic ecosystems. It also explores the implications of having a "digital DNA" in your corporate culture as well as using digital tools for managing.

Entry requirements

Modules in digitally enhanced operational excellence and digitally supported business model expansions or equivalent.

Competencies upon completion

Subject: Students ...

- Make use of case studies to link existing knowledge with new insights regarding digital transformation.
- Design digital business models to operate in a global digital environment.
- Apply their knowledge of micro-economics, management, and entrepreneurship to set up a digital business model.

Method: Students ...

- Focus on applied learning. There will be some lectures, but the emphasis will be on student responsibility for learning through active application of course content in various forms of learning, e.g. distance learning, virtual learning cycles and interaction with representatives of companies as part of a live case.
- Will be required to actively participate and prepare for class and get familiar with tools and methods used in distance learning and to tackle the live case.
- Will be challenged to integrate knowledge they have gained from other business core modules and apply their accumulated knowledge.

Social: Students ...

- Understand the influences and effects of technological, organizational and social trends as well as mental models and predominant corporate cultures on their perception of the digital transformation.
- Get to know the unpredictability in group work when group dynamics in the interactions with other students, lecturers, and representatives of the live case unfold.
- Are able to switch between different business and cultural perspectives.
- Recognize difficult situations, develop an understanding for viable solutions, and drive them in the business context.

Self: Students ...

- Further develop their awareness of their own mental models of management and teamwork to better equip themselves to function in global business situations flexibly.
- Learn practical information and tools for their future business careers.
- Develop critical thinking ability and problem solving skills through experiential learning activities, simulations, and case studies.

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Content

Subject content:

- Legacy vs. green field
- Testing & implementation of a business idea
- Money, networks & ecosystems
- Innovation & diffusion
- Trust, hype & transformation
- Sustainability

Methods:

- Written assignments (essays)
- Co-creation and design thinking
- Testing and business model metrics
- Peer grading
- Flipped classroom

Practice cases:

- Ongoing business development; Sales and marketing
- Product development & management

Teaching and learning methods

On-campus sessions: classroom teaching and discussion, guest lectures, coaching sessions;
Virtual learning cycles: self-study via exploration and online examples and exercises as well as self-organised collaboration in teams; on-going team assignment

Literature

Mandatory literature will be provided on Moodle.

Workload

180 hours

Contact lessons

On-campus sessions in CW39, CW43, CW47 and CW49.

Attendance requirement

All on-campus sessions of the module are subject to mandatory attendance. Exceptions recognized under the Framework Study Regulations of Bern University of Applied Sciences (FSR) are considered excused absences. Any absence must be reported to the module coordinator. Students who violate the attendance policy will not be admitted to the competency assessment.

Competency assessment

In addition to the on-campus sessions, the semester is divided into learning cycles. Assignments (group or individual) are regularly completed during these learning cycles (graded and non-graded). The final learning cycles and submission dates for assignments are published via Moodle before the start of the semester.

All assignments (graded and non-graded) must be completed and submitted on time to pass the module. The final allocation will be announced at the beginning of the semester.

Mode of repetition

If a student receives an insufficient grade of 3.5, they may approach the lecturer to discuss the conditions for resubmission, including the task and deadline. For a resubmitted assignment, the maximum achievable grade is 4.0.

If the grade is below 3.5, the module may be repeated once.

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