

City University of Hong Kong
Course Syllabus

offered by College of Business
with effect from Semester A 2024/25

Part I Course Overview

Course Title:	<u>Technologies, Innovation and Business</u>
Course Code:	<u>FB6810P</u>
Course Duration:	<u>Intensive mode: 4 days</u>
Credit Units:	<u>2</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>Putonghua</u>
Medium of Assessment:	<u>Chinese</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

AI and machine learning, fintech and blockchain, new energy and environmental technologies, bio-technology and other forms of technologies have created remarkable new businesses while challenging many traditional businesses. In this innovation and technology era, mature understanding of technologies and innovation mechanisms is a great asset to senior executives.

This course aims to provide lectures and interactive workshops for senior executives to learn state of the art technologies and discuss innovations, business models, and technology adoptions. Students will be grouped into different interest groups to discuss technologies. Students will have the opportunity to meet and interact with business leaders and leading academics.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Develop basic comprehension of concepts and applications in major areas of technologies, such as AI and machine learning, big data, blockchain and fintech, energy and environment technologies and bio-technologies, for business.	30%	✓	✓	
2.	Formulate strategies for technology innovations, business models, and adoptions in business.	30%	✓	✓	✓
3.	Improve communication with innovation leaders and technology professionals.	20%		✓	✓
4.	Build a knowledge foundation for innovation and entrepreneurship.	20%		✓	✓
		100%			

A1: Attitude

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

A2: Ability

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

A3: Accomplishments

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

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1. Lectures and seminars	Sessions to cover theories, techniques, and applications.	✓	✓	✓				
2. Readings & Cases	Students are required to read the materials provided before and after lecture and seminars.	✓	✓					
3. Interaction with domain experts	Domain experts in technologies and business leaders are invited to interact with the students.			✓				
4. Assignments	Students are required to do two assignments on technologies individually.	✓	✓					
5. Report writing	Students are required to write in small groups a business report on technology innovation, and entrepreneurship.		✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
Class participation	✓	✓	✓				20%	
Assignments and case studies	✓	✓	✓				40%	Assignments and case studies are aimed at enhancing analytical skills and problem-solving capabilities.
Group project		✓	✓	✓			40%	Group project is aimed at problem-solving, communication and teamwork.
Examination: _____ % (duration: _____, if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation		Strong evidence of punctual attendance of lectures and active participation in, as well as initiation of, class discussions.	Sufficient evidence of punctual attendance of lectures and active participation in class discussions.	Some evidence of punctual attendance of lectures and active participation in class discussions.	Marginal evidence of punctual attendance of lectures and active participation in class discussions.	Lacking evidence of punctual attendance of lectures and active participation in class discussions.
2. Assignment and case studies		Strong evidence of a firm grasp of the subject knowledge and achieving the stated CILOs. Students have demonstrated very strong overall ability to discover and innovate and showed very strong evidence of accomplishments of discovery.	Sufficient evidence of achieving the stated CILOs. Students have demonstrated strong overall ability to discover and innovate, and showed strong evidence of accomplishments of discovery.	Some evidence of achieving the stated CILOs. Students have demonstrated some ability to discover and innovate, and showed satisfactory evidence of accomplishments of discovery.	Marginal familiarity with the subject knowledge. Students have demonstrated marginal ability to discover and innovate, and showed marginal evidence of accomplishments of discovery.	Little evidence of familiarity with the subject knowledge. Students have demonstrated little evidence of ability to discover and innovate, and showed little evidence of accomplishments of discovery.
3. Group project		Strong evidence of a firm grasp of the subject knowledge and achieving the stated CILOs. Students have demonstrated very strong overall ability to discover and innovate, and showed very strong evidence of accomplishments of discovery.	Sufficient evidence of achieving the stated CILOs. Students have demonstrated strong overall ability to discover and innovate, and showed strong evidence of accomplishments of discovery.	Some evidence of achieving the stated CILOs. Students have demonstrated some ability to discover and innovate, and showed satisfactory evidence of accomplishments of discovery.	Marginal familiarity with the subject knowledge. Students have demonstrated marginal ability to discover and innovate, and showed marginal evidence of accomplishments of discovery.	Little evidence of familiarity with the subject knowledge. Students have demonstrated little evidence of ability to discover and innovate, and showed little evidence of accomplishments of discovery.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class participation		Strong evidence of punctual attendance of lectures and active participation in, as well as initiation of, class discussions.	Sufficient evidence of punctual attendance of lectures and active participation in class discussions.	Marginal evidence of punctual attendance of lectures and active participation in class discussions.	Lacking evidence of punctual attendance of lectures and active participation in class discussions.
2. Assignment and case studies		Strong evidence of a firm grasp of the subject knowledge and achieving the stated CILOs. Students have demonstrated very strong overall ability to discover and innovate and showed very strong evidence of accomplishments of discovery.	Sufficient evidence of achieving the stated CILOs. Students have demonstrated strong overall ability to discover and innovate, and showed strong evidence of accomplishments of discovery.	Marginal familiarity with the subject knowledge. Students have demonstrated marginal ability to discover and innovate, and showed marginal evidence of accomplishments of discovery.	Little evidence of familiarity with the subject knowledge. Students have demonstrated little evidence of ability to discover and innovate, and showed little evidence of accomplishments of discovery.
3. Group project		Strong evidence of a firm grasp of the subject knowledge and achieving the stated CILOs. Students have demonstrated very strong overall ability to discover and innovate, and showed very strong evidence of accomplishments of discovery.	Sufficient evidence of achieving the stated CILOs. Students have demonstrated strong overall ability to discover and innovate, and showed strong evidence of accomplishments of discovery.	Marginal familiarity with the subject knowledge. Students have demonstrated marginal ability to discover and innovate, and showed marginal evidence of accomplishments of discovery.	Little evidence of familiarity with the subject knowledge. Students have demonstrated little evidence of ability to discover and innovate, and showed little evidence of accomplishments of discovery.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

- AI and machine learning, fintech and blockchain, new energy and environmental technologies, bio-technology
- Innovations, business models, and technology adoptions
- A comparative study: business and entrepreneurship, and technology innovations and adoption
- Corporate culture and change management

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Artificial Intelligence: The Insights You Need from Harvard Business Review, Harvard Business Review, Thomas H. Davenport, Erik Brynjolfsson, Andrew McAfee, H. James Wilson, 2018
2.	Blockchain: The Insights You Need from Harvard Business Review, Harvard Business Review, Catherine Tucker, Don Tapscott, Marco Iansiti, Karim R. Lakhani, 2018
3.	Critical Reflections on Nuclear and Renewable Energy: Environmental Protection and Safety in the Wake of the Fukushima Nuclear Accident 1st , Way Kuo, 2015
4.	Basics of Biotechnology, Suiya Jamshieed, LAP Lambert Academic Publishing, 2012

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Nil