

SM5353: CREATIVE ENTREPRENEURSHIP IN MEDIA

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Creative Entrepreneurship in Media

Subject Code

SM - School of Creative Media

Course Number

5353

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

In this course, students will gain a deep understanding of the creative industries in China and Europe, exploring their trends, characteristics, and historical context. Students will be given the opportunity to study the international trends, characteristics, historical background, cultural policies, etc. within the creative industries in China and Europe. Students are encouraged to think critically on important issues surrounding entrepreneurship in media, including intellectual property rights, the future of work, Artificial Intelligence (AI) in Creativity, Internet governance, cultural policies and their influence on entrepreneurship, sustainability, media literacy, among others.

But that's not all - the course also empowers students to turn their passion into a viable business venture. Through case studies focusing on Shenzhen, Beijing, and Shanghai, as well as European hubs, students will discover different entrepreneurial opportunities in media. To support students' entrepreneurial aspirations, the instructor will provide a hands-on approach to creative project development. Students will conceptualize, design, and produce an innovative media project under the guidance of the instructor - it could be a social media channel, app, AI-generated art piece, installation, etc.

In this course, students will not only acquire an overall picture of the creative industries in China and beyond, but also develop the skills and knowledge needed to turn their ideas into reality.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)		DEC-A1	DEC-A2	DEC-A3
1	Have an overall understanding of the creative industries around the world and international trends in creative entrepreneurship.		x			
2	Have an in-depth view into the success and problems of innovation in creative industries through case studies			x		
3	Develop innovative ideas and projects that combine technology and creativity. Gain practical knowledge of the process of creating a new cultural product			x		
4	Analyze the prospects and identify opportunities in entrepreneurial opportunities in media					x

A1: Attitude

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

A2: Ability

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

A3: Accomplishments

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

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive Lectures and Discussions	Engage students in an interactive learning environment where students explore the key trends of creative industries around the world.	1	2-3 discussions hours of lectures and discussions
2	Workshop and peer review	Conduct workshops and peer review to help students conceptualize their entrepreneurial projects.	2	2 hours of workshop plus time for peer review
3	Case studies	Organize students to discuss and analyze the case studies.	3	1-2 hours
4	Entrepreneurial project	Guide students to realize their media project.	4	Varies depending on projects

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	In-class activities	1, 2	15	-	No
2	Weekly presentation	3	15	-	Yes
3	Final project	4	70	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

In-class Activities (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Participation, Critical Thinking, Attitude

Excellent

(A+, A, A-)

Actively engages in discussions, contributes insightful comments, and demonstrates deep understanding. Consistently Displays critical thinking, challenges ideas constructively, and integrates new concepts. Maintains a positive and open-minded attitude towards new theories and ideas.

Good

(B+, B, B-)

Participates regularly, contributes to discussions, shows good understanding. Shows critical thinking, occasionally questions ideas, and begins to integrate concepts. Generally maintains a positive attitude, open to some new ideas.

Fair

(C+, C, C-)

Occasionally participates, provides some comments, demonstrates adequate understanding. Somewhat demonstrates critical thinking, rarely questions ideas, and minimally integrates concepts. Shows some resistance to new ideas, attitude can be somewhat negative.

Marginal

(D)

Rarely participates, offers limited comments, lacks clear understanding. Rarely displays critical thinking, does not question ideas, and does not integrate concepts. Consistently negative attitude, resistant to new theories and ideas.

Failure

(F)

Does not participate, provides no input. No critical thinking demonstrated. Persistently negative and disruptive attitude.

Assessment Task

Experiment design and analysis (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Hypothesis formulation

Excellent

(A+, A, A-)

Clearly defines a testable hypothesis rooted in HCI theories with strong logical basis.

Good

(B+, B, B-)

Defines a testable hypothesis with some logical basis related to HCI theories.

Fair

(C+, C, C-)

Formulates a hypothesis that is somewhat related to HCI theories but lacks clarity or strength.

Marginal

(D)

Hypothesis is poorly defined, weakly related to HCI theories, or not clearly testable.

Failure

(F)

No hypothesis is formulated or it is irrelevant to HCI.

Assessment Task

Experimental Design and Analysis Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Methodology

Excellent

(A+, A, A-)

Designs a rigorous and ethical experimental methodology, including appropriate controls and valid measures.

Good

(B+, B, B-)

Methodology is well-structured with mostly appropriate controls and measures.

Fair

(C+, C, C-)

Methodology has some flaws; controls and measures are present but not fully valid or appropriate.

Marginal

(D)

Methodology is poorly designed with significant issues in controls and measures.

Failure

(F)

No methodology is presented or it is entirely inappropriate.

Assessment Task

Experimental Design and Analysis Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Analysis

Excellent

(A+, A, A-)

Performs sophisticated data analysis appropriate to the experiment's design, using advanced statistical methods.

Good

(B+, B, B-)

Analyzes data correctly using appropriate statistical methods, with minor errors or omissions

Fair

(C+, C, C-)

Data analysis is present but uses methods that are not fully suitable or contains significant errors.

Marginal

(D)

Attempts data analysis with major errors, inappropriate methods, or lacks statistical understanding.

Failure

(F)

No analysis is performed or it is entirely incorrect.

Assessment Task

Experimental Design and Analysis Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Presentation and Communication

Excellent

(A+, A, A-)

Presents findings clearly and professionally, with excellent use of visual aids and articulate communication.

Good

(B+, B, B-)

Presents findings in a clear and organized manner, using appropriate visual aids.

Fair

(C+, C, C-)

Presentation is somewhat clear but lacks organization or effective use of visual aids.

Marginal

(D)

Presentation is disorganized, unclear, or does not effectively communicate findings.

Failure

(F)

No presentation is made or it is incoherent.

Assessment Task

Theory-Based Interface Critique Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

The depth of understanding, application of theory, analytical skills, and the quality of the critique and recommendations provided.

Excellent

(A+, A, A-)

The critique demonstrates a profound understanding of HCI theories and applies them adeptly to analyze and evaluate the interface. The student provides a comprehensive analysis that not only identifies strengths and weaknesses but also offers constructive suggestions for improvement that are well-grounded in theory. The critique is articulated with clarity, depth, and insight, showing exceptional critical thinking and the ability to synthesize information from various HCI domains.

Good

(B+, B, B-)

The critique shows a solid grasp of HCI theories and applies them to analyze the interface, though perhaps with less depth or breadth compared to the highest level. The analysis identifies key strengths and weaknesses and provides suggestions for improvement, but these may lack the same level of theoretical grounding or practical applicability. The critique is clear and well-organized, with good critical thinking, though it may have minor gaps or oversights.

Fair

(C+, C, C-)

The critique provides an adequate application of HCI theories to the analysis of the interface, but with noticeable limitations. The evaluation identifies some strengths and weaknesses but may do so in a superficial manner, and

suggestions for improvement may be generic or not fully supported by theory. The critique is generally understandable but lacks the depth and rigor expected at higher levels.

Marginal

(D)

The critique attempts to apply HCI theories to the interface critique but does so with significant misunderstanding or misapplication. The analysis may identify a few correct observations but is largely superficial or incorrect, and suggestions for improvement lack theoretical support or practical value. The critique shows limited critical thinking and a weak synthesis of theoretical knowledge.

Failure

(F)

The critique fails to adequately apply HCI theories to the interface critique, showing a lack of understanding of both the theories and their application to interface design. The analysis is incorrect or irrelevant, and any suggestions for improvement are not supported by theory or practical considerations. The critique lacks clarity, critical thinking, and demonstrates an inadequate grasp of the subject matter.

Assessment Task

Design and Modeling Assignment (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

The application of HCI principles, creativity, user-centered design, theoretical grounding, and the overall quality of the documentation and design.

Excellent

(A+, A, A-)

The design and modeling assignment demonstrates a sophisticated understanding of HCI principles and applies them innovatively to create an interface design that is both conceptually sound and practically effective. The student's work shows exceptional creativity, thoughtfulness, and attention to detail, resulting in a model that is well-structured, user-centered, and aligned with current design best practices. The assignment is thoroughly documented, with clear explanations of the design decisions and their theoretical underpinnings.

Good

(B+, B, B-)

The design and modeling assignment effectively applies HCI principles to the creation of an interface design. The model is generally well-structured and user-centered, with most design decisions justified by relevant theories. The assignment is well-documented, but may have some minor flaws or lack slight depth in certain areas. The work shows good creativity and understanding, though it may not be as innovative or polished as the highest level.

Fair

(C+, C, C-)

The design and modeling assignment provides an adequate application of HCI principles with a functional interface design. The model meets basic design requirements, but may lack some depth or innovation. The assignment is documented, but explanations for design decisions may be somewhat superficial or not fully grounded in theory. There is room for improvement in terms of creativity, user-centered design, and theoretical application.

Marginal

(D)

The design and modeling assignment attempts to apply HCI principles but falls short in creating an effective interface design. The model has noticeable flaws and may not fully consider user needs or theoretical principles. Documentation is present but lacks clarity or detail, making it difficult to understand the design rationale. The work shows limited creativity and understanding of HCI principles.

Failure

(F)

The design and modeling assignment fails to adequately apply HCI principles, resulting in a design that is significantly flawed or irrelevant. The model does not meet basic design requirements and lacks a clear user-centered approach. Documentation is inadequate or nonexistent, and there is no evident understanding of the theoretical basis for design decisions. The assignment lacks creativity and does not demonstrate a grasp of HCI principles.

Assessment Task

In-class Exam (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Based on scores

Excellent

(A+, A, A-)

Based on scores

Good

(B+, B, B-)

Based on scores

Fair

(C+, C, C-)

Based on scores

Marginal

(D)

Based on scores

Failure

(F)

Based on scores

Assessment Task

In-class Activities (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Participation, Critical Thinking, Attitude

Excellent

(A+, A, A-)

Actively engages in discussions, contributes insightful comments, and demonstrates deep understanding. Displays critical thinking, challenges ideas constructively, and integrates new concepts. Maintains a positive and open-minded attitude towards new theories and ideas.

Good

(B+, B)

Participates regularly, contributes to discussions, shows good understanding. Shows some critical thinking and is generally open to new ideas.

Marginal

(B-, C+, C)

Occasionally participates, provides some comments, demonstrates adequate understanding. Limited critical thinking, rarely questions ideas, minimal integration of concepts.

Failure

(F)
Rarely or does not participate, lacks understanding, does not display critical thinking, consistently negative attitude.

Assessment Task

Experiment design and analysis (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Hypothesis formulation

Excellent

(A+, A, A-)
Clearly defines a testable hypothesis rooted in HCI theories with strong logical basis.

Good

(B+, B)
Defines a testable hypothesis with a logical basis related to HCI theories.

Marginal

(B-, C+, C)
Formulates a hypothesis that is somewhat related to HCI theories but lacks clarity or strength.

Failure

(F)
No hypothesis is formulated or it is irrelevant to HCI theories.

Assessment Task

Experimental Design and Analysis Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Methodology

Excellent

(A+, A, A-)
Designs a rigorous and ethical experimental methodology, including appropriate controls and valid measures.

Good

(B+, B)
Methodology is well-structured with mostly appropriate controls and measures.

Marginal

(B-, C+, C)
Methodology has some flaws; controls and measures are present but not fully valid or appropriate.

Failure

(F)
No methodology is presented or it is entirely inappropriate.

Assessment Task

Experimental Design and Analysis Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Analysis

Excellent

(A+, A, A-)

Performs sophisticated data analysis appropriate to the experiment's design, using advanced statistical methods.

Good

(B+, B)

Analyzes data correctly using appropriate statistical methods, with minor errors or omissions.

Marginal

(B-, C+, C)

Data analysis is present but uses methods that are not fully suitable or contains significant errors.

Failure

(F)

No analysis is performed or it is entirely incorrect.

Assessment Task

Experimental Design and Analysis Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Presentation and Communication

Excellent

(A+, A, A-)

Presents findings clearly and professionally, with excellent use of visual aids and articulate communication.

Good

(B+, B)

Presents findings in a clear and organized manner, using appropriate visual aids.

Marginal

(B-, C+, C)

Presentation is somewhat clear but lacks organization or effective use of visual aids.

Failure

(F)

No presentation is made or it is incoherent.

Assessment Task

Theory-Based Interface Critique Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

The depth of understanding, application of theory, analytical skills, and the quality of the critique and recommendations provided.

Excellent

(A+, A, A-)

The critique demonstrates a profound understanding of HCI theories, applies them adeptly, and offers constructive suggestions well-grounded in theory. Shows exceptional critical thinking and synthesis of information from various HCI domains.

Good

(B+, B)

The critique shows a solid grasp of HCI theories and applies them with some theoretical grounding. The analysis is clear but may have minor gaps or oversights.

Marginal

(B-, C+, C)

The critique provides an adequate application of HCI theories but with noticeable limitations. The evaluation is somewhat superficial, and suggestions are not fully supported by theory.

Failure

(F)

The critique fails to adequately apply HCI theories, showing a lack of understanding. Analysis is incorrect or irrelevant, with unsupported suggestions.

Assessment Task

Design and Modeling Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

The application of HCI principles, creativity, user-centered design, theoretical grounding, and the overall quality of the documentation and design.

Excellent

(A+, A, A-)

Demonstrates a sophisticated understanding of HCI principles, applies them innovatively, and creates a user-centered, well-documented design aligned with best practices.

Good

(B+, B)

Applies HCI principles effectively to create a generally well-structured and user-centered design, with most decisions justified by relevant theories.

Marginal

(B-, C+, C)

Provides an adequate application of HCI principles, with a functional design that meets basic requirements but lacks depth or innovation. Documentation may be superficial.

Failure

(F)

Fails to apply HCI principles adequately, resulting in a flawed or irrelevant design. Documentation is inadequate, and there is no evident theoretical basis for design decisions.

Assessment Task

In-class Exam (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Based on scores

Excellent

(A+, A, A-)

Based on scores

Good

(B+, B)

Based on scores

Marginal

(B-, C+, C)

Based on scores

Failure

(F)

Based on scores

Part III Other Information

Keyword Syllabus

- a. Entrepreneurship
- b. Media production
- c. Current trends in the creative industries

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Nil