City University of Hong Kong
Course Syllabus

offered by Department of Public Policy
with effect from Semester B 2020/21

Part I   Course Overview

Course Title:	Smart Government
Course Code:	POL3310
Course Duration:	One semester
Credit Units:	3
Level:	B3
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	None
Precursors: *(Course Code and Title)*	None
Equivalent Courses: *(Course Code and Title)*	SA/POL3310 Public Management in the Information Age
Exclusive Courses: *(Course Code and Title)*	None

Part II   Course Details

1.   Abstract

The course is designed to help students to discover, examine and explain the potential benefits and limitations of managing and delivering public services within an environment characterised by increasingly sophisticated information, communication & technology (ICT). To prepare students to do innovative works at the public sector in the information age, they can design, create and integrate different e-government strategies by integrating them with the latest e-governance approaches, such as Customer Relationships Management, Interoperability Framework, Web 2.0 and Cloud Computing.   As a future public administrator, student should also recognise the social concerns, such as digital divide, privacy and data security when e-services are widely available. They are able to critically evaluate to what extent they will affect the performance of the e-government.

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.	Discover, examine and explain the potential benefits and limitations of managing and delivering public services within an environment characterised by increasingly information, communication & technology (ICT)			✓	✓
2.	Detect and conclude different kinds of e-government's effectiveness and efficiency in e-public services delivery			✓	✓
3.	Discover and apply worldwide benchmarking to assess electronic service delivery (ESD) performance, compare and contrast different forms of ESD around the world		✓	✓	✓
4	Design, create and integrate multi-level e-government strategies by integrating them with the latest e-governance approaches, such as Customer Relationships Management Interoperability Framework, Web 2.0 and Cloud Computing		✓	✓	✓
5	Critically evaluate to what extent issues such as digital divide, privacy, political trust and data security will affect the performance of the e-government.			✓	✓
6	Evaluate how the new movement of adopting ICT in government can strengthen e-citizens' political participation and public accountability			✓	✓
	* If weighting is assigned to CILOs, they should add up to 100%.	100%			

 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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. Teaching and Learning Activities (TLAs)

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

TLA	Brief Description	CILO No. 1	2	3	4	5	**6**	Hours/week (if applicable)
Lectures	Students can learn and identify the latest theoretical development and issues raised in government using ICTs in e-public service delivery	✓		✓	✓	✓	✓	
Reading assignments	Students are required to read 2-3 readings before coming to each lecture.	✓	✓	✓		✓	✓	
Workshop presentations	Students will study and examine different dimensions concerning e-governance in respective case studies. Group presentations will be delivered in tutorials.	✓	✓	✓		✓	✓	
Written Assignment	Student has to write an individual paper (around 1,800-2,000 words).	✓	✓	✓	✓	✓	✓	
Take-home test	The take-home test will be conducted during the revision week.	✓	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILO No. 1	2	3	4	5	6	Weighting *	Remarks
Continuous Assessment: **100 %**								
Workshop Presentations	✓	✓	✓	✓	✓	✓	25%	To assess student's ability in generalize models and patterns in ICT practices in a selected country case; to examine student's communication skills
Individual Term Paper	✓	✓	✓	✓	✓	✓	25%	To analyse the overall e-government's performance of a country by applying concepts in the course.
Participation	✓	✓	✓	✓	✓	✓	10%	To make contributions to lectures and tutorials by drawing upon related concepts and theories
Take-home test	✓	✓	✓	✓	✓	✓	40%	To examine student's ability of understanding of concepts and analytical skills.

* The weightings should add up to 100%.   100%

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Workshop Presentations	To assess student's ability in generalize models and patterns in ICT practices; to examine student's communication skills	Demonstrates the ability to effectively generalize core patterns; Ideas are presented eloquently with eye contacts with audience; Be able to offer thoughtful answers to questions raised	Demonstrates ability to generalize the core patterns; Ideas are presented clearly most of the time; Be able to answer some of the questions raised	Demonstrates ability to occasionally to generalize the core patterns; Ideas are not presented clearly; Be able to offer little information to questions raised	Demonstrates limited ability to generalize the core patterns; Presentation is almost unintelligible; Unable to answer questions raised	Demonstrates little to no ability to generalize the core patterns Presentation is absolutely unintelligible; Do not understand questions raised
Term Paper	To test student's ability to analyse and integration with theory	Demonstrates ability to make assessment of a country's e-government performance. Arguments are well-structured and supported by relevant concepts as well empirical examples. The writing is clear with proper citations.	Demonstrates some ability to make assessment of a country's e-government performance. Arguments are mostly well-structured and supported by some relevant concepts and empirical examples. The writing is mostly clear with proper citations.	Demonstrates inadequate ability to make assessment of a country's e-government performance. Arguments are not well-structured, and lack support by relevant concepts and empirical examples. The writing does not flow and lacks proper citations.	Demonstrates limited ability to make assessment of a country's e-government performance. Arguments are unclear with almost no support by concepts and examples. The writing does not flow and lacks proper citations.	Demonstrates significantly incomplete understanding of basic theoretical concepts OR does not contribute to paper. Unorganised information. No academic citation.
Participation	To make contributions to lectures and tutorials by drawing upon related concepts and theories	Demonstrate full engagement in academic discussion during lectures and tutorials;	Demonstrate active engagement in academic discussion during lectures and tutorials;	Demonstrate some engagement in academic discussion during lectures and tutorials;	Demonstrate limited engagement in academic discussion during lectures and tutorials;	Demonstrate no engagement in academic discussion during lectures and tutorials;
Take-home test	To assess student's knowledge on the subject matters	Demonstrates ability to effectively apply and synthesize concepts	Demonstrates understanding of basic theoretical concepts and limited capacity to apply concepts	Demonstrates understanding of basic theoretical concepts	Demonstrates incomplete though rudimentary understanding of basic theoretical concepts	Demonstrates significantly incomplete understanding of basic theoretical concepts

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

1.   Keyword Syllabus

Information, communication & technology (ICT). Information age.   Internet. e-government and e-public administration.   Electronic Service Delivery (ESD) development in Asia and beyond. Benchmarking.   Customer Relationships Management (CRM).   Interoperability Framework. Effectiveness, efficiency, economy and equity issues related to the use of information technology in the public sector.   Data security.   Privacy.   Digital Divide and E-Inclusion.

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.)

Chen, Yu-che. (2017). *Managing Digital Governance: Issues, Challenges, and Solutions*. New York and London: Routledge.

Kwong, Ying-ho (2015). Digital Divide: Computer and Internet Use by Elderly People in Hong Kong. *Asian Journal of Gerontology & Geriatrics*, 10(1), 5-9.

Shark, Alan R. (2015). *Technology and Public Management*. New York and London: Routledge.

van Dijk Jagm. (2013). A theory of the digital divide. In M. Ragnedda, and G. W. Muschert (Eds.), The digital divide: The Internet and social inequality in international perspective (pp. 29-52). London & New York: Routledge.

Wong, Wai-ho. (2010). What Differences Does E-Government Make in Governance? – Evidences from the Quasi-Democratic City-State of Hong Kong. Conference on Hong Kong Egoverance GPMHK, pp.1-42.

Wong, Wai-ho. (2016). Political Context and the Adoption of ICT: Measuring (the Absence of) E-governance in Hong Kong. Proceedings of the 17th International Digital Government Research Conference on digital government research, pp.226-235.

2.2   Additional Readings

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

D'Agostino, Maria J., Richard Schwester, Tony Carrizales, and James Melitski, (2011), "A Study of E-Government and E-governance: An Empirical Examination of Municipal Websites." *Public Administration Quarterly* 35 (1): 3-25.

Fang, Zhiyuan, (2002), "E-Government in Digital Era: Concept, Practice, and Development", *International Journal of The Computer, The Internet and Management, Vol. 10, No.2, p 1-22*

Heeks, Richard. (2001), "Understanding e-Governance for Development." *iGovernment Working Paper no. 11, SSRN.*.

Holliday, Ian and Kwok, Rebecca, (2004), "Governance in the Information Age: Building E-Government in Hong Kong", *New Media and Society*, Vol. 6, No. 4, p.549-570

Layne Karen and Lee, Jungwoo, (2001), "Developing Fully Functional E-Government: A Four Stage Model, *Government Information Quarterly*, Vol. 18, p.122-136

Norris, Pippa, (2004), *Deepening Democracy via E-Governance*, Draft Chapter for the UN World Public Sector Report

Serdult, Uwe, Micha Germann, Fernando Mendez, Alicia Portenier, and Christoph Wellig, (2015), "Fifteen years of internet voting in Switzerland [History, Governance and Use]." 2015 Second International Conference on eDemocracy & eGovernment (ICEDEG), Quito.

Snellen, Ignace, (2005), "E-Government: A Challenge for Public Administration", in Ferlie, Edwan et al, *The Oxford Handbook of Public Management*, Oxford University Press, Oxford