Part I   Course Overview

Course Title:	Innovation and Governance
Course Code:	POL3900
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)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1. **Abstract**
    (A 150-word description about the course)

This course aims to understand the dynamics interaction between innovation and governance in the public sector. Employing an interdisciplinary approach, we explore how technology can drive innovation in governmental and non-governmental organisations.

Innovation has become a major field of study in a number of social science disciplines. In this course, we seek to draw attention to the interplay between state, institutions and citizens. This course takes an empirical, comparative and global approach to discuss topics related to technological innovation and governance.

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	Understand the nature of innovation, different paradigms, different types of innovation and the social political economic implications of innovation.		✓	✓	
2	Examine benefits and concerns in the adoption of innovation in the public sector.		✓	✓	
3	Study empirical cases of innovation in the public sector.			✓	✓
4	Analyse the development process and innovation environment of a self-selected empirical case by applying concepts and tools learnt in lectures.			✓	✓

* 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.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Lay out concepts of innovation, different waves and types of innovation, major debates in innovation and governance, discuss how innovation interplay with policy, institutions and talents, how and why innovation starts and grows differently across different regions, how private and public spheres interact.	✓	✓	✓		
Essential Readings	Facilitate students to have a critical understanding of fundamental concepts of innovation, regional innovation systems, roles of different player and empirical studies in different regions and sectors.	✓	✓	✓		
Group Presentation	Students are expected to apply the knowledge learnt from the class to analyse how the public sector could benefit from technology and innovation through empirical case studies.	✓	✓	✓	✓	
Case Study Report	Students are expected to apply the knowledge learnt from the class to analyse how the public sector could benefit from technology and innovation through empirical case studies.	✓	✓	✓	✓	
Take-Home Test	Students should demonstrate their understanding of concepts learnt in the course, and analytical thinking about issues in innovation and governance.	✓	✓			
Class Participation	Equip students with skills to analyse impacts of and from innovation, benefits, fundamental drivers, obstacles, possible policy incentives, opportunities of innovation.	✓	✓	✓		

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		
Group Presentation	✓	✓	✓	✓	20%	
Case Study Report	✓	✓	✓	✓	35%	
Take-Home Test	✓	✓			30%	
Class Participation	✓	✓	✓		15%	
Continuous Assessment					100%	

* The weightings should add up to 100%.

Note:
If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

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)
1. Group Presentation	Analytical thinking and presentation skills	Demonstration of outstanding ability in collating relevant materials independently and systematically to tackle the presentation topic; creative and stimulating application of materials to establish a very convincing case for the presentation; highly effective in conducting class discussion and defending the argument after presentation; clear evidence of superior critical analysis and synthesis; excellent grasp of the subject matter	Demonstration of good ability in collating relevant materials independently and systematically to tackle the presentation topic; competent application of materials to establish a good case for the presentation; effective in conducting class discussion and defending the argument after presentation; evidence of good critical analysis and synthesis; good grasp of the subject matter	Demonstration of adequate ability in collating relevant materials independently and systematically to tackle the presentation topic; adequate application of materials to establish a reasonable case for the presentation; somewhat effective in conducting class discussion and defending the argument after presentation; evidence of some critical analysis and synthesis; adequate grasp of the subject matter	Demonstration of limited ability in collating relevant materials independently and systematically to tackle the presentation topic; limited application of materials to establish a case for the presentation; barely effective in conducting class discussion and defending the argument after presentation; evidence of some critical analysis and synthesis; some grasp of the subject matter	Poor collation of relevant materials to tackle the presentation topic; inability to apply relevant materials to establish a case for the presentation; ineffective in conducting class discussion and defending the argument after presentation; little evidence of critical analysis and synthesis; little grasp of the subject matter
2. Case Study Report	Analytical thinking and writing skills	Demonstration of outstanding analysis and writing-up of a case study about an innovation case; outstanding performance in identifying the reasons with original ideas and interesting	Demonstration of good analysis and writing-up of a case study about an innovation case; good performance in identifying the reasons with original ideas and interesting perspectives; good	Demonstration of adequate analysis and writing-up of a case study about an innovation case; adequate performance in identifying the reasons with original ideas and interesting perspectives; adequate	Marginal analysis and writing-up of a case study about an innovation case; weak performance in identifying the reasons with original ideas and interesting perspectives; little understanding and	Wrong analysis and writing-up of a case study about an innovation case; poor performance in identifying the reasons with original ideas and interesting perspectives; poor understanding and

		perspectives; excellent understanding and application of concepts to real-life issues; high level of independent and critical thinking, rigorous analysis of materials and evaluation with very relevant illustrations; and offering superbly creative solutions to the problems described in the case. The overall quality of the written paper is excellent.	understanding and application of concepts to real-life issues; good level of independent and critical thinking, good analysis of materials and evaluation with very relevant illustrations; and offering good creative solutions to the problems described in the case. The overall quality of the written paper is good.	understanding and application of concepts to real-life issues; adequate level of independent and critical thinking, adequate analysis of materials and evaluation with very relevant illustrations; and adequate creative solutions to the problems described in the case. The overall quality of the written paper is adequate.	application of concepts to real-life issues; no independent and critical thinking, little analysis of materials and evaluation with very relevant illustrations; and little creative solutions to the problems described in the case. The overall quality of the written paper is below average.	application of concepts to real-life issues; absolutely no independent and critical thinking, poor analysis of materials and evaluation with very relevant illustrations; and poor creative solutions to the problems described in the case. The overall quality of the written paper is poor.
3. Take-Home Test	Quality of students' responses to test questions	Comprehensive understanding and critical analysis of concepts and issues in innovation and governance. Excellent writing and analytical skills.	Fairly good understanding and analysis of concepts and issues in innovation and governance. Fairly good writing and analytical skills.	Rudimentary understanding and analysis of concepts and issues in innovation and governance. Rudimentary writing and analytical skills.	Poor understanding and analysis of concepts and issues in innovation and governance. Poor writing and analytical skills.	Almost no understanding and analysis of concepts and issues in innovation and governance. Bad writing and analytical skills.
4. Class Participation	Quality of students' responses to discussion questions	Comprehensive understanding and critical analysis of concepts and issues in innovation and governance. Excellent communication skills.	Fairly good understanding and analysis of concepts and issues in innovation and governance. Fairly good communication skills.	Rudimentary understanding and analysis of concepts and issues in innovation and governance. Rudimentary communication skills.	Poor understanding and analysis of concepts and issues in innovation and governance. Poor communication skills.	Almost an absence of understanding and analysis of concepts and issues in innovation and governance. Bad communication skills.

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.)

innovation, technology, big data, governance, public values, smart government, public sector, sustainability, social innovation, security and non-security crises

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.)

Castells, Manuel. 2015. *Networks of Outrage and Hope: Social Movements in the Internet Age*. 2nd ed. Cambridge: Polity.

Liang, F., Das, V., Kostyuk, N., & Hussain, M. M. (2018). Constructing a Data-Driven Society: China's Social Credit System as a State Surveillance Infrastructure. *Policy & Internet, 10*(4), 415-453.

McGuirk, Pauline, Robyn Dowling, Sophia Maalsen, and Tom Baker. 2021. "Urban governance innovation and COVID-19." *Geographical Research* 59 (2): 188-195.

Perera, Suda. 2017. "To Boldly Know: Knowledge, Peacekeeping and Remote Data Gathering in Conflict-Affected States." *International Peacekeeping* 24 (5): 803-822.

Read, Róisín, Bertrand Taithe, and Roger Mac Ginty. 2016. "Data hubris? Humanitarian information systems and the mirage of technology." *Third World Quarterly* 37 (8): 1314-1331.

Salter, Ammon, and Oliver Alexy. 2014. "The Nature of Innovation." In *The Oxford Handbook of Innovation Management*, edited by Mark Dodgson, David M. Gann and Nelson Phillips. Oxford: Oxford University Press.

Tung, Wei-Feng, and Guillaume Jordann. 2017. "Crowdsourcing social network service for social enterprise innovation." *Information Systems Frontiers* 19 (6): 1311-1327.

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

Berryhill, Jamie, Kévin Kok Heang, Rob Clogher, and Keegan McBride. 2019. *Hello, World: Artificial Intelligence and its Use in the Public Sector.* (Paris: OECD Publishing).

Chen, Yu-Che. 2017. *Managing Digital Governance: Issues, Challenges, and Solutions*. New York: Routledge.

Davila, Tony, Marc J. Epstein, and Robert D. Shelton. 2013. *Making Innovation Work: How to Manage It, Measure It, and Profit from It*. Upper Saddle River, N.J.: FT Press.

Department of Economic and Social Affairs of the United Nations. 2020. "2020 United Nations E-Government Survey." Last Modified July 10. Accessed December 5.

Dodgson, Mark, David M. Gann, and Nelson Phillips, eds. 2014. *The Oxford Handbook of Innovation Management*. Oxford: Oxford University Press.

Huo, Jingjing. 2015. *How Nations Innovate: The Political Economy of Technological Innovation in Affluent Capitalist Economies*. Oxford: Oxford University Press.

Innovation and Technology Bureau of the Government of the Hong Kong Special Administrative Region. (2020). *Hong Kong Smart City Blueprint 2.0*. Retrieved from https://www.smartcity.gov.hk/modules/custom/custom_global_js_css/assets/files/HKSmartCityBlueprint(ENG)v2.pdf

World Intellectual Property Organization. 2021. *World Intellectual Property Report 2021*. (Geneva: WIPO).