# City University of Hong Kong
## Course Syllabus

## offered by College of Business
## with effect from Semester A 2018/19

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**Part I    Course Overview**

**Course Title:**        Business Models In Big Data Era

**Course Code**:         FB6850P

**Course Duration:**     Intensive mode: 4 days

**Credit Units**:        2

**Level**:               P6

**Medium of
Instruction:**           Putonghua

**Medium of
Assessment:**            Chinese

**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**

In the big data era, senior executives in all companies from both manufacturing and service industry should have an understanding of the innovation mechanism and logic in the context of big data. Understanding of the big data cannot assure success in business, but success in business nowadays cannot be achieved without understanding of the big data.

This course aims to provide an interactive workshop for senior executives to discuss the business models in big data era to understand the innovation mechanism and logic in the context of big data. Students will be grouped into different interest groups to discuss big data applications in various industry sectors. Students will have the opportunity to meet and interact with business leaders and leading academics in big data area to explore the innovation in big data era.

**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 logics for big data business innovation | | ✓ | ✓ | |
| 2. | Design strategies for big data business innovation | | ✓ | ✓ | ✓ |
| 3. | Improve the vocabulary to communicate with big data professionals | | | ✓ | ✓ |
| 4. | Provide a foundation for writing skills in big data business innovation | | | ✓ | ✓ |
| | | 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 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 | | | |
| 1. Seminar | Sessions to cover theories, techniques, and applications for big data business innovation | ✔ | ✔ | ✔ | | | | |
| 2. Readings & Cases | Students are required to read the materials provided before and after the seminars. | ✔ | ✔ | ✔ | ✔ | | | |
| 3. Interaction with domain experts | Several domain experts in big data business are invited to interact with the students. | ✔ | ✔ | ✔ | | | | |
| 4. Assignments | Students are required to do two assignments on big data business innovation individually. | | ✔ | ✔ | ✔ | | | |
| 5. Write report / book chapters | Students are required to write in small groups a business report that may be developed into a chapter in a book about big data business 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 | | | | |
| Continuous Assessment: <u>100</u> % | | | | | | | | |
| Class participation | ✔ | ✔ | ✔ | ✔ | | | 20% | |
| Assignment | ✔ | ✔ | ✔ | ✔ | | | 20% | |
| Presentation | ✔ | ✔ | ✔ | ✔ | | | 20% | |
| Group project | ✔ | ✔ | ✔ | ✔ | | | 40% | |
| 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.)*

| 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 | | Strong evidence of 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. Presentation | | Strong evidence of clear articulation 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. |
| 4. Group project | | Strong evidence of 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. |

**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.)*

   - Big data
   - Business models
   - Business innovation
   - Internet plus
   - Business intelligence

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. | 全球商业智能与分析市场剧变：传统 BI 巨头集体沦陷，金玲，com, 2016-02-22 |
|---|---|
| 2. | 数据帝国（上）：数字革命正在从方方面面改变着我们的生活,2015-01-19, 王学恒，36 大数据。 |
| 3. | 数据帝国（下）——数字化巨大创新背后的另一个审视逻辑，2015-01-20，王学恒，36 大数据。 |
| 4. | 你必须知道的大数据, 大卫芬雷布,2013-01-10, 哈佛商业评论，中文版。 |
| 5. | IBM 物联网白皮书：设备民主，去中心化、自治的物联网，2015。 |
| 6. | 长江商学院内部 PPT 传授"互联网思维" 中国好案例 2015-05-20 |
| 7. | 传统企业数字化转型的五大战略思考,施南德 欧高敦 华强森 2014-12-17,哈佛商业评论，中文版。 |
| 8. | 淘宝大数据 2015（简述与精解） |
| 9. | 数据科学实战 2015（简介） |
| 10. | 国务院促进大数据发展行动纲要,国发〔2015〕 50 号,2015 年 8 月 31 日。 |
| 11. | 中国行业大数据应用市场专题研究报告 2015（简版），Analysys，易观智库。 |
| 12. | 大数据产业调研及分析报告，数据堂， 2015。 |
| 13. | 大数据时代，中小企业如何借力成长，姚远，2014-12-05，哈佛商业评论，中文版。 |
| 14. | 对话涂子沛：借力大数据，推动国家现代化和开放社会，智客， 2015-11-23。 |
| 15. | 美国、欧洲和澳大利亚开放数据战略 【开放数据】， 软件定义世界， 2014-03-07。 |
| 16. | 【创新哲学】为什么创新总是从西方开始？肖知兴，2015-04-12，微信：人文视角看互联网。 |
| 17. | 熊彼特的创新理论, MBALib,2016-2-20 下载。 |
| 18. | 管理创新（Management Innovation），MBALib,2016-2-20 下载。 |
| 19. | 大数据将促发转型和创新，钱大群，2013-07-02，哈佛商业评论，中文版。 |
| 20. | 大数据将促发转型和创新，钱大群，2013-07-02，哈佛商业评论，中文版。 |
| 21. | 腾讯 80 页大数据报告： 哪些行业将被颠覆？ 企鹅智酷， 互联网思维，2015-09-12。 |

| 22. | 美国政府大数据计划 2012-04-14 |
| --- | --- |
| 23. | 看三一物联网、大数据如何助力工业 0，数据派（原创）2015-11-09。 |
| 24. | 工业大数据的应用实践（三一案例），王建民， 转自：信息化顾问团， 2015-11-30。 |
| 25. | 工业 0：一场新的工业革命，罗兰•贝格，软件定义世界，2015-04-15。 |
| 26. | 大数据健康， 高建雄， 数据派,2015-11-11。 |
| 27. | 智慧医疗系列报告：医疗大数据时代拉开帷幕，赵冰，上海证卷，2015 年 01 月 16 日。 |
| 28. | 重塑设计企业的"三大逻辑" 季征宇《建筑技艺》杂志 2015-07-20 |
| 29. | 详解亚马逊:Amazon 的电子商务逻辑 长风网 2014-06-05 |
| 30. | 互联网思维下商业模式背后的四大逻辑，徐晓东,2015-06-16 |
| 31. | 互联网+6 大商业模式全面解读 微头条时间 2015/4/9 |
| 32. | 互联网+金融的三大商业逻辑 亿欧网 2015-07-27 |
| 33. | 场景化:移动互联网时代电子商务的逻辑 陈晓斌 2015-02-15 |
| 34. | [专访]阿里巴巴副总裁 大数据思维 2015/03/05 |
| 35. | 大数据市场哪家强？2016 中国数据交易平台体验报告，Optimus Prime， 2016-01-27。 |
| 36. | 马云致股东的公开信：未来阿里要做的是全球化、农村市场和大数据云计算,雪姬，2015-10-08。 |
| 37. | 阿里云发布国内首个人工智能平台 深化大数据分析技术，莫扎特,http://www.36dsj.com, 2015-08-18。 |
| 38. | 阿里巴巴生态系统， 2015。 |
| 39. | 阿里金融运行模式分析及启示，银行业研究，5.9。 |
| 40. | 开放的云-重塑企业 IT 基础架构，华为， 2014。 |
| 41. | 华为金融行业大数据实践分享,马千里, LinkinPark, 2016-01-28。 |
| 42. | 大数据实际应用案例 50 篇 金玲 com 2014-08-19 |
| 43. | 大数据应用层次和案例及展望，傅志华，2015-11-19，com。 |
| 44. | 2016 大数据产业从数据思维和场景应用开始，鲍忠铁，2016-01-02，com。 |
| 45. | 大数据给中国带来的十大商业应用场景 鲍忠铁，2015-07-22，com。 |
| 46. | 如何使用非财务类数据降低信贷风险， 科技杂谈， 2015-03-17。 |
| 47. | 深扒大数据：关于用户隐私以及企业价值，常宁，微信公众号：科技常评论， 2015-09-15。 |
| 48. | 数据科学家揭秘《微信用户报告》背后的巨大商机， 炫材， 我道， 2015-10-27。 |
| 49. | 大数据教育应用案例 点灵科技 2014-09-08 |
| 50. | 为什么多数大数据项目都以失败而告终？数控小 V，2013-07-31，com。 |
| 51. | 永辉超市创始人：打造零售帝国靠这 8 个字，齐人乔峰，《致富时代》， 2015-08-14。 |
| 52. | 德国实体店完胜纯电商， 未来商店，2015-03-19。 |
| 53. | 日本实体店打败电商的真正原因！ 裁商圈智慧,2015-08-15。 |

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

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|---|---|
| 1. | |
| 2. | |
| 3. | |
| … | |