

PIA3310: SMART GOVERNMENT AND SUSTAINABLE CITIES

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Smart Government and Sustainable Cities

Subject Code

PIA - Public and International Affairs

Course Number

3310

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

SA/POL3310 Public Management in the Information Age / POL3310 Smart Government and Sustainable Cities

Exclusive Courses

Nil

Part II Course Details

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 to achieve sustainability of cities, 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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover, examine and explain the potential benefits and limitations of managing and delivering public services within an environment characterised by climate change, and changes in information, communication & technology (ICT)			x	x
2	Detect and conclude different kinds of e-government' s effectiveness and efficiency in e-public services delivery and achieve sustainable development			x	x
3	Discover and apply worldwide benchmarking to assess electronic service delivery (ESD) performance, compare and contrast different forms of ESD around the world		x	x	x
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		x	x	x
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.			x	x
6	Evaluate how the new movement of adopting ICT in government can strengthen e-citizens' political participation and public accountability			x	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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students can learn and identify the latest theoretical development and issues raised in government using ICTs in e-public service delivery	1, 3, 4, 5, 6	
2	Reading assignments	Students are required to read 2-3 readings before coming to each lecture.	1, 2, 3, 5, 6	
3	Group Designing work	Students are expected to apply the learned knowledge to design a digital governance portal/ website/platform and grasp the important	1, 2, 3, 4, 5, 6	
4	Written Assignment	Student has to write an individual paper (around 1,800-2,000 words).	1, 2, 3, 4, 5, 6	
5	Test	A test will be conducted.	1, 2, 3, 4, 5, 6	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group Designing Work	1, 2, 3, 4, 5, 6	15	To assess student' s understanding of the theories, models, and practices of digital governance management and their ability to apply them in designing digital-governance portals/ websites/platforms
2	Individual Term Paper	1, 2, 3, 4, 5, 6	25	To analyse the overall e-government' s performance of a country by applying concepts in the course.
3	Participation	1, 2, 3, 4, 5, 6	15	To make contributions to lectures by drawing upon related concepts and theories To understand the knowledge of two key topics of the subject in two take-home quizzes

4	Test	1, 2, 3, 4, 5, 6	45	To examine student' s ability of understanding of concepts and analytical skills.
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Group Designing Works

Criterion

To assess student' s understanding of the theories, models, and practices of digital governance management and their ability to apply them in designing digital-governance portals/websites/platforms;

Excellent (A+, A, A-)

Demonstrates the ability to effectively understand the theories, models, and practices of digital governance management, and apply almost all the elements excellently in their virtual city' s governance portal/website/platform design; Be able to deliver their ideas in a clear, well-designed, and well-organized video

Good (B+, B, B-)

Demonstrates ability to understand the theories, models, and practices of digital governance management, and apply most of them in their virtual city' digital governance portals/websites/platforms design; Be able to deliver their ideas in a clear, good-designed and organized video

Fair (C+, C, C-)

Demonstrates ability to occasionally understand the theories, models, and practices of digital governance management, and apply part of them in their virtual city' digital governance portals/websites/platforms design; Be able to offer a video that briefly and roughly introduce their ideas and designs

Marginal (D)

Demonstrates limited ability to understand the theories, models, and practices of digital governance management, and apply them in their virtual city' digital governance portals/websites/platforms design in a rather limited way; The submitted video is almost chaotic, confusing, and convey no authentic components of their ideas and designs;

Failure (F)

Demonstrates little to no ability to understand the theories, models, and practices of digital governance management, and apply them in their virtual city' digital governance portals/websites/platforms design; Do not present their designs in a video or any other forms

Assessment Task

Term Paper

Criterion

To test student' s ability to analyse and integration with theory

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

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.

Failure (F)

Demonstrates significantly incomplete understanding of basic theoretical concepts OR does not contribute to paper. Unorganised information. No academic citation.

Assessment Task

Participation

Criterion

To make contributions to lectures by drawing upon related concepts and theories;
To understand the knowledge of two key topics of the subject in two take-home quizzes

Excellent (A+, A, A-)

Demonstrate full engagement in academic discussion during lectures; Attend two quizzes and answer the 80% and above questions excellently

Good (B+, B, B-)

Demonstrate active engagement in academic discussion during lectures; Attend two quizzes and answer 60%-70% questions in a good way

Fair (C+, C, C-)

Demonstrate some engagement in academic discussion during lectures; Attend one quiz and answer the questions roughly good

Marginal (D)

Demonstrate limited engagement in academic discussion during lectures; Attend one quiz but the answers are poor

Failure (F)

Demonstrate no engagement in academic discussion during lectures; Attend no quiz

Assessment Task

Test

Criterion

To assess student's knowledge on the subject matters

Excellent (A+, A, A-)

Demonstrates ability to effectively apply and synthesize concepts

Good (B+, B, B-)

Demonstrates understanding of basic theoretical concepts and limited capacity to apply concepts

Fair (C+, C, C-)

Demonstrates understanding of basic theoretical concepts

Marginal (D)

Demonstrates incomplete though rudimentary understanding of basic theoretical concepts

Failure (F)

Demonstrates significantly incomplete understanding of basic theoretical concepts

Part III Other Information

Keyword Syllabus

Information, communication & technology (ICT). Climate change and sustainable city, 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.

Reading List

Compulsory Readings

Title	
1	Chen, Yu-che. (2017). <i>Managing Digital Governance: Issues, Challenges, and Solutions</i> . New York and London: Routledge.
2	Kwong, Ying-ho (2015). Digital Divide: Computer and Internet Use by Elderly People in Hong Kong. <i>Asian Journal of Gerontology & Geriatrics</i> , 10(1), 5-9.
3	Shark, Alan R. (2015). <i>Technology and Public Management</i> . New York and London: Routledge.
4	Van Dijk, Jan .(2020). <i>The Digital Divide</i> . John Wiley & Sons, Chapter 1.
5	Wong, Wai-ho. (2010). What Differences Does E-Government Make in Governance? - Evidences from the Quasi-Democratic City-State of Hong Kong. <i>Conference on Hong Kong E-governance GPMHK</i> , pp.1-42.
6	Wong, Wai-ho. (2016). Political Context and the Adoption of ICT: Measuring (the Absence of) E-governance in Hong Kong. <i>Proceedings of the 17th International Digital Government Research Conference on digital government research</i> , pp.226-235.

Additional Readings

Title	
1	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." <i>Public Administration Quarterly</i> 35 (1): 3-25.
2	Fang, Zhiyuan, (2002), "E-Government in Digital Era: Concept, Practice, and Development", <i>International Journal of The Computer, The Internet and Management</i> , Vol. 10, No.2, p 1-22
3	Heeks, Richard. (2001), "Understanding e-Governance for Development." <i>iGovernment Working Paper no. 11, SSRN..</i>
4	Holliday, Ian and Kwok, Rebecca, (2004), "Governance in the Information Age: Building E-Government in Hong Kong", <i>New Media and Society</i> , Vol. 6, No. 4, p.549-570

5	Layne Karen and Lee, Jungwoo, (2001), "Developing Fully Functional E-Government: A Four Stage Model, Government Information Quarterly, Vol. 18, p.122-136
6	Norris, Pippa, (2004), Deepening Democracy via E-Governance, Draft Chapter for the UN World Public Sector Report
7	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.
8	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