PIA3900: INNOVATION AND GOVERNANCE

Effective Term
Semester B 2024/25

Part I Course Overview

Course Title
Innovation and Governance

Subject Code
PIA - Public and International Affairs
Course Number
3900

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
POL3900 Fundamentals of Social Entrepreneurship / Social Innovation and Public Policy / Innovation and Governance

Exclusive Courses
Nil

Part II Course Details

Abstract
This course aims to understand the dynamic 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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the nature of innovation, different paradigms, different types of innovation and the social political economic implications of innovation.		x	x	
2	Examine benefits and concerns in the adoption of innovation in the public sector.		x	x	
3	Study empirical cases of innovation in the public sector.			x	x
4	Analyse the development process and innovation environment of a self-selected empirical case by applying concepts and tools learnt in lectures.			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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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.	1, 2, 3	

2	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.	1, 2, 3	
3	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.	1, 2, 3, 4	
4	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.	1, 2, 3, 4	
5	Test	Students should demonstrate their understanding of concepts learnt in the course, and analytical thinking about issues in innovation and governance.	1, 2	
6	Class Participation	Equip students with skills to analyse impacts of and from innovation, benefits, fundamental drivers, obstacles, possible policy incentives, opportunities of innovation.	1, 2, 3	

Additional Information for LTAs

#5 in TLA

To choose "Test" instead of "Take-Home Test", this will give the instructor more flexibility in choosing the suitable format based on the situation during the concerned semester.

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group Presentation: Students are expected to work in groups and apply the lesson learnt to analyse how the public sector could benefit from technology and innovation through empirical case studies.	1, 2, 3, 4	20	Learning-specific elements: Develop teamwork and collaborative skills by working together; Apply critical thinking to synthesise various pieces of information to form a coherent argument; Improve public speaking and presentation skills in front of the class. Technology-specific elements: Use PowerPoint and incorporate other Audio/ Visual elements to create a visually appealing presentation; Use individual group Canvas course site for collaborative work and file sharing.
2	Case Study Report: Student is expected to apply the lesson learnt to analyse how the public sector could benefit from technology and innovation through empirical case studies.	1, 2, 3, 4	35	Learning-specific elements: Develop research skills by finding and analysing information/data from various sources to support their claims; Enhance analytical skills by critically analysing real-world cases and examine the effectiveness of different innovative solutions; Improve writing skills to structure a coherent and persuasive case study report. Technology-specific elements: Use data analysis tools such as Excel for data analysis and visualisation to support findings; Utilise tools such as EndNote or reference tools in Word to manage the citations and references efficiently.

3	Test: Students should demonstrate their understanding of concepts learnt in the course, and analytical thinking about issues in innovation and governance.	1, 2	30	Learning-specific elements: Assess students' understanding and retention of knowledge learnt in the class; Demonstrate students' abilities to apply concepts to solve practical scenarios and case studies, if any; Encourage critical thinking and problem-solving skills to think deeply about the course material. Technology-specific elements: Use Canvas to take various question types such as MC, short and essay questions.
4	Class Participation: Equip students with skills to analyse impacts of and from innovation, benefits, fundamental drivers, obstacles, possible policy incentives, opportunities of innovation inside the classroom and also learning from and responding to their peers.	1, 2, 3	15	Learning-specific elements: Encourage engagement in the class discussion to enhance understanding of the course material; Facilitate peer-to-peer learning by sharing their thoughts on governance and innovation topics. Technology-specific elements: Use Canvas' uReply or tools like Mentimeter to conduct live polls to guage the understanding of course material and encourage participation.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Group Presentation

Criterion

Analytical thinking and presentation skills

Excellent (A+, A, A-)

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

Good (B+, B, B-)

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

Fair (C+, C, C-)

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

Marginal (D)

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

Failure (F)

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

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Assessment Task

2. Case Study Report

Criterion

Analytical thinking and writing skills

Excellent (A+, A, A-)

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 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.

Good (B+, B, B-)

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 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.

Fair (C+, C, C-)

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 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.

Marginal (D)

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 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.

Failure (F)

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 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.

Assessment Task

3. Test

Criterion

Quality of students' responses to test questions

Excellent (A+, A, A-)

Comprehensive understanding and critical analysis of concepts and issues in innovation and governance.
Excellent writing and analytical skills.

Good (B+, B, B-)

Fairly good understanding and analysis of concepts and issues in innovation and governance.
Fairly good writing and analytical skills.

Fair (C+, C, C-)

Rudimentary understanding and analysis of concepts and issues in innovation and governance.
Rudimentary writing and analytical skills.

Marginal (D)

Poor understanding and analysis of concepts and issues in innovation and governance.
Poor writing and analytical skills.

Failure (F)

Almost no understanding and analysis of concepts and issues in innovation and governance.
Bad writing and analytical skills.

Assessment Task

4. Class Participation

Criterion

Quality of students' responses to discussion questions

Excellent (A+, A, A-)

Comprehensive understanding and critical analysis of concepts and issues in innovation and governance.
Excellent communication skills.

Good (B+, B, B-)

Fairly good understanding and analysis of concepts and issues in innovation and governance.
Fairly good communication skills.

Fair (C+, C, C-)

Rudimentary understanding and analysis of concepts and issues in innovation and governance. Rudimentary communication skills.

Marginal (D)

Poor understanding and analysis of concepts and issues in innovation and governance.
Poor communication skills.

Failure (F)

Almost an absence of understanding and analysis of concepts and issues in innovation and governance.
Bad communication skills.

Part III Other Information

Keyword Syllabus

Innovation, Technology, Big data, Governance, Public values, Smart government, Public sector, Sustainability, Social innovation, Security and non-security crises

Reading List

Compulsory Readings

	Title
1	Castells, M. (2015). Networks of Outrage and Hope: Social Movements in the Internet Age (2nd ed.). Cambridge, UK ; Malden, MA : Polity Press.
2	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. https://onlinelibrary.wiley.com/doi/epdf/10.1002/poi3.183
3	McGuirk, P., Dowling, R., Maalsen, S., & Baker, T. (2021). Urban governance innovation and COVID-19. Geographical Research, 59(2), 188-195.
4	Perera, S. (2017). To Boldly Know: Knowledge, Peacekeeping and Remote Data Gathering in Conflict-Affected States. International Peacekeeping, 24(5), 803-822. https://www.tandfonline.com/doi/epdf/10.1080/13533312.2017.1383566?needAccess=true
5	Read, R., Taithe, B., & Ginty, R. M. (2016). Data hubris? Humanitarian information systems and the mirage of technology. Third World Quarterly, 37(8), 1314-1331.
6	Salter, A., & Alexy, O. (2013). The Nature of Innovation. In M. Dodgson, D. M. Gann & N. Phillips (Eds.), The Oxford handbook of innovation management (pp. 26-50). Oxford : Oxford University Press.
7	Tung, W., & Jordann, G. (2017). Crowdsourcing social network service for social enterprise innovation. Information Systems Frontiers, 19(6), 1311-1327.

Additional Readings

	Title
1	Berryhill, J., Heang, K. K., Clogher, R., & McBride, K. (2019). Hello, World: Artificial intelligence and its use in the public sector. OECD Working Papers on Public Governance, No. 36.
2	Chen, Y. C. (2017). Managing Digital Governance: Issues, Challenges, and Solutions. New York, NY : Routledge.
3	Davila, T., Epstein, M. J., & Shelton, R. D. (2013). Making Innovation Work: How to Manage It, Measure It, and Profit from It (Updated ed.). Upper Saddle River, N.J.: FT Press.

4	Department of Economic and Social Affairs. (2020). 2020 United Nations E-Government Survey (Last Modified on July 10). United Nations.
5	Dodgson, M., Gann, D. M., & Phillips, N. (Ed.). (2014). The Oxford Handbook of Innovation Management. Oxford: Oxford University Press.
6	Huo, J. (2015). How Nations Innovate: The Political Economy of Technological Innovation in Affluent Capitalist Economies. Corby : Oxford University Press.
7	Innovation and Technology Bureau. (2020). Hong Kong Smart City Blueprint 2.0. https://www.smartcity.gov.hk/modules/custom/custom_global_js_css/assets/files/HKSmartCityBlueprint(ENG)v2.pdf
8	World Intellectual Property Organization. (2021). World Intellectual Property Indicators 2021. https://www.wipo.int/edocs/pubdocs/en/wipo_pub_941_2021.pdf