HKU BUSINESS SCHOOL
港大經管學院

Inspire·Empower·Lead

1. General Information	
Course Subject	IIMT
Course Number	4602
Course Title	IIMT4602 Digital Innovation
Academic Years	2024-2025
Grading Method	Letter

2. Instructors

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Subclasses: 1A

4. Course Description	
Course Description	The course will teach students how to create innovation-driven business model through both process innovation and product innovation. The focus is on businesses that are technology innovation driven. The course contents will cover disruptive technologies, cross-channel business model development, mobilization of networked business, canvas drawing, social media-based product and marketing innovation, etc. In particular, students will learn how to identify technology innovation opportunities and manage innovation process. The students can appreciate the value of IT ecosystems and platform-based business operations.
Prerequisites	IIMT2601: Management Information Systems

5. Course Objectives

1. To provide students with basic knowledge on digital innovation
2. To help student develop ability to evaluate different types of digital business models
3. To educate students how to leverage emerging technologies for business innovations.

6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline
Goal 2: Application and integration of knowledge
Goal 3: Inculcating professionalism
Goal 4: Developing global outlook
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Demonstrate understanding of the economic and social value of technology-driven innovations.	✔	✔				
CLO2. Demonstrate understanding of the role of business model in facilitating technology-driven innovations.	✔	✔		✔		
CLO3. Design business processes to support technology and product innovation.			✔	✔	✔	
CLO4. Leverage social media and O2O operation to facilitate innovative product development and marketing.		✔	✔	✔	✔	✔

8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lecture	33	27.5
T&L2. Class discussion and presentation	6	5
T&L3. Case-based study and analysis	36	30
T&L4. Preparatory work	45	37.5
	Total: 120	Total: 100

9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Individual In-class Assignment		25%	1,2
A2. Project (Individual)—Presentation	In-class participation and presentation	25%	4
A3. Project (Individual)—Report		50%	1,2,3,4

Assessment Rubrics

A1. Individual In-class Assignment	
A+,A,A-	All key problems are identified, with insightful and detailed analyses, sufficient supported with relevant data/facts, effective application of concepts and theories, well thought-out and feasible recommendations, and excellent writing.
B+,B,B-	Most of the key problems are identified, generally insightful and detailed analyses,

Assessment Rubrics	
	appropriate use of relevant data/facts, acceptable application of concepts and theories, generally logical and feasible recommendations, and decent writing.
C+,C,C-	A few key problems are identified, somewhat insightful and detailed analyses, insufficient use of relevant data/facts, limited application of concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.
D+,D	No problems are identified, with weak analyses, insufficient use of relevant data/facts, weak application of management concepts and theories, mediocre and infeasible recommendations, and unacceptable writing.
F	Unacceptable analyses and writing.
A2. Project (Individual)—Presentation	
A+,A,A-	Consistently demonstrates a thorough understanding of, and engages constructively with, course material (assigned readings, issues, concepts), provides insightful analyses, raises critical points, and deepens and advances class discussion.
B+,B,B-	Mostly, demonstrates a good understanding of, and engages constructively with course material, provides helpful points or asks questions that support class discussion.
C+,C,C-	Demonstrates a basic understanding of course material and engages with it, though not always successfully. Makes a positive contribution to class discussion.
D+,D	Demonstrates limited understanding of course material and engagement with it. Endeavors to contribute to class discussion, but adds little.
F	Student does not attend sessions. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort to contribute to class discussion.
A3. Project (Individual)—Report	
A+,A,A-	All key requirements are identified, with insightful and detailed analyses and design, sufficient supported with relevant data/facts, effective application of concepts and theories, well thought-out and feasible recommendations, and excellent writing.
B+,B,B-	Most of the key requirements are identified, generally insightful and detailed analyses and design, appropriate use of relevant data/facts, acceptable application of concepts and theories, generally logical and feasible recommendations, and decent writing.
C+,C,C-	A few key requirements are identified, somewhat insightful and detailed analyses and design, insufficient use of relevant data/facts, limited application of concepts and theories, mediocre and infeasible recommendations, and marginally acceptable writing.
D+,D	Minor requirements are identified, with weak analyses and design, insufficient use of relevant data/facts, weak application of management concepts and theories, mediocre and infeasible recommendations, and unacceptable writing.
F	Incorrect requirements identified, with unacceptable analyses and design, and unacceptable writing.

10. Course Grade Descriptors	
A+,A,A-	Candidates consistently demonstrate a thorough grasp of the course subjects as evidenced by excellent understanding and analysis of cases and the ability to develop original and creative ideas
B+,B,B-	Candidates frequently demonstrate a substantial grasp of the course subjects as evidenced

10. Course Grade Descriptors	
	by good understanding and analysis of cases and the ability to develop logical ideas
C+,C,C-	Candidates demonstrate a fair grasp of the course subjects as evidenced by understanding the basic knowledge taught in the course and the ability to develop reasonable ideas
D+,D	Candidates can understand the basic knowledge taught in the course
F	Candidates demonstrate little grasp of the basic knowledge taught in the course

11. Course Content and Tentative Teaching Schedule	
Topic/ Session	Content
1	Week 1: Introduction to technology-based innovation
2	Week 2-3: IT business model creation
3	Week 2-3: IT business model creation
4	Week 4: Disruptive innovation
5	Week 5-6: Platform Competition
6	Week 5-6: Platform Competition
7	Week 7-8: Social Media and Network
8	Week 7-8: Social Media and Network
9	Week 9-10: Technology-driven product and service innovation
10	Week 9-10: Technology-driven product and service innovation
11	Week 11: Mobilize networked business
12	Week 12: Eco-system of technology innovation
13	Week 13: Project presentation

12. Required/Recommended Readings & Online Materials	
Reading	1. Information Technology Project Management (7th Edition) by Kathy Schwalbe, Cengage Learning, 2013 2. Information Systems Project Management (1st Edition) by Olson D. Louis, Business Expert Press, 2015 3. 50 Top IT Project Management Challenges by Premanand Doraiswamy, Premi Shiv, IT Governance Pub., 2012 4. Mastering IT Project Management Best Practices, Tools, and Techniques by Murali Chemuturi, J. Ross Publishing, 2013 5. Introduction to Information Systems Project Management (2nd Edition) by Olson D. Louis, McGraw-Hill, 2004 6. Information Systems Project Management: How to Deliver Function and Value in Information Technology Projects (2nd Edition) by Jolyon Hallows, AMACOM, 2005 7. Project Management for Information Systems (5th Edition) by James Cadle and Donald Y.Harlow, Prentice Hall, 2008 8. Information Systems Project Management by Avison, D. E and Gholamreza Torkzadeh, SAGE Publications, 2008
Textbook	**Information Systems Project Management: A Process Approach** (2nd Edition) by Christoph Schneider, Mark A. Fuller, Joseph S. Valacich, Joey F. George, Prospect Press, 2020

12. Required/Recommended Readings & Online Materials

Press, 2020

Supporting materials can be downloaded from Moodle when available.

13. Means / Processes for Student feedback on Course

	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

14. Course Policy

1. Attendance of all lectures is not mandatory but strongly encouraged.
2. Plagiarism and copying of copyright materials are serious offences and may lead to disciplinary actions. For details, please refer to: http://www.hku.hk/plagiarism/page2s.htm

15. Additional Course Information

Late Penalty

All assessment tasks must be submitted on or before the specified due date and time to the designated submission destination. The penalty policy for any late assignments will be as follows:

No. of Overdue Days	Deduction of Project Assessment
1 day	25%
2 days	50%
3 days or above	100%