

Tamkang University Academic Year 107, 2nd Semester Course Syllabus

Course Title	INNOVATION MANAGEMENT	Instructor	TU, MIN-FEN
Course Class	TLQXM1A MASTER'S PROGRAM IN BUSINESS AND MANAGEMENT (ENGLISH-TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
Departmental Aim of Education			
<ul style="list-style-type: none"> I. Develop a business and management perspective for students. II. Train the professionals in the integrated fields of business and management. III. Cultivate the talents with both theory and practices in business and management. 			
Departmental core competences			
<ul style="list-style-type: none"> A. Provide the basic knowledge of both theory and practices. B. Enhance the practical training for the current trends. C. Cultivate the ethics in business and management. D. Obtain the ability of analyzing industrial and business problems. 			
Course Introduction	<p>This course is intended to appeal to those interested in understanding the industry dynamics of technological innovation. According to these contents, I will lead various mini-project exercises in the class. Then based on these topics, this course has arranged site visits to connect theory and practice.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

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|-------------------------|-------------------------------------|---------------------------|
| (i) Cognitive Domain | : C1-Remembering, C2-Understanding, | C3-Applying, |
| | C4-Analyzing, C5-Evaluating, | C6-Creating |
| (ii) Psychomotor Domain | : P1-Imitation, P2-Mechanism, | P3-Independent Operation, |
| | P4-Linked Operation, P5-Automation, | P6-Origination |
| (iii) Affective Domain | : A1-Receiving, A2-Responding, | A3-Valuing, |
| | A4-Organizing, A5-Characterizing, | A6-Implementing |

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Demonstrate your understandings about theoretical and practical knowledge	C3	AD
2	Learning innovation through practicing	P4	AD

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Demonstrate your understandings about theoretical and practical knowledge	Discussion, Visit, CLIL	Report, Participation
2	Learning innovation through practicing	Lecture, Discussion, Visit, Problem solving	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	108/02/18 ~ 108/02/24	Course Orientation	
2	108/02/25 ~ 108/03/03	Peace Memorial Day	
3	108/03/04 ~ 108/03/10	The Innovator' s DNA	
4	108/03/11 ~ 108/03/17	Ch2. Sources of Innovation	
5	108/03/18 ~ 108/03/24	Ch3. Types and Patterns of Innovation	
6	108/03/25 ~ 108/03/31	Ch4. Standards Battles and Design Dominance	
7	108/04/01 ~ 108/04/07	教學行政觀摩日 (one-week moratorium)	
8	108/04/08 ~ 108/04/14	Mid-term Review: Demonstrate your understanding of the lecture subjects (Ch2,3,4)	
9	108/04/15 ~ 108/04/21	Site Visit	
10	108/04/22 ~ 108/04/28	Site-visit experience sharing	Invited talk
11	108/04/29 ~ 108/05/05	Academic skill-up workshop	
12	108/05/06 ~ 108/05/12	Meet Innovation Scholars workshop @ library	

13	108/05/13 ~ 108/05/19	Dialogues with Innovation Scholar (1)	
14	108/05/20 ~ 108/05/26	Dialogues with Innovation Scholar (2)	
15	108/05/27 ~ 108/06/02	Dialogues with Innovation Scholar (3)	
16	108/06/03 ~ 108/06/09	Site Visit	
17	108/06/10 ~ 108/06/16	Site-visit experience sharing	
18	108/06/17 ~ 108/06/23	Feedback & Evaluation	
Requirement	<p>Each session is of a three-hour duration. In the early stage of the course, the role of the instructor is as a lecturer to help students make sense of the material. As the times goes by, the role of the instructor will shift to facilitate class discussions. Reading materials are assigned in the designated week. Students are expected to finish the readings prior to the class. Moreover, this is a highly interactive course in which students are required to participate in ALL class activities and exercises.</p> <p>Class participation is essential for learning processes. Class participation is only about attendance, but rather your contribution to class discussion. Thus, it is highly likely that students who attend the class each week without any participation record may fail this grade component. Specifically, the course puts great emphasis on discussion of the course materials. Therefore, your input is greatly appreciated. In order to actively participate in discussions, you are recommended to read the materials in advance.</p>		
Teaching Facility	Computer, Projector		
Textbook(s)	Schilling, M. A. 2017. Strategic Management of Technological Innovation (5th). New York: McGraw Hill Education		
Reference(s)	<p>Schilling, M. A. 2010. Strategic Management of Technological Innovation (3rd). New York: McGraw Hill.</p> <p>Other materials are assigned in the introduction of this course.</p>		
Number of Assignment(s)	3 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 30.0 %</p> <p>◆ Other () : %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>		