**Course Syllabus**

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| Title of the course | | **Innovation Economy** | | | | | | | |
| Title of the Academic Programme | | All Master Programmes | | | | | | | |
| Type of the course | | Elective | | | | | | | |
| Prerequisites | | - | | | | | | | |
| ECTS workload | | 3 | | | | | | | |
| Total indicative study hours | | Directed Study | | Self-directed study | | | Total | | |
| 32 | | 76 | | | 108 | | |
| Course Overview | | The discipline is focused on substance and main aspects of innovation development. Students will gain knowledge on the nature of innovations, different types of business models in innovation economy and co-existence of traditional and innovative companies. The course covers different aspects of functioning of innovation economy. The discipline aims to provide students with the understanding how to launch, maintain, and develop innovations and how to use benefits of innovations in order to increase business efficiency. It is also aimed at the creation of competencies in the following fields:   * Knowing key notions of Innovation Economy. * Understanding the principles of implementation of Innovation Economy business models. * Defining the influence of innovations on traditional economy. * Evaluating risks of implementation of innovations. * Understanding perspectives and problems of using platforms.   The course is aimed mostly at macro and meso level of business activities, though other fields of this very important part of economic and social life are also considered. | | | | | | | |
| Intended Learning Outcomes (ILO) | | Take the responsibility and persuade the audience in the efficiency and reasonability of your decisions (ILO 8).  Demonstrate an innovative, open and ethical mindset (ILO 10). | | | | | | | |
| Teaching and Learning Methods | | The course consists of lectures (12 hours) and tutorials (20 hours). The tutorials involve student presentations (in small groups), problems solving, case analysis and the individual assignment (project). | | | | | | | |
| Content and Structure of the Course | | | | | | | | | |
| **№** | **Topic / Course Chapter** | | **Total** | | **Directed Study** | | | | **Self-directed Study** |
| **Lectures** | **Tutorials** | | |
| 1 | Innovation Economy: Introduction | | 16 | | 2 | 2 | | | 12 |
| 2 | Innovation Economy: Sources | | 16 | | 2 | 2 | | | 12 |
| 3 | Types and Patterns of Innovation | | 18 | | 2 | 4 | | | 12 |
| 4 | Innovation Economy Business Models | | 18 | | 2 | 4 | | | 12 |
| 5 | Innovative and Traditional Companies | | 20 | | 2 | 4 | | | 14 |
| 6 | Prospects for Innovation Economy in Different Countries | | 20 | | 2 | 4 | | | 14 |
| **Total study hours** | | | 108 | | 12 | 20 | | | 76 |
| Indicative Assessment Methods and Strategy | | Students’ progress will be measured by students’ activities in making team’s project (50%) and a final exam.  The final exam will take the form of defending projects that amounts to 50% of the final grade.  **Assessment**   |  |  |  | | --- | --- | --- | | **Type of testing** | **Form of testing** | **Parameters** | | | **Current (50%)** | Homework | Presentations the research results by home tasks | | **Final (50%)** | Exam | Final presentation of student team’s project |   **Tasks to seminars:**   1. Describing and explaining your countries’ choice of Innovation Economy based on the first lecture materials 2. Analysis of model of production and consumption and risks and advantages of Innovation Economy 3. Identification of the type and patterns of innovations within different classifications 4. Analysis of the Innovation Economy’s models of value creation, value delivery and value capture 5. Analysis of the reaction of traditional players within the sector in which the innovative companies operate 6. Describing and explaining of what Innovation Economy development’s direction will be the most important for different countries and why (based on the all seminars materials). | | | | | | | |
| Readings / Indicative Learning Resources | | Mandatory   * Hoque, Faisal (February 18, 2013). "The 3 Pillars Of The Innovation Economy". Fast Company. Retrieved December 16, 2018.   Optional   * Ahlstrom, D. (2010). "Innovation and Growth: How Business Contributes to Society". Academy of Management Perspectives. 24 (3): 11–24. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.5465/AMP.2010.52842948](https://doi.org/10.5465%2FAMP.2010.52842948) * Christopher Freeman (2009) «Schumpeter's Business Cycles and Techno-economic Paradigms», in Wolfgang Drechsler, Erik Reinert and Rainer Kattel (Eds.) Techno-economic Paradigms: Essays in Honor of Carlota Perez, p. 126. * Johnson, Bjorn (2008). "Cities, systems of innovation and economic development". Innovation: Management, Policy, and Practice. 10 (2/3): 146–55. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.5172/impp.453.10.2-3.146](https://doi.org/10.5172%2Fimpp.453.10.2-3.146) | | | | | | | |
| Indicative Self- Study Strategies | | **Type** | | | | **+/–** | | **Hours** | |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | | | | + | | 20 | |
| Assignments for seminars / tutorials / labs | | | | + | | 20 | |
| E-learning / distance learning (MOOC / LMS) | | | | - | |  | |
| Fieldwork | | | | - | |  | |
| Project work | | | | + | | 18 | |
| Other (please specify) | | | | - | |  | |
| Preparation for the exam | | | | + | | 18 | |
| Academic Support for the Course | | For achieving targets of discipline teachers need to be integrated into an interconnected set of content of lectures, seminars and independent work of masters. The aim of the discipline, as mentioned earlier, is the formation of universal and professional competences in the field of strategic and technology development of companies. | | | | | | | |
| Facilities, Equipment and Software | | For the successful development of the discipline, the student uses the following software: Microsoft Office package (Word, Excel, PowerPoint), Acrobat Reader, LCD projector | | | | | | | |
| Course Instructor | | Vitalii Lipatnikov | | | | | | | |