

## 國立暨南國際大學通識教育課程內容綱要

**一、中文課程名稱：AI 世代產品經理職涯策略與專案管理導論（全英授課）**

**二、英文課程名稱：Introduction to Project Management and Career Strategy as a Product Manager in the AI Era (EMI)**

課程簡稱：PMCS (EMI)

**三、授課教師：Prof. Shihmin Lo, Department of International Business Studies (IBS)**

國際企業學系 駱世民 教授

Shihmin Lo (smlo@ncnu.edu.tw) is a professor in the Department of International Business Studies, College of Management at National Chi Nan University (NCNU) in Taiwan. He was the director of Center for Case Learning and Development and is currently leading the university's initiatives on Problem-Based Learning (PBL) and Teaching Innovations. He is the most frequent winner of the university's awards on teaching excellence, the best course, the best TA advisor, and the best students' mentor in NCNU. His research has focused on strategy, management, and leadership, in particular on platform business model, organizational learning, and entrepreneurship. He has served on many advisory and reviewer boards for government projects on industrial development and business venturing. Prior to academia, Professor Lo has held various positions on executive management, business development, and engineering design in high-tech industries in Taiwan, dealing with suppliers and customers worldwide. He has also served as the consultant or the board director of publicly listed companies and engaged in founding or funding several start-ups. Professor Lo earned his Ph.D. in Strategic Management, with a minor in Industrial Economics, in 2008 and M.S. & B.S. in Mechanical Engineering, specialized in design and manufacturing, respectively in 1993 & 1991, all from National Taiwan University. He was born and grew up, and currently lives in Taichung with his family.

**四、開授年級：1**

英文能力 CEFR: B1 and above

**五、學分數：1 credit-hour**

**六、授課時數：1 session-hour (3a) , 週三早八 (08:10~09:00)**

教室：管 B15，人數限制：36 人

**七、課程目標**

1. Explore the role and competencies of product managers in multinational corporations in the AI era

探索 AI 世代的國際企業產品經理角色與素養

2. Develop students' career exploration and strategic thinking

## 建構學生的職涯探索與策略思維

3. Experience the practical integration of project management with supply chain and channel management

體驗專案管理與供應鏈、通路管理的實作整合

4. Cultivate problem-based, self-directed learning and team collaboration skills

培養問題導向式自主學習與團隊協作能力

- A. This course is designed with the following assumptions about enrolled students:

- 1. Strong Motivation and Goal Orientation**

Students are expected to be highly motivated and purpose-driven, having intentionally chosen this course as an elective offered in EMI.

- 2. Time Commitment**

Students understand and accept the time investment required — at least three times of 1 credit hour per week. This includes an average of 2 hours of individual learning and group discussions, in addition to the 1-hour weekly class time.

- 3. English Proficiency Development**

Students are enthusiastic about leveraging this EMI course as an opportunity to enhance their English proficiency. While this requires extra effort, it is expected to generate synergy in the long run, especially as students progress along their individual learning curves into the later stage of a semester.

- 4. Exploring and Exploiting GenAI**

Same reason and scenario as the ones described above will help.

- B. Regarding the scheduled Topics or Coursera Coursework, the **Time Commitment Estimation** is:

1. The class will be divided into 6 study groups, strictly adhering to the class size limit of **36 students**.
2. **2 groups** will take turns each week to deliver a 10-minute oral presentation using the worksheet, followed by a 10-minute Q&A session. Within or/and after the class, the presenting group is required to respond to all remaining Mentimeter feedback from other groups on the Moodle forum by the end of the same day. This is the routine that has been consistently practiced in our previous classes.
3. This arrangement means that each group will present **every 3 weeks**. Of course, the efficiency and quality of collaboration still depend heavily on the contribution and engagement of all group members as they progress along their learning curve.

- Groups not scheduled to present but still willing to prepare and submit the worksheet receive **Bonus points** for their initiative, aligned with our existing rule of grading.

## 八、教師晤談時間及地點：3z (MGMT Room 5059), by appointment

### 九、授課方式：

- English as a Medium of Instruction/Learning (EMI/EML)

全英授課/學習

- Problem/Project-Based Learning (PBL/PjBL)

問題/專案導向學習

- Self-Directed Learning (SDL), as Flipped Classroom with Massive Open Online Courses (MOOCs) on Coursera and all kinds of digital learning materials

自主學習 (翻轉教室；線上課程/數位教材)

- Collaborative Learning, assisted by Coggle, the online Mind-map Tool

小組協同學習 (心智圖)

#### A. [Pre-Class] Individual Learning & Group Study:

- To ensure the success of the course, students will be grouped into 6 study groups of 4-6 individuals with different personal and academic backgrounds to encourage mutual learning among group members.
- Before engaging in group study and discussion, students will individually watch video clips, or read news articles and cases, which are assigned to each week. They will then collaborate in group study, using the worksheet and GenAI tool to analyze and summarize the material in a structured way for oral presentation and discussion in class.
- Professor Lo (jimmylo.ntu@gmail.com, but NOT smlo@ncnu.edu.tw) and TAs (to be announced on Moodle) will be added to each group's Mindmap works so they can monitor and assist students' learning progress.
- In general, (1) new vocabulary and phrases, (2) uneasy pronunciation and speaking, (3) unfamiliar business terms and ideas, and (4) further information related to the topic studied of the week should be highlighted in your Coggle mindmap. Don't forget the group number and names of the group members.

#### B. [During-Class] Oral Presentation & Brief Interactive Tasks (BITs)

- Study groups will orally present in class, in turn, with Jigsaw Collaboration to balance between loading and learning effectiveness. Each student of the presenting group shall orally present for 1-2 minutes and hence 10 minutes in total as a group in describing and

explaining assigned materials and then answering questions from the audience at the end of presentation for another 10 minutes in general.

2. In the meantime, students of other study-groups in the audience shall actively engage themselves in the whole process as responsible listeners who may raise questions, provide answers, and get ready to be cold called.
3. Additional activities such as invited talks from outside speakers, field trips to local businesses, or English debate observation/practice will be arranged when resource and time are available.
4. A Peer Review (PR) will be implemented at the end of the semester to fairly assess personal contribution to her/his study-group.
5. Due to the potential restrictions of the pandemic and the classroom capacity while keeping students in social distancing, this course may be moved online as required and conducted in a hybrid model, half in person and the other half online. Every student must prepare microphone (mute as the default) and camera (on as the default) to function well along with the online part of this class.

#### C. After-Class Review & Autonomous Learning:

1. Students are highly suggested to formally register MOOCs and accomplish all requirements to earn the certificate(s).
2. Students are strongly encouraged to review their group worksheets along with the professor's comments (whiteboard note) during and after class, to gather and analyze additional information, to interact with each other on Moodle discussion forums and to contribute to the class.
3. All kinds of write-ups in any topic for students' autonomous learning are highly welcome, which serve as a bonus assignment (BA) either prepared in English for 1 page or in Chinese for 2 pages, or illustrated in a Coggle mindmap.
4. You are also welcome to record your own English-speaking practice for 3 minutes as a BA by sharing it on Moodle's designated forum. Each BA can get 1 additional point at most to the maximum of 10 points in total for the whole semester.

#### 十、評量方式：

1. Group's Presentation: **20%** (in group, Worksheets & in-class Q&A by Menti)
2. Term Project (TP): **30%** (in group, Proposal and Final Competition)
3. Peer Review (PR): **30%** (in person, at the Middle and End of the semester)
4. Participation: **20%** (in person, including Class Attendance & Moodle Browsing)
5. Bonus Assignment (BA): **10%** (in person, to a maximum total of 10 points)

#### **Code of Class Presence:**

1. Please file a request for any absence on Moodle's designated forum in advance or within one day of the class at latest, if the student can't show up on time or needs to leave the class early for more than one session hour (e.g. 50 minutes).

Example: 2/24, IBS 3/ David Yang, a sick leave of absence.

2. Students on leave may submit a 1 (at minimum) page Self-study Note per hour of absence, either in PDF or Coggle format, within 1 week to waive deduction on participation score.
3. In addition, students are required to browse Moodle regularly at least once a week. The rules of participation above also apply.

#### **十一、主要教科書：None**

#### **十二、重要參考書籍：**

1. Prof. Lo's EMI Video's Playlists

<https://www.youtube.com/playlist?list=PLT-dHys3CYu1RLWb6P04zzMTzGc53fM1n>

2. Prof. Lo's YouTube Channel, multi-lingual (highly welcome to Like, Subscribe and Share)

<https://youtube.com/@shihminlo6097?si=fbJj2Y0i-dnw2a7a>

#### **十三、教學進度：**

##### **W1 – Orientation**

Introduce the overall course structure, learning objectives, and assessment methods. Explain the learning approaches for interdisciplinary general education courses, such as Problem-Based Learning (PBL) and Self-Directed Learning (SDL). Emphasize the practical focus of the course and the critical role of product managers in the AI era.

介紹課程整體架構、學習目標與評量方式，說明跨領域通識課的學習方法（如問題導向學習 PBL、自我導向學習 SDL），並強調 AI 時代背景下產品經理的重要角色與本課程的實務導向。

1. PMCS Course Orientation – See the World, Understand Industry, Shape Yourself

看見世界，了解產業，塑造你自己

<https://youtu.be/RVeT7DyKTYE>

→ Worksheet-W1, Part A (before class)

## 2. Integrating GenAI into EMI to facilitate Self-Directed Learning (SDL)

促成大學生自主學習以直接面向未來的全面性教學創新 — 以 GenAI 與數位科技融入 EMI 課程設計與課堂經營

<https://youtu.be/Z09yAcbYeiM>

→ SDL & BA (after class)

## W2 – Team Building

Conduct team formation and team-building activities. Through interactive tasks, promote student interaction and teamwork awareness, fostering communication, coordination, and division of labor skills as a foundation for future project collaboration.

進行學生分組與團隊建立活動，透過設計互動任務，促進學生間的交流與團隊合作意識，培養溝通、協調與分工能力，為後續課程合作打下良好基礎。

### 1. Personal Information Form & Personal Introduction

→ 1 min D-ID video (before class)

### 2. Group Information Form

→ Worksheet-W1, Part B (during the class)

### 3. Introduction to Coursera and Registration Process

[https://www.youtube.com/watch?v=fyVP\\_UrFLCM](https://www.youtube.com/watch?v=fyVP_UrFLCM)

→ SDL & BA (after class)

## W3~W5 – Gen AI Technology Progress & Applications Around the World

生成式 AI 技術發展與應用趨勢

Present the historical development and core technologies of generative AI (e.g., GPT, diffusion models), explore its applications across global industries such as education, healthcare, retail, and marketing. Students will experience hands-on AI tools and conduct preliminary analyses to develop AI literacy and interest.

介紹生成式 AI 的發展歷史與核心技術（如 GPT、Diffusion models 等），探討其在全球不同產業（教育、醫療、零售、行銷等）的應用實例，並實

際進行 AI 工具的操作與初步分析，建立學生的 AI 素養與興趣。

1. GenAI for Everyone – Module 1: Welcome, How GenAI, LLM, General-Purpose Tech.

<https://www.coursera.org/learn/generative-ai-for-everyone/home/module/1>

→ Worksheet-W3 (before class)

2. GenAI for Everyone – Module 1: Writing, Reading, Chatting

→ Worksheet-W4 (before class)

3. GenAI for Everyone – Module 1: Can and Cannot, Prompting, Image Generation

→ Worksheet-W5 (before class)

## **W6~W8 – How to Become a Competent Product Manager in Multinational Corporations**

如何成為跨國企業中的優秀產品經理

Analyze the role, key responsibilities, and essential skills of a product manager (PM) within a company. Through workplace case studies and group discussions, help students understand the PM's value in product development, cross-functional collaboration, and user engagement. Also, discuss how PM competencies are evolving in the AI era.

分析產品經理（PM）在企業中的角色定位、關鍵職責與必要技能，透過職場個案與小組討論，幫助學生理解 PM 在開發新產品、跨部門協作、與用戶需求對話中的關鍵價值，並連結 AI 時代下 PM 能力的轉變。

## **W9 – Term Project Proposal (BBB online)**

期末專案提案

Student teams submit their project proposals online in the form of written documents or presentation videos, including goal setting, AI application plan, team roles, and initial planning. Teachers and peers will provide written or recorded feedback to support further project development.

小組線上提交專案提案，內容包括：目標設定、AI 應用規劃、團隊分工與初步規劃。教師與同儕將提供回饋，以促進專案後續調整與進展。

## **W10~W12 – Career Strategy with Purposeful Learning for a Meaningful Life of Well-being**

## 有目標的學習與職涯策略

Guide students to explore personal interests and values through career mapping, career assessment tools, and self-reflection activities. Teach students how to set meaningful career goals and leverage their learning experiences with AI and product management for personal growth.

透過職涯地圖探索、職能評量工具、自我反思活動，引導學生探索個人興趣與價值，學習如何訂定具意義的職涯目標，並將 AI 與產品經理學習經驗轉化為自我成長的動力。

### 1. Learning for Competence Building

[https://youtu.be/XQk\\_c0w80FQ](https://youtu.be/XQk_c0w80FQ)

→ SDL & BA (after class)

### 2. Introduction to Product Manager of Multinational Corporation (PMMC) Credit Program

國際企業產品經理產學共構學分學程

<https://youtu.be/tyyE5Fy0Vos>

→ SDL & BA (after class)

## W13~W15 – Project Management Integrating Supply Chain Management and Channel Strategy

### 專案管理整合供應鏈與通路策略

Introduce fundamental project management concepts (e.g., Gantt charts, critical paths, risk management) along with basic supply chain and channel strategy concepts. Students will integrate these into their final projects to clarify how to bring product ideas to market realization.

學習基礎專案管理知識（如甘特圖、關鍵路徑、風險管理等），以及供應鏈管理與通路策略的基本概念。學生可以將這些知識整合至小組合作製作期末專案，日後有助於釐清如何讓產品從創意走向市場實現。

→ Project Management (Worksheet W13)

→ Supply Chain Management (Worksheet W14)

→ Channel Strategy (Worksheet W15)

## W16 – Term Project Pitch Contest (BBB online; To-Be Determined, TBD)

### 期末成果發表

Conduct online project presentations and showcase final results. Each team

uploads a pitch video and participates in a Q&A session. Teachers and peers will evaluate based on creativity, feasibility, level of AI integration, and presentation performance, providing constructive feedback. The event encourages integrated project thinking and communication skills.

進行線上專案簡報與成果展示，每組上傳 Pitch 影片並進行 Q&A 討論。教師與同儕根據創意、可行性、AI 應用程度與簡報表現等構面評分，並給予具體回饋。鼓勵學生實踐專案整合分析與表達能力。

#### **十四、彈性教學安排：（務必填寫 2 小時安排）**

1. 開設 LinkedIn 帳號 & 104 人力銀行帳號
2. 開設證券帳戶 & ETF 對應銀行帳戶

#### **十五、備註：**

1. 本課程以 36 人為限（管 B15 教室），跨院系年級分為 6 組（每組 6 人）
2. EMI-TA 於課堂前中後整合協調各種學習活動，與輔導學生與小組學習
3. 本課程 W9 與 W16 視情況練習以 BBB 視訊上課，以提供學生遠距工作流程體驗與學習