



## UNSW Course Outline

# AGSM9150 Digital Innovation (WEB Weekly) - 2024

Published on the 11 Dec 2023

## General Course Information

Course Code : AGSM9150

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : AGSM MBA Programs

Delivery Mode : Online

Delivery Format : Standard

Delivery Location : Online - Asynchronous

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

**NOTE:** *This course was previously identified as MBAX9150.*

The management of innovations created with digital technology is increasingly important in

driving economic productivity and improving the future wellbeing of society. Advances in the accessibility of modern technology, an increasingly connected social world and alternative financing methods have enabled digital innovations to flourish in recent years. In this course, you will assume a product-centric perspective of digital innovation, as the formation of new products from a combination of physical and digital components. The structure and the content of weekly Units is designed to help you develop strong conceptual foundations and practices for understanding and effectively managing digital innovations. It will introduce concepts and frameworks for analysing how entrepreneurs or intrapreneurs can create, commercialise and capture value from technology-based products and services.

## Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Shape technology driven opportunities for digital innovations from a thorough understanding of typical sources of emerging digital technologies and their applications.	<ul style="list-style-type: none"> <li>• PLO1 : Business Knowledge</li> <li>• PLO2 : Problem Solving</li> </ul>
CLO2 : Examine technology and industry dynamics of emerging digital technologies to identify viable timings for entry and growth strategies.	<ul style="list-style-type: none"> <li>• PLO2 : Problem Solving</li> </ul>
CLO3 : Evaluate patterns of innovations to adapt the product and/or business design for optimal diffusion.	<ul style="list-style-type: none"> <li>• PLO2 : Problem Solving</li> </ul>
CLO4 : Understand and apply fundamental process frameworks for the development of digital innovations.	<ul style="list-style-type: none"> <li>• PLO1 : Business Knowledge</li> <li>• PLO2 : Problem Solving</li> </ul>
CLO5 : Collaborate with team members to craft and experiment with strategies for scaling and expanding the scope of a growing digital venture.	<ul style="list-style-type: none"> <li>• PLO2 : Problem Solving</li> <li>• PLO4 : Teamwork</li> </ul>
CLO6 : Understand the connection between business models, growth patterns and financing needs of a digital innovation venture to craft a funding strategy.	<ul style="list-style-type: none"> <li>• PLO1 : Business Knowledge</li> </ul>
CLO7 : Effectively communicate fundamental characteristics of digital innovations, such as the use-case(s), minimum viable product(s), principal business model and deployment strategy, in engaging deliveries that maximise attention and retention in the audience.	<ul style="list-style-type: none"> <li>• PLO3 : Business Communication</li> </ul>
CLO8 : Identify and evaluate strategic alternatives for building ecosystems and internationalisation of digital innovations.	<ul style="list-style-type: none"> <li>• PLO2 : Problem Solving</li> <li>• PLO6 : Global and Cultural Competence</li> </ul>
CLO9 : Evaluate and mitigate ethical concerns associated with digital innovations.	<ul style="list-style-type: none"> <li>• PLO5 : Responsible Business Practice</li> </ul>

Course Learning Outcomes	Assessment Item
CLO1 : Shape technology driven opportunities for digital innovations from a thorough understanding of typical sources of emerging digital technologies and their applications.	<ul style="list-style-type: none"> <li>• Conceptual business design for a novel or emerging technology</li> <li>• Participation and engagement</li> <li>• Conceptual implementation plan for an emerging technology</li> </ul>
CLO2 : Examine technology and industry dynamics of emerging digital technologies to identify viable timings for entry and growth strategies.	<ul style="list-style-type: none"> <li>• Conceptual business design for a novel or emerging technology</li> <li>• Participation and engagement</li> <li>• Conceptual implementation plan for an emerging technology</li> </ul>
CLO3 : Evaluate patterns of innovations to adapt the product and/or business design for optimal diffusion.	<ul style="list-style-type: none"> <li>• Conceptual business design for a novel or emerging technology</li> <li>• Participation and engagement</li> <li>• Conceptual implementation plan for an emerging technology</li> </ul>
CLO4 : Understand and apply fundamental process frameworks for the development of digital innovations.	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Conceptual business design for a novel or emerging technology</li> <li>• Participation and engagement</li> <li>• Conceptual implementation plan for an emerging technology</li> </ul>
CLO5 : Collaborate with team members to craft and experiment with strategies for scaling and expanding the scope of a growing digital venture.	<ul style="list-style-type: none"> <li>• Conceptual implementation plan for an emerging technology</li> </ul>
CLO6 : Understand the connection between business models, growth patterns and financing needs of a digital innovation venture to craft a funding strategy.	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Conceptual business design for a novel or emerging technology</li> <li>• Participation and engagement</li> <li>• Conceptual implementation plan for an emerging technology</li> </ul>
CLO7 : Effectively communicate fundamental characteristics of digital innovations, such as the use-case(s), minimum viable product(s), principal business model and deployment strategy, in engaging deliveries that maximise attention and retention in the audience.	<ul style="list-style-type: none"> <li>• Conceptual business design for a novel or emerging technology</li> <li>• Conceptual implementation plan for an emerging technology</li> </ul>
CLO8 : Identify and evaluate strategic alternatives for building ecosystems and internationalisation of digital innovations.	<ul style="list-style-type: none"> <li>• Conceptual business design for a novel or emerging technology</li> <li>• Conceptual implementation plan for an emerging technology</li> </ul>
CLO9 : Evaluate and mitigate ethical concerns associated with digital innovations.	<ul style="list-style-type: none"> <li>• Participation and engagement</li> <li>• Conceptual business design for a novel or emerging technology</li> <li>• Conceptual implementation plan for an emerging technology</li> </ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

## Additional Course Information

The course teaches students (a) to examine technical and managerial opportunities and challenges presented by emerging and evolving digital technologies in high-tech markets and organisations, (b) to develop appropriate strategies and employ appropriate processes for capitalising on them.

### Structure:

*Unit 1 Sources of Innovation* identifies innovation networks (rather than individual people or organisations) as the most significant source of new products/services, discusses the role of creativity as the underlying process in shaping opportunities and elaborates on how innovation networks can be leveraged in shaping of opportunities.

*Unit 2 The Dark Side of Innovation* introduces the concept of digital ethics and its significance in the realm of digital innovation, emphasising the need for individuals involved in the design, development and management of digital products to make informed and ethical decisions.

*Unit 3 Patterns of Innovations* covers how different patterns of technological innovations present unique opportunities and challenges for organisations, society, producers, users and regulators.

*Unit 4 Managing the Development Process* discusses how classic process frameworks can be applied and combined to develop digital innovations. By understanding the importance of defining the scope, you will be able to make informed decisions when selecting a development process model.

*Unit 5 Dynamics of Technology Spaces and Entry Timing* explores the limitations of prevalent concepts associated with timing of entry and you will apply a practice perspective to benefit your ability to optimise entry timing decisions.

*Unit 6 Ecosystems and Internationalisation* combines concepts for building and managing ecosystems with the idea of leveraging international differences to support development and growth of digital innovations.

*Unit 7 Designers' and Experimenting Mindsets* explores how the process of converting

opportunities into digital innovations can benefit from designers' and experimenting mindsets.

*Unit 8 Managing Growth and Funding of Digital Innovations* will provide the opportunity to deeply explore and gain a comprehensive understanding of the various high-growth patterns that are commonly associated with digital innovations.

*Unit 9 Deployment of Digital Innovations* explores various essential aspects of the deployment process, such as marketing and sales, as well as the protection and appropriation of innovations.

*Unit 10 Economics of Digital Innovations* introduces the fundamental cash flows that play a pivotal role in determining the financial viability of an innovation.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Conceptual business design for a novel or emerging technology Assessment Format: Individual	35%	Due Date: Thursday of Week 7 by 3pm Sydney time	<ul style="list-style-type: none"><li>• PL01 : Business Knowledge</li><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li><li>• PL05 : Responsible Business Practice</li><li>• PL06 : Global and Cultural Competence</li></ul>
Participation and engagement Assessment Format: Individual	20%	Due Date: Ongoing throughout the course from Week 1 through to Week 10	<ul style="list-style-type: none"><li>• PL01 : Business Knowledge</li><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li></ul>
Quizzes Assessment Format: Individual	15%	Start Date: Quiz opens on Monday at 12.01am Sydney time of Weeks 1, 3, 4, 5, 9 and 10 Due Date: Quiz closes on Wednesday at 11.59pm Sydney time of Weeks 1, 3, 4, 5, 9 and 10	<ul style="list-style-type: none"><li>• PL01 : Business Knowledge</li></ul>
Conceptual implementation plan for an emerging technology Assessment Format: Group	30%	Due Date: Friday of Week 11 by 3pm Sydney time	<ul style="list-style-type: none"><li>• PL01 : Business Knowledge</li><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li><li>• PL05 : Responsible Business Practice</li><li>• PL06 : Global and Cultural Competence</li></ul>

## Assessment Details

### Conceptual business design for a novel or emerging technology

#### Assessment Overview

You will explore a chosen emerging technology and craft a conceptual plan for its development phase.

#### Course Learning Outcomes

- CL01 : Shape technology driven opportunities for digital innovations from a thorough

understanding of typical sources of emerging digital technologies and their applications.

- CL02 : Examine technology and industry dynamics of emerging digital technologies to identify viable timings for entry and growth strategies.
- CL03 : Evaluate patterns of innovations to adapt the product and/or business design for optimal diffusion.
- CL04 : Understand and apply fundamental process frameworks for the development of digital innovations.
- CL06 : Understand the connection between business models, growth patterns and financing needs of a digital innovation venture to craft a funding strategy.
- CL07 : Effectively communicate fundamental characteristics of digital innovations, such as the use-case(s), minimum viable product(s), principal business model and deployment strategy, in engaging deliveries that maximise attention and retention in the audience.
- CL08 : Identify and evaluate strategic alternatives for building ecosystems and internationalisation of digital innovations.
- CL09 : Evaluate and mitigate ethical concerns associated with digital innovations.

#### **Assessment Length**

Maximum of 20 slides

## **Participation and engagement**

#### **Assessment Overview**

You need to actively participate in discussions and other learning activities by incorporating the concepts and theories from the course. This includes expressing your ideas and opinions, and responding to contributions from your fellow students.

#### **Course Learning Outcomes**

- CL01 : Shape technology driven opportunities for digital innovations from a thorough understanding of typical sources of emerging digital technologies and their applications.
- CL02 : Examine technology and industry dynamics of emerging digital technologies to identify viable timings for entry and growth strategies.
- CL03 : Evaluate patterns of innovations to adapt the product and/or business design for optimal diffusion.
- CL04 : Understand and apply fundamental process frameworks for the development of digital innovations.
- CL06 : Understand the connection between business models, growth patterns and financing needs of a digital innovation venture to craft a funding strategy.
- CL09 : Evaluate and mitigate ethical concerns associated with digital innovations.

#### **Assessment Length**

50-100 words per post

#### **Hurdle rules**

Quizzes for 6/10 units.

## Quizzes

### Assessment Overview

These online quizzes are to test your understanding of the course concepts and theories.

### Course Learning Outcomes

- CL04 : Understand and apply fundamental process frameworks for the development of digital innovations.
- CL06 : Understand the connection between business models, growth patterns and financing needs of a digital innovation venture to craft a funding strategy.

### Assessment Length

Four to six multiple-choice questions

## Conceptual implementation plan for an emerging technology

### Assessment Overview

Teams of students will craft a conceptual plan for the implementation phase of a chosen emerging technology.

### Course Learning Outcomes

- CL01 : Shape technology driven opportunities for digital innovations from a thorough understanding of typical sources of emerging digital technologies and their applications.
- CL02 : Examine technology and industry dynamics of emerging digital technologies to identify viable timings for entry and growth strategies.
- CL03 : Evaluate patterns of innovations to adapt the product and/or business design for optimal diffusion.
- CL04 : Understand and apply fundamental process frameworks for the development of digital innovations.
- CL05 : Collaborate with team members to craft and experiment with strategies for scaling and expanding the scope of a growing digital venture.
- CL06 : Understand the connection between business models, growth patterns and financing needs of a digital innovation venture to craft a funding strategy.
- CL07 : Effectively communicate fundamental characteristics of digital innovations, such as the use-case(s), minimum viable product(s), principal business model and deployment strategy, in engaging deliveries that maximise attention and retention in the audience.
- CL08 : Identify and evaluate strategic alternatives for building ecosystems and internationalisation of digital innovations.
- CL09 : Evaluate and mitigate ethical concerns associated with digital innovations.

### Assessment Length

Maximum of 20 segments, 20 seconds each (only 50% can be static, narrated PowerPoint slides)



# General Assessment Information

## Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	Unit 1: Sources of innovation
	Assessment	Assessment 2: Participation and engagement Assessment 3: Quizzes - this week's quiz opens on Monday at 12.01am Sydney time; closes on Wednesday at 11.59pm Sydney time
Week 2 : 19 February - 25 February	Topic	Unit 2: The dark side of innovation
	Assessment	Assessment 2: Participation and engagement
Week 3 : 26 February - 3 March	Topic	Unit 3: Patterns of innovations
	Assessment	Assessment 2: Participation and engagement Assessment 3: Quizzes - this week's quiz opens on Monday at 12.01am Sydney time; closes on Wednesday at 11.59pm Sydney time
Week 4 : 4 March - 10 March	Topic	Unit 4: Managing the development process
	Assessment	Assessment 2: Participation and engagement Assessment 3: Quizzes - this week's quiz opens on Monday at 12.01am Sydney time; closes on Wednesday at 11.59pm Sydney time
Week 5 : 11 March - 17 March	Topic	Unit 5: Dynamics of technology spaces and entry timing
	Assessment	Assessment 2: Participation and engagement Assessment 3: Quizzes - this week's quiz opens on Monday at 12.01am Sydney time; closes on Wednesday at 11.59pm Sydney time
Week 6 : 18 March - 24 March	Topic	Unit 6: Ecosystems and internationalisation
	Assessment	Assessment 2: Participation and engagement
Week 7 : 25 March - 31 March	Topic	Unit 7: Designers' and experimenting mindsets
	Assessment	Assessment 1: Conceptual business design for a novel or emerging technology due on Thursday by 3pm Sydney time Assessment 2: Participation and engagement
Week 8 : 1 April - 7 April	Topic	Unit 8: Managing growth and funding of digital innovations
	Assessment	Assessment 2: Participation and engagement
Week 9 : 8 April - 14 April	Topic	Unit 9: Deployment of digital innovations
	Assessment	Assessment 2: Participation and engagement Assessment 3: Quizzes - this week's quiz opens on Monday at 12.01am Sydney time; closes on Wednesday at 11.59pm Sydney time
Week 10 : 15 April - 21 April	Topic	Unit 10: Economics of digital innovations
	Assessment	Assessment 2: Participation and engagement Assessment 3: Quizzes - this week's quiz opens on Monday at 12.01am Sydney time; closes on Wednesday at 11.59pm Sydney time
Week 11 : 22 April - 28 April	Assessment	Assessment 4: Conceptual implementation plan for an emerging technology due on Friday by 3pm Sydney time

## Attendance Requirements

Students must engage in weekly online asynchronous discussion forums and other activities. There are some optional webinars or drop-in group video calls (recorded for those who cannot attend).

# Course Resources

## Prescribed Resources

You have three major resources to help you learn:

- The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the activities as they arise.
- Your online or face-to-face classes with your Facilitator. The Facilitator's job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week's work, providing insights from their practical experience and understanding of theory, providing you with feedback on your assessments, and directing discussions and debates that will occur between you and your co-participants in the classroom.
- Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the Facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

### Other resources

#### BusinessThink

BusinessThink is UNSW's free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business then go the [BusinessThink website](#).

## Course Evaluation and Development

The most recent feedback from students available at the time of publishing this course outline relates to Term 2 2023.

In Term 2 2023, students generally seemed to be satisfied with the fundamental content of the course, which still maps a generic entrepreneurship process onto the managerial work associated with digital innovations. Students specifically liked the revised requirements of Assessment 1 and Assessment 4, as well as the increased interaction between peers.

It is noteworthy that the response rate from students to the myExperience survey in Term 2 (71% for Virtual Weekly) and Term 3 (52% for Intensive and WEB Weekly combined) was raised to above 50% for both terms, which indicates stronger engagement.

The rating items in the Virtual Weekly mode (T2/23) were 100% broadly agree on all course-related items.

Response to student feedback:

- The course has been fully revised to be launched in Term 1 2024 and incorporates several "more of this" and "less of that" requests by students
- The revision will address some concerns related to quality of the quizzes

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator in charge	Dirk Primus					No	Yes

## Other Useful Information

### Academic Information

#### COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [key policies and support](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

#### STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and

successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

### SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with

the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under “Special Consideration” on the [key policies and support](#) page.

## LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the ‘wrong’ assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such

late penalties will be available on the course Moodle page.

## FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## Faculty-specific Information

### PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

### COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

## QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.