**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | | **Innovative Government: A Comparative View** | | | | | | | | | | | | | | | | | | | |
| **Course Type** | | | In-class | | | | | | | | **Credits**  **(hours)** | | | 3  (3hrs/day, 45 hours total) | | | | | | | | |
| **Department** | | | Public Administration | | | | | | | | **Professor** | | | Vita Juknevičienė | | | | | | | | |
| **Classification**  **(year in school)** | | | 2-4 year | | | | | | | | **Course Code** | | | PBA4001 | | | | | | | | |
| **Class room** | | | TBA | | | | | | | | **E-mail** | | | v.jukneviciene@gmail.com | | | | | | | | |
| **Prerequisite(s)** | | | Even this course is created for bachelor degree students; undergraduates, especially those, who are interested in innovation management and policy, creativity in the public sector and the future carrier in the public sector organizations, can take this course. | | | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | | *The main objective* of this course is to enable students to recognize the role of innovative government in the contemporary development process, especially reacting to various uncertainties, to identify possibilities through innovations in the public sector and innovation policy, and strategies applications in different countries of Europe, Asia and other regions. It is supplemented by other objectives:   1. To gain the knowledge about the concept of innovative government, the necessity and potential of innovation in the public sector; 2. To identify obstacles of innovation and possibilities to overcome uncertainties by creative decision-making process in the public sector; 3. To explain how government can contribute to the creation and implementation of innovation strategies in different countries, reacting to uncertainties.   To compare features and specifics of innovative government, innovation policyand innovation strategies in different countries in Europe and Asia, to find possibilities for creativity in the public sector in the context of uncertainties. | | | | | | | | | | | | | | | | | | | |
| **Course Summary** | | | The traditional role of government was to plan national development and implement the plan.  In the nowadays world when many uncertainties rise, the contemporary government is required to become resilient, to induce and manage innovation, to find new solutions. Yet, government innovation policy and strategies vary, however all of them are targeted towards creation of the welfare of citizen.  We will discuss importance of innovation in the public sector; obstacles to innovation policy and innovative strategy in the context of uncertainties, we will focus on case studies in Europe, Asia and other regions.  This class has three major parts:   1. Necessity and Potential of Innovative Government in the context of uncertainty; 2. Stimulus and Obstacles to innovation, innovation policy and innovative strategies; 3. Case Studies in Comparative Perspective: Europe, Asia and other regions. | | | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | Problem Based Learning | | | | | Project Based Learning | Flipped Learning | | | | Experiment/ Practices | | | | Others  (Describe) | |
| x | x | | | x | | | | | x | x | | | |  | | | | Six Thinking Hats, Lego Serious Play | |
| ***Lecture***. Both traditional and interactive lecture teaching methods are used to present main theoretical concepts and discuss various examples.  ***Presentation / Discussion*** method is closely related to the ***Flipped Learning method***, which will be used, when students will be preparing presentations about particular cases of decisions (actions) of innovative government in Europe and Asia or other regions for lectures, they will play the main role during lectures and moderate discussions.  ***Problem Based Learning*** method is closely connected to the ***Six Thinking Hats method*** (Edward de Bono creative thinking method) and ***Lego Serious Play***, which enable students use a particular methodology of both methods to look for solutions of particular problems, which must be solved by innovative government in the context of uncerntainty.  ***Project Based Learning*** will be the main method to prepare for the final assignment – suggesting an innovative idea for the development of particular selected region or the city, solving particular problem, raised in the context of uncertainty. | | | | | | | | | | | | | | | | | | | |
| **Grading** | | | Mid-Term | Final | Individual Tasks | | | Team Projects | | | | Class participation | | | Attendance | | | Others  (Describe) | | | | **Total** |
|  | *Exam (group project)* | *Individual presentation* | | | *Team project* | | | | *Active participation in discussions* | | |  | | |  | | | |  |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | | | | | Author | | | | | | | Publisher | | | | Year of publication | | | |
| Main textbook | Practical Innovation in Government: How Front-Line Leaders Are Transforming Public-Sector Organizations | | | | | | | | Robinson, A. G., Schroeder, D. M. | | | | | | | Berrett-Koehler Publishers | | | | 2022 | | | |
| Others | Global Trends in Government Innovation 2023 | | | | | | | | OECD | | | | | | | OECD, OPSI, | | | | 2023 | | | |
|  | Innovation in the Public Sector. Country Experiences and Policy Recommendations | | | | | | | | United Nations | | | | | | | UNECE | | | | 2017 | | | |
|  | Entrepreneurship and Innovation: Global Insights from 24 Leaders | | | | | | | | Barrood, J. C. (Ed.) | | | | | | | Rothman Institute of Entrepreneurship | | | | 2012 | | | |
|  | Six Thinking Hats | | | | | | | | de Bono, E. | | | | | | | Penguin Canada | | | | 2000 | | | |
|  | Exploring Positive Psychology with Lego® Serious Play | | | | | | | | Bab, M., Boniwell, I. | | | | | | | Gnist Aarhus ApS | | | | 2016 | | | |
| Reference | Observatory of Public Sector Innovation (OPSI). Case study library. Available online: https://oecd-opsi.org/case\_type/opsi/ | | | | | | | | | | | | | | | | | | | | | |
|  | Building Better LearningUsing the LEGO® Serious Play® Method in Education. Available online: https://www.serious.global/read/building-better-learning-using-the-lego-serious-play-method-in-education/ | | | | | | | | | | | | | | | | | | | | | |
|  | Playmeo. Inspire creativity & innovation with dozens of fun & playful group activities. Available online: https://www.playmeo.com/theme/creativity/ | | | | | | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | | | | | |
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| **Day**  **(3hrs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 1 | Introduction to studies | 1 | Information about study organizing process and assignments will be presented. | Syllabus of the course. |
| Introduction to Innovative Government | 2 | Traditional lecture, review of video material | Syllabus of the course, set of slides |
| 2 | The conception of innovation policy and innovation in the public sector | 3 | Interactive lecture, discussion | Readings of the course, set of slides.  *Activity of students* in discussions will be evaluated |
| 3 | Innovation management process in the public sector | 3 | Interactive lecture, discussion | Readings of the course, set of slides.  *Activity of students* in discussions will be evaluated |
| 4 | Potential of public sector innovation, R&D activities in the public sector | 3 | Interactive lecture, discussion, review of video material, case studies | Readings of the course, set of slides.  *Activity of students* in discussions will be evaluated |
| 5 | Obstacles to innovation | 3 | Interactive lecture, discussion | Readings of the course, set of slides.  *Activity of students* in discussions will be evaluated |
| 6 | Encouraging creativity in the public sector | 3 | Interactive lecture, discussion, problem based learning | Readings of the course, set of slides.  *Activity of students* in discussions will be evaluated |
| 7 | Creative decision-making process in the public sector in the context of uncertainty | 3 | Interactive lecture, discussion, problem based learning, Six thinking Hats.  All instructions for students will be provided in the room. | *Assignment -* ***Team project*** |
| 8 | Design thinking tool for innovative government | 3 | Interactive lecture, discussion, problem based learning, Lego Serious Play | Readings of the course, set of slides.  *Activity of students* in using method and discussions will be evaluated |
| 9 | Innovation policy making in the context of uncertainty | 2 | Interactive lecture, discussion, problem based learning | Readings of the course, set of slides.  *Activity of students* in discussions will be evaluated |
| *Individual tutorials* | *1* | *Consultations with individuals* |  |
| 10 | Innovative strategies and government plans | 3 | Interactive lecture, case, studies, discussion | Readings of the course, set of slides.  *Activity of students* in discussions will be evaluated |
| 11 | Case Studies in Comparative Perspective: Europe, Asia and other regions | 3 | Students are informed about the assignment in the 1st meeting. This assignment requires using such learning methods as Case study, Library / information retrieval tasks, Literature review, Presentation, Individual tutorials,  Problem based learning, Flipped learning.  They have possibility to get consultations before the assignment. | *Assignment* – ***Individual presentation*** |
| 12 | 3 |
| 13 | 3 |
| 14 | The future of innovative government | 1.5 | Interactive lecture, discussion | Readings of the course, set of slides.  *Activity of students* in discussions will be evaluated |
|  | *Group tutorials* | *1.5* | *Small group consultations, project based learning* |  |
| 15 | The group of students (international if possible) must decide on one social-economic problem they would like to solve in the context of uncertainty.  They must use competencies, gained from practicing Six Thinking Hats method, to get the original possible solution to increase the welfare of region/ organization/ community. The knowledge about innovative government as well as innovation management process must be used to prepare the project on this solution.  Group prepares 20 minutes oral presentation with the visual material, presenting the process of the solution (innovation) management, participants, infrastructure, resources, its political, economical, social and technological effect for the society and environment, issues. | 3 | Students are informed about the assignment in the 1st meeting. This assignment requires using such learning methods as: Case study, Library / information retrieval tasks, Literature review, Project based learning and Presentation.  They have possibility to get consultations before the assignment. | *Final assignment –* ***EXAM*** *(group project)* |

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| **References** |
| **Assignments and student evaluation methods.**  **Assignment – Team project**. This assignment is dedicated for the engaging students’ participation while practicing Edward de Bono creative thinking method – Six Thinking Hats. This will require students to be fully involved in the problem based learning, while analyzing selected social-economic problem raising from the uncertainty and suggesting different solutions for it to increase the resilience. It will help students with the different background, knowledge and even attitudes to work together and look for common decisions of innovative government.  ***Grading criteria*** for the assignment (20 points system):   * Student is fully engaged in the practice of the method and discussions – 10 points; * Students provides ideas for possible solutions – 10 points.   **Assignment – Individual presentation**. This assignment is based on the flipped learning. This assignment is the student’s presentation of two selected case studies of innovative government implemented actions (decisions) from Europe and Asia and a comparison of them. Cases can be selected from the “Case study library” (Observatory of Public Sector Innovation (OPSI)). The oral presentation will take up to 20 minutes; each student will provide the set of slides too. The student moderates tasks for colleagues and discussions after the presentation. Each student has 30 minutes.  ***Grading criteria*** for the assignment (30 points system):   * Properly selected and good analyzed cases – 10 points; * Analytical, deep insights on the comparison of both cases (focusing not only on the effect, resources or implementation process, but on regulations, involvement of institutions, political as well as socio-economic conditions as well) – 10 points; * Logical, relevant structure and original content of the presentation – 5 points; * Good style and manners of the presenter – 3 points; * Good visualizing, following citation ethics – 2 point.   **Final assignment – EXAM (group project). Group project** is a presentation of the innovative idea for the development of a city or a region, solving problems in the context of uncertainty, including representatives of innovative government.All group members must participate in the presentation and present a part of the project. The presentation will take 20 minutes; students will provide set of slides too. Discussions after presentations are welcomed.  ***Grading criteria*** for the assignment (40 points system):   * Properly selected and good analyzed problem of a city or a region for which students provide the solution – 5 points; * The originality of presented solution – 5 points; * Analytical, deep insights of the solution management process (POSDCORB - planning, organizing, staffing, directing, coordinating, reporting, budgeting) – 10 points; * Analytical insights of political, economical, social and technological effect of the solution to the society and environment – 10 points; * Logical, relevant structure and original content of the presentation – 5 points; * Good style and manners of each presenter – 3 points; * Good visualizing, creative presentation (using media opportunities) – 2 point. |