

TIMG 5201 Technology and Wealth

Winter 2024 (January 8 to April 10, 2024)

TIME, PLACE AND DELIVERY MODE

Thursdays, 6:05 p.m. – 8:55 p.m. Eastern Time (Ottawa time)

In person: Nicol Building 3020

Online: <https://carleton-ca.zoom.us/j/93230150387> and the codeword: 5201W.

All course participants must use Carleton email accounts.

Delivery mode: HyFlex, students can attend in person, online or a combination of in person and online.

INSTRUCTOR

Professor Tony Bailetti

tony.bailetti@carleton.ca

Office: NI 5027, Nicol Building

ABOUT THE COURSE

This course helps a TIM students:

1. Gain a deep understanding of the “how technology creates wealth” domain
2. Define topics for their TIM projects or define the process to formulate and implement TIM projects
3. Take knowledge gained from basic research and translating into tangible solutions that add value to small and large businesses
4. Apply activity theory and ChatGPT to solve real company problems, enhance innovation, and foster collaboration
5. Develop four critical thinking skills – generate, recommend, synthesize, and execute
6. Actively create new knowledge and expand one’s understanding of a subject or domain

7. Take responsibility for their education

COURSE DESCRIPTION

TIMG 5201 [0.5 credit] Technology and Wealth

Tools, models, approaches, theories and frameworks used to deploy technology to create and appropriate wealth.

TARGET AUDIENCE

TIMG 5201W Technology and Wealth is for graduate students in the Technology Innovation Management (TIM) program registered in one of the degree pathways – the Master of Entrepreneurship (MEnt), the Master of Applied Business Analytics (MABA), the Master of Digital Transformation & Entrepreneurship (MDTE), the Master of Engineering (MEng) or the Master of Science – in their second, third term or fourth term of study.

LEARNING SPACE

Course participants will engage in a learning space that includes synchronous and asynchronous learning activities.

All course content, instructions, links, and submission portals are available in Carleton University's Brightspace Learning Management System (LMS):

<https://brightspace.carleton.ca/d2l/home>. You can learn about Brightspace here:
<https://carleton.ca/brightspace/students/>

Instructions for synchronous and asynchronous learning activities are available for each class inside the course's Brightspace page. Students must review these instructions in advance and complete activities and assignments on time. Each student is responsible for the submission of their own assignment and the assessments they receive. Students will work in groups in class and outside the class; however, each student controls their own submissions.

All classes follow a consistent pattern of learning activities to complete. The pattern incentivizes consistent effort from students (effort is correlated to learning) and ensures active class discussions and applications of course concepts rather than passive listening and low student engagement.

Synchronous portion – class sessions

Class sessions are the *synchronous* portion of our learning space where all of us, from anywhere in the world, come together at the same time to interact.

Class sessions will include combinations of group discussions, project work, lectures, student presentations, Q&A sessions, and learning reflections.

Students have the option to join class sessions in person in room 5010, Nicol Building, or online. The HyFlex classroom has video conferencing facilities including cameras, speakers, and large display screens to bridge the online and offline worlds productively. Students must engage in class regardless of in-person or online attendance.

Asynchronous portion – outside class sessions

The *asynchronous* portion of our learning space involves work done by students on their own time (i.e., activities completed outside of class).

Pre-class – Students receive a combination of readings and videos to consume and instructions to complete ahead of each class. Students will engage with the material on their own time and at their own pace, while meeting expected assignment deadlines. By completing the readings and videos, students will arrive to class prepared to engage in higher-order learning activities.

After-class – Students receive instructions on the assignments they need to submit after the synchronous classes. The after-class assignments build on the pre-class assignments and the in-class learning activities. Students will complete the after-class assignments on their own time and at their own pace, while meeting expected assignment deadlines.

COURSE-RELATED QUESTIONS AND OFFICE HOURS

Course-related questions – Students should post all questions about the course, including questions about course content, procedures, and assignments, to the discussion forum on Brightspace titled “Ask the Instructor.” Students that send course related questions to the instructor’s email will receive a reply asking the student to post their questions to the “Ask the Instructor” discussion forum.

The “Ask the Instructor” discussion forum is available in the course’s Brightspace page inside the “Course Essentials” module.

Response time: please allow 24-48 hours for responses to questions posted during the work week.

The instructor is available via email any time. Please use email to inform the instructor of emergencies, request in-person or virtual appointments, and for other non-course-related

subject matter. Email is the preferred mode as it keeps a record of the student-instructor exchanges. Students meet the instructor using the Zoom link for the course, or in person at the LTW Boardroom (5064 Nicol Building) or his office (5027 Nicol Building). Students should let the instructor know about emergencies without delay.

RULES OF CONDUCT

Engagement

Student engagement with their peers and the course content is important for learning. Students’ success depends on the extent and intensity of their engagement.

Students will engage with the course individually and as part of groups. There are two types of groups students will engage with: “Learning Groups”, and “Theme Groups”. The instructor assigns students into Learning Groups and Theme Groups. Students can request to be transferred from one group to another.

Each student is to interact with members of their groups actively and respectfully to complete assignments and assimilate the content covered in the course.

Expectations

	The instructor expects students to:
Academic integrity and participation	<ul style="list-style-type: none"> • Deliver excellent presentations. An excellent presentation is clear, concise, insightful, and completed within the allotted time • Submit assignments that meet specifications on time • Deliver professional-quality work (i.e., your work is clear, influential, organized, and free of spelling errors, poor grammar, inconsistent formatting, and other mistakes) • Comply with the university’s academic integrity standards (e.g., will not plagiarize) • Interact with peers and the instructor to produce new knowledge
Teamwork and communication	<ul style="list-style-type: none"> • Arrive prepared to team meetings • Not permit (i.e., not allow) or engage in freeloading for team projects or group work

	<ul style="list-style-type: none"> • Work through adversity and disagreement while maintaining a positive and respectful mindset (towards others and oneself) • Deal with uncertainty productively • Respond to emails reliably and promptly • Work respectfully and collaboratively with others
Classroom etiquette	<ul style="list-style-type: none"> • Respect others • Use communications resources to learn, not disrespect others • Be prepared for each class and fully participate in all classes • Show up to class on time • Manage time by scheduling course assignment due dates and requisite study time into their personal calendar

COURSE LEVEL LEARNING OUTCOMES

A learning outcome is what you will be able to do after completing this course.

The table below provides the learning outcomes at the course level.

You can:	Assignments
Execute – do what you are required to do	Exceed or meet specifications on all assignments
Synthesize – figure out what is important	Slide decks 1 and 2
Recommend – determine what should be done	Project report for Themes A-E Project report for Theme F: Digital platforms
Generate – create something from nothing	Project report for Theme F: Digital platforms Project report for Themes A-E
Communicate – deliver high-quality presentations	Presentations 1 and 2

PROJECT REPORTS

Students will work in groups of one, two or three students to complete two project reports:
Project Report for Themes A-E and Project Report for Theme F: Digital platforms.

Project Report for Themes A-E

- Select two of the 28 activity diagrams and refine them
- Apply the two activity diagrams to explain real world scenarios that can be observed online
- Highlight the lessons learned from conducting this project

Project Report for Theme F: Digital platforms

- Review the research literature to identify the “conceptual things” that will guide the design and operation of a digital platform; these conceptual things include theories, frameworks, processes, and tools
- Frame the findings from the literature and your vision of the digital platform you wish to build into an activity diagram
- Observe existing platforms, collect data, identify the collection of data that can be analyzed to further refine the activity diagram
- Highlight the lessons learned from conducting this project

ASSIGNMENTS

In addition to the two project reports, this course has two assignments. Each assignment provides students the opportunity to better understand the “how technology creates wealth” domain and apply lessons learned to real world scenarios.

PRESENTATIONS

This course requires each group to make two presentations, submit slides to support these presentations, and submit a revised slide deck at the end of the course.

ASSESSMENT

Your final grade will be determined using the following weights:

Mini TIM Project Report	50	Group
Slide decks 1, 2 and revised	20	Group
Presentations 1 and 2	10	Group
Assignment 1	10	Individual
Assignment 2	10	Individual
Total	100	

A group can be comprised of 1,2 or 3 students. Students form and reconfigure their own groups.

COURSE SCHEDULE

The schedule for TIMG 5201W Technology and Wealth is below.

Class #	Date	Topic	After class Assignment
1.	January 11	Course overview Theme A: Early stage firm growth	
2.	January 18	Theme B: Scale using digital tools	
3.	January 25	ChatGPT prompts and activity theory	
4.	February 1	Theme B: Scale using digital tools	
5.	February 8	Theme C: Enhanced operational efficiency	
6.	February 15	Theme C: Enhanced operational efficiency	
	February 22	Break week	
7.	February 29	Slide deck 1 & Presentation 1	Assignment 1

8.	March 7	Theme D: Business model innovation	
9.	March 14	Theme D: Business model innovation	
10.	March 21	Theme E: Customer experience and service delivery	
11.	March 28	Theme E: Customer experience and service delivery	Assignment 2
12.	April 4	Theme F: Sustainable practices aligned with social and environmental values	
13.	April 11	Slide deck 2 & Presentation 2	
Final assignments	April 18	<ol style="list-style-type: none"> 1. Revised slide deck 2 2. Mini TIM Project 	

ADDITIONAL RESOURCES

Within the course’s Brightspace there are documents providing detailed explanation of how the course works, what actions you can take to ensure your success, and learning resources you can use to do better in the course. These documents complement this course outline by going into greater detail and providing actionable advice and tools.

Students should carefully review all content in Brightspace.

GENERATIVE AI

Students are encouraged to use generative artificial intelligence (AI) applications such as ChatGPT (<https://chat.openai.com/chat>) responsibly within this course.

ChatGPT will be actively taught and used in the course. When using ChatGPT, students are expected to 1) keep a record of their conversation with the application, 2) check, verify, and provide proper citations to the claims and ideas used, and 3) apply critical thinking skills to increase the value created by the machine.

Assignment and project reports submissions that appear unedited, copy-paste text from the machine will be flagged and penalized.

Example uses of ChatGPT:

- Improve the quality of the presentation slide deck and presentation narrative
- Translate text
- Generate text
- Summarize text
- Explore concepts and brainstorm options

- Propose research method steps
- Engage in question answering and role playing
- Improve the explanation of data acquisition and data analysis
- Eliminate all errors in grammar spelling, capitalization, and punctuation
- Ensure that citations and references are complete and correct

When using ChatGPT it is essential to maintain academic integrity and ensure that the work you submit remains primarily your own. Here are some guidelines to follow:

1. Consider ChatGPT as a helpful resource for generating ideas, gaining insights, and finding relevant sources. It should complement your work and writing skills, not replace them entirely.
2. If you use information or ideas obtained from ChatGPT in your assignments, presentations and project reports, be sure to cite them properly. Treat it like any other source, and provide appropriate references, including the AI tool's name, date of access, and the specific generated content.
3. Always double-check the information, facts, and references provided by ChatGPT independently. Don't blindly trust the AI-generated content; use it as a starting point for your work.
4. Ensure that the primary authorship and originality of your work remain intact. While ChatGPT can suggest ideas, wording, or even paragraphs, the majority of your reports and assignments must be your own thoughts, analysis, and writing.
5. Don't simply copy and paste AI-generated text into your paper. Edit and revise it to fit your writing style and the specific requirements of your assignment. Make sure the content flows seamlessly within your paper.
6. Consult with your professor and your peers about your use of ChatGPT in your projects and assignments. They can provide valuable insights and help ensure that you're using these tools effectively and ethically.
7. Do not use ChatGPT to generate entire reports or assignments. Instead, focus on using it to supplement your work and writing process by generating ideas, clarifying concepts, or suggesting possible approaches.
8. Recognize the limitations of AI-generated content. While ChatGPT can provide valuable assistance, it may not always offer accurate or contextually relevant information. Use critical thinking to evaluate the quality and suitability of the generated content.
9. After incorporating AI-generated content, carefully proofread your paper for grammar, spelling, and formatting errors. Ensure that the paper adheres to the required style guide (e.g., APA, MLA, Chicago).
10. Keep a record of the interactions with ChatGPT. This documentation can help demonstrate your ethical and responsible use of AI tools if questions arise.

The guidelines above are an edited version of ChatGPT’s response to the following prompt: “Please provide guidelines for graduate students to follow when using ChatGPT to complete assignments and research reports,” submitted by the instructor on January 2, 2024.

TIM BRAND, VALUES, GROUP WORK, PLAGIARISM, AND ISSUE TRACKING

Brand

The brand of the TIM program is an asset that is valuable. All TIM students and course participants work hard to protect and enhance both their own brand and the TIM brand.

Course participants should use Carleton email accounts.

TIM Values

The table below identifies our expectations (what we value) and what is not acceptable in our value system. Individuals registered in this course must act accordingly.

	What the instructor expects	What the instructor finds unacceptable
Course assignments	<ul style="list-style-type: none"> • Original work • High-quality work delivered on-time for public examination 	<ul style="list-style-type: none"> • Plagiarized work • Low-quality work delivered late with excuses
Focus	<ul style="list-style-type: none"> • Co-create innovation to make a difference in our university, disciplines, and communities 	<ul style="list-style-type: none"> • Knowledge that fills menial gaps and has little or no impact on communities, our region, country, or world
Source of information	<ul style="list-style-type: none"> • Reputable scholarly journals 	<ul style="list-style-type: none"> • Low quality journals, individual opinions, and stories
Mode in which students acquire knowledge and skills	<ul style="list-style-type: none"> • Independent and critical thinking 	<ul style="list-style-type: none"> • Memorization and regurgitation of information

	<ul style="list-style-type: none"> • Application of new knowledge to gain insights on how to launch and grow technology companies 	<ul style="list-style-type: none"> • Application of superficial opinions, stories, management fads, generalities
Challenge	<ul style="list-style-type: none"> • Trying new things, destroying boundaries, and being deep thinkers 	<ul style="list-style-type: none"> • Over-extending yourself by taking on so many things that you no longer have the capacity to do a respectable job at any of them.
Environment	<ul style="list-style-type: none"> • Relevant, substantive, fun, positive, 24x7 experiential learning 	<ul style="list-style-type: none"> • Worthless, trivial, theatre, boring, negative, 3 hrs/week listening

Plagiarism

Plagiarism, including copying and handing in for credit someone else's work, is a serious instructional offence that will not be tolerated. Please refer to the section on instructional offenses in the Carleton Graduate Calendar for additional information. Plagiarism is against the TIM culture. A case of plagiarism will be referred to the Dean of the Faculty of Graduate and Postdoctoral Affairs (FGPA). The instructor will not deal with the matter directly. Carleton University has a clear process to deal with allegations of plagiarism.

Issue tracking and technical support

Students should alert the instructor of any content or technical issues you encounter in this course.

INFORMATION ON ACADEMIC ACCOMMODATIONS

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, which result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Other information

For more information on academic accommodation, please contact the departmental administrator timprogram@CUNET.Carleton.ca or visit: students.carleton.ca/course-outline

HAVE A GREAT WINTER TERM LEARNING!