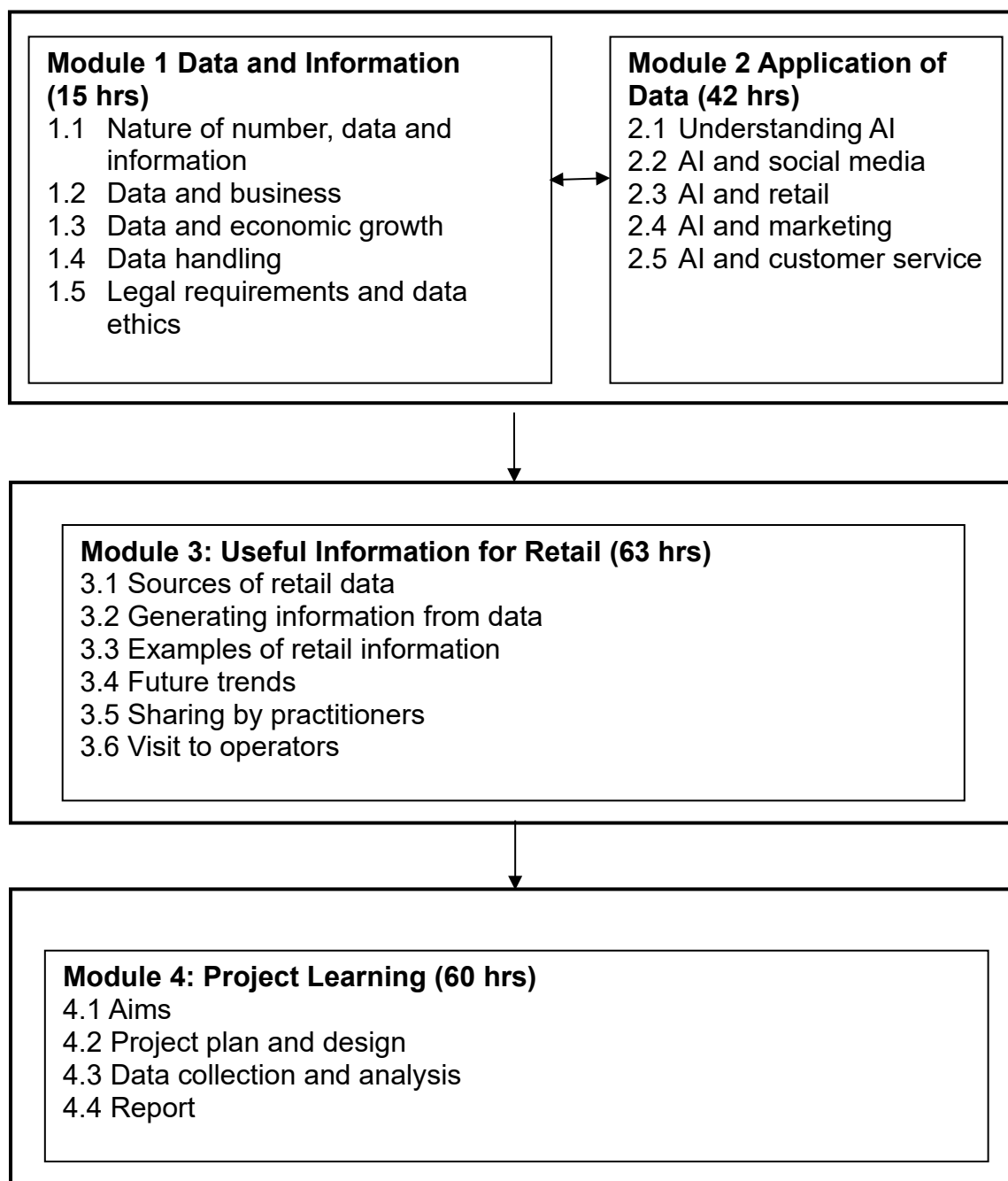


**Applied Learning**  
**2026-28 Cohort; 2028 HKDSE**

Item	Description
1. Course Title	AI Application in Business Data
2. Course Provider	Hong Kong Institute of Technology
3. Area of Studies/ Course Cluster	Business, Management and Law/ Business Studies
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none"><li>(i) demonstrate a basic understanding of AI technologies, data analysis for business and the importance of data in business;</li><li>(ii) devise a plan to generate useful retail information by integrating AI tools and data processing techniques to fulfill preset objectives;</li><li>(iii) apply beginners' data analysis skills and AI tools to transform data into useful retail information;</li><li>(iv) demonstrate communication skills in data analytics contexts;</li><li>(v) demonstrate a basic understanding of legal requirements and professional ethics for handling, processing and reporting data; and;</li><li>(vi) enhance self-understanding and explore directions on further studies and career pursuits.</li></ul>

## 6. Curriculum Map – Organisation and Structure



## 7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

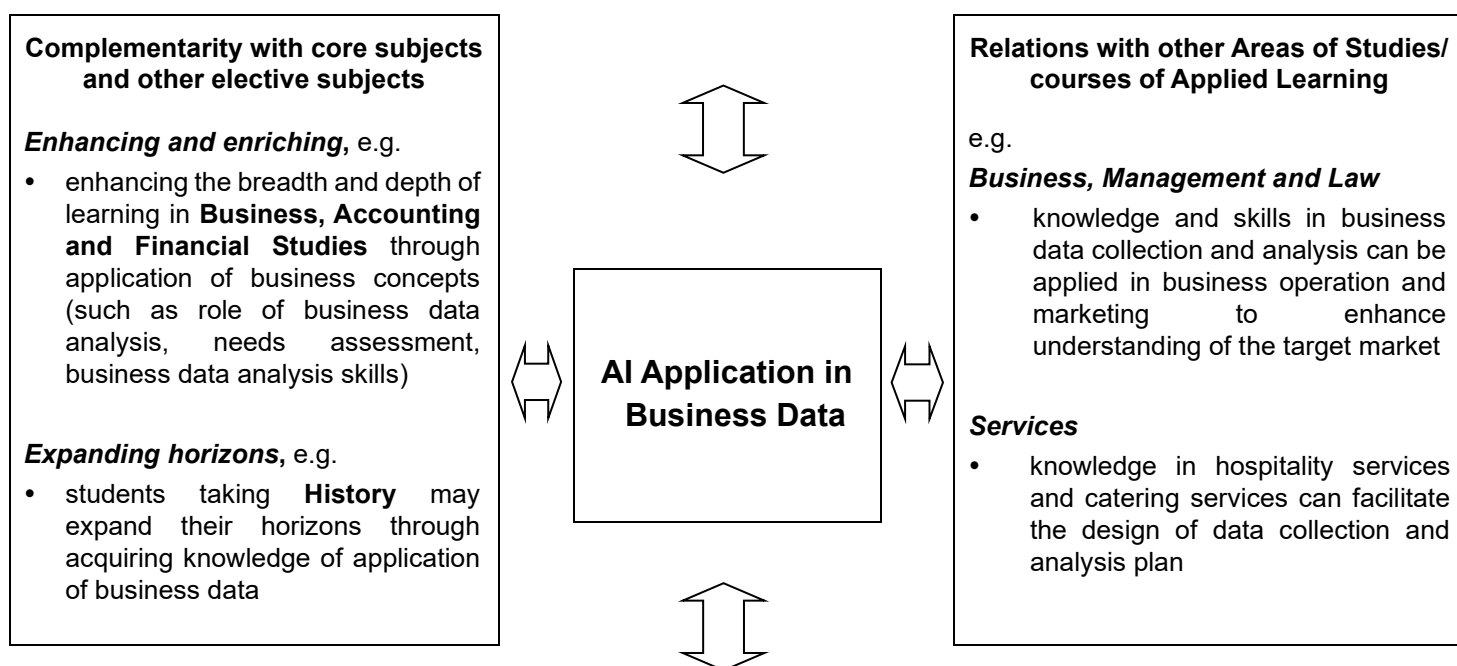
### Possible further study and career pathways

#### Further studies

- e.g. courses related to data science, data analytics, business administration, accounting, finance, marketing, management, computing, information systems

#### Career development

- e.g. business data analysis executive, business support officer (data analysis), business development executive/analyst, business intelligence officer, business planning and analysis officer



### Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – communication skills
- **Mathematics Education** – data handling
- **Technology Education** – processing and presentation of information
- **Personal, Social & Humanities Education** – interpersonal skills and social responsibility

## **8. Learning and Teaching**

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in AI and data application for business.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lecture, discussion and workshop on business operations and data analysis) and eye-opening opportunities to experience the complexity of the context (e.g. visits to business operators and seminars by practitioners).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. discussion, case studies, practical workshop on AI tools, report and presentation where students learn the relationship between data and business decision, and the importance of data to the sustainable development of businesses).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. in the self-directed business project, students apply data analysis, writing and presentation skills on real business issues).

## 9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

### (i) **Career-related Competencies**

- identify the key steps in data analysis and understand their importance in business operation, development and decision-making;
- collect information from credible and reliable sources using appropriate techniques;
- analyse and evaluate information using appropriate methods;
- make decisions supported by evidence from analysis;
- report the findings with professionalism; and
- observe data ethics in business contexts.

### (ii) **Foundation Skills**

- prepare data analysis report and conduct oral presentation;
- identify appropriate measurement and analytical tools to evaluate data; and
- utilise information technology (including AI tools and computer software) in collecting, analysing and presenting information.

### (iii) **Thinking Skills**

- apply problem-solving and decision-making skills through devising data analysis plan to meet predefined objectives;
- exercise evidence-based decision-making in marketing and retail contexts;
- identify credible information sources and make plans to acquire information;
- evaluate information using sound analytical approaches;
- generate recommendations to improve business operations; and
- extend data analysis skills acquired to contexts beyond business operations.

### (iv) **People Skills**

- establish project schedules and assign roles and responsibilities for group members based on time and resource constraints;
- apply interpersonal skills during group discussions with peers and interacting with interviewees during data collection;
- demonstrate collaborative skills through working in groups to conduct data analysis and making collective decisions;
- respect and leverage the diversity of peers when forming project teams; and
- prioritise tasks and manage time and resources effectively to meet deadlines and achieve targets.

### (v) **Values and Attitudes**

- uphold honesty and integrity in handling data and reporting results;
- comply with legal requirements and data ethics in data collection, processing and reporting;
- take responsibility and remain accountable for individual and group roles; and
- demonstrate self-confidence and professionalism in presentations.