Applied Learning

2026-28 Cohort; 2028 HKDSE

Item	Description
1. Course Title	Innovation and Entrepreneurship
2. Course Provider	School of Professional and Continuing Education, The University of Hong Kong
3. Area of Studies/ Course Cluster	Business, Management and Law/ Business Studies
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	Upon completion of the course, students should be able to: (i) apply design thinking to the ideation of a user-oriented prototype; (ii) demonstrate a basic understanding of the operation and management of start-ups; (iii) apply 21st century core competencies (critical thinking, creativity, innovation, communication, collaboration) to tackle problems; (iv) identify innovative opportunities in various sectors including social service, arts and media, or STEM (Science, Technology, Engineering and Mathematics); (v) identify corporate social responsibility, business ethics and sustainability issues; and (vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure

Module 1: Innovation and Design Thinking Mindset (90 hours)

1	**Introduction to Innovation and Entrepreneurship (3 hours)**
2	**Innovating as a Design Thinker – Empathise, Define, and Ideate (45 hours)** • VASK (value, attitudes, skills, knowledge) • Design thinking step 1 – empathise • Design thinking step 2 – define • Maker Basics (e.g. woodwork, laser cutting, 3D printing) • Design thinking step 3 – ideate • STEM Skills I - Introduction to computational thinking - Introduction to computing systems - Introduction to physical computing - Getting familiar with devices - Programme control - Working with sensors
3	**Innovating as a Design Thinker - Prototype and Test (42 hours)** • Design thinking step 4 – prototype • STEM Skills II - Image editing - Video editing - App building • Design thinking step 5 – test • Pitching and evaluation

Module 2: Innovating through Entrepreneurship (39 hours)

1	**Innovation and Sustainable Development** Social innovation and social enterprises
2	**Understanding and Planning a Start-up** Understanding start-up • Different start-up sectors • Opportunities and challenges Start-up business models • Start-up case studies • Introduction to Lean Canvas • Using Lean Canvas Planning for start-up • Mission and objectives • Target market • Marketing strategies • Operation and human resources plan • Key performance indicators

Module 3: Externship (51 hours)

1	**Externship** Externship – practical learning where students put learning into practice • Users' needs - Company visit - Seminar by company and presentation of users' needs • Data - Data collection - Data analysis - Presentation • Research and sharing of findings • Presentation of preliminary solutions
2	**Group Reflection**

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 business administration, marketing, advertising, media and communication, socialsciences, public policy, social services management and sustainable development

Career development

- e.g. assistant and executive in services, culture and media in public and private sectors

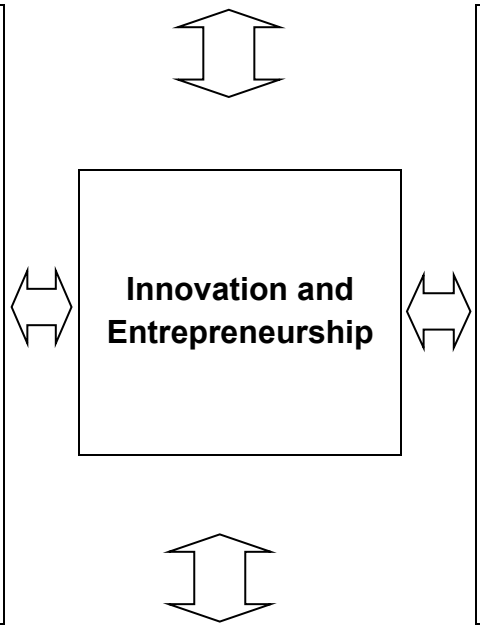
Complementarity with core subjects and other elective subjects

Enhancing and enriching**,** e.g.

- enhancing the breadth and depth of studies in **Business, Accounting and Financial Studies** by drafting and presenting proposal

Expanding horizons**,** e.g.

- students taking **Geography** may broaden their views through learning to identify innovative opportunities and pitch proposals



Relations with other Areas of Studies/ courses of Applied Learning

e.g.

Applied Science

- students may apply design thinking skills to propose innovative solutions in contexts related to **Applied Science**

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
- **Personal, Social and Humanities Education** – mutual respect, social responsibility
- **Science Education** – fundamental knowledge in science
- **Technology Education** – fundamental knowledge in business, technology and design

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 innovation and entrepreneurship.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures and discussion on start-ups) and eye-opening opportunities to experience the complexity of the context (e.g. company visits and talks 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. use the Lean Canvas to explain start-up business models, pitch and revise proposals).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. the externship provides students with the opportunity to apply design thinking to propose a user-oriented solution).

9. Curriculum Pillars of Applied Learning

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

(i) Career-related Competencies

- demonstrate a basic understanding of entrepreneurship and its contribution to the economy and society;
- use the Lean Canvas to explain start-up business models;
- identify innovative opportunities in various sectors;
- demonstrate 21st century core competencies (critical thinking, creativity, innovation, communication, collaboration) through group work, writing, presentation, and pitching exercises; and
- pitch solutions that address client needs.

(ii) Foundation Skills

- apply basic STEM skills to produce prototypes and presentation (e.g. micro: bit prototype, multimedia presentation);
- demonstrate basic skills on data collection, analysis and presentation; and
- communicate and collaborate effectively in written assignments, group work and pitching exercises.

(iii) Thinking Skills

- apply design thinking to define a problem and ideate;
- demonstrate analytical skills and creative thinking skills through prototyping and testing; and
- apply problem-solving skills, STEM skills and decision-making skills in the process of developing solutions in the externship project.

(iv) People Skills

- demonstrate empathy and sensitivity to the needs of others through applying design thinking to develop a user-oriented prototype;
- apply interpersonal skills and collaborative skills in group work and team collaboration;
- demonstrate self-reflection skills through group reflection exercise; and
- demonstrate self-management skills in planning for start-up, project presentation, and preparation for assessment tasks.

(v) Values and Attitudes

- show resilience through failing forward;
- demonstrate respect for others and care for the community through exploring issues on social enterprise, social innovation, community needs and sustainable development; and
- demonstrate basic understanding of corporate social responsibility, ethics and sustainability issues.