Modulkatalog
Pflichtmodule
2024

Master of Science
Sustainable Innopreneurship

UNIVERSITÄT
DUISBURG
ESSEN

Open-Minded

Vorläufige Veröffentlichung
Redaktionelle Änderungen vorbehalten
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Inhaltsverzeichnis

Innopreneurship Challenge [12 Credits]

Name im Diploma-Supplement	Innopreneurship Challenge
Modulverantwortliche	Prof. Dr. Hannes Rothe
Workload	360 hours student workload overall (1 Credit = 30 hours). This includes • Workload for presence time: 120 hours • Workload for preparation and follow-up: 120 hours • Workload for examination preparation: 120 hours
Dauer	The module extends over 1 semester.
Qualifikationsziele	In order to produce a more sustainable future, companies and public institutions need to fundamentally change the way they conduct business or the way they operate. The Innopreneurship Challenge marks the entry point into the Innopreneurship master program. Students face a real-world challenge of sustainable transformation and learn to develop initial solutions. Thereby, students gather first-hand experience about problems that they might face during their master program and in their future career. This seminar is developed in partnership with a local partner institution from industry or a non-governmental organization. It offers practical insights into sustainable transformation in of real-world organizations. With a focus on hands-on learning, this course provides students with the skills and experience necessary to drive sustainability in the business world.After the successful completion of this course, students are able to • conceptualize tasks as a project, structure and plan them and work on them in interaction with other project members, • organize and structure a team around a project, • communicate and coordinate well with clients in a cooperative project, • use digital and non-digital tools and aids sensibly in the course of the project, • document the course of the project in a comprehensible manner, • learn to apply digital and non-digital tools in idea development and innovation processes and for team work and organization, • bring a project to a successful conclusion, • pitch ideas and present project results, • reflect on the impact of a project on an individual, project, organizational, and ecosystem level
Praxisrelevanz	Due to its close interaction with third-parties from companies or non-governmental institutions, students engage in contexts of high relevance for their future career. They learn how to manage real-world projects and face complex problems under high uncertainty with the goal of presenting relevant and qualified project ideas.
Prüfungsmodalitäten	The module assessment consists of two components with different purposes and weighting. This includes a project-related oral presentation (approx. 15 minutes) and supporting materials such as slides and handouts. The project repots purpose is to communicate the project results and approach clearly and professionally to a (real or fictional) group of stakeholders or "clients". In addition to the graded project delivery, students must submit a Reflection Report (approx. 10–15 pages). This report focuses on the individual learning experience, critical reflection on the project process, and personal development. The Reflection Report must be passed in order to complete the module. Further details and formal requirements for both parts will be explained in the first session.

Verwendung in Studiengängen	▪ Master Innopreneurship

Werkstattarbeit: Innopreneurship Challenge - Innovation part [10 Credits]

Name im Diploma-Supplement	Innopreneurship Challenge		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Hannes Rothe Marvin Mathis, M. A.		
SWS	4	Turnus	Wintersemester
Sprache	Englisch/Deutsch	maximale Hörerschaft	35

Abstract

The course focuses on the development of sustainable futures, where economic growth and prosperity are aligned with ecological and social responsibility. In this context, companies provide real-world challenges from their organizational environment, ideally linked to issues of ecological, economic, or social sustainability. Students work in teams to address these challenges through a structured Design Thinking process. Throughout the course, students engage in the phases of Design Thinking to understand the problem space, gain user insights, define a core problem, ideate possible solutions, prototype and test. The goal is to achieve a Problem–Solution Fit and initiate a concrete project or intervention that contributes to the sustainable transformation of the organization.

A wide variety of Design Thinking tools and methods are applied along the process. The course culminates in a final presentation in front of the challenge-providing organizations, where students communicate their insights and propose their solution concepts.
By engaging with the case studies the students are enabled to develop innovative approaches to corporate problem solving by acquiring entrepreneurial heuristics, methods and applying design thinking methods based on their prior interdisciplinary knowledge.
Representatives from academia and practice complement the learning process with diverse perspectives to both the problem and solution dimension of sustainable management. Through this approach, a sound understanding of problem solving is built and the students are enabled to examine the usefulness and feasibility of the solution approaches developed.

Teaching Content

- understand the role of sustainability in shaping future-proof businesses (ecological, economic, and social dimensions) describe dimensions of sustainability,
- work on real-world challenges provided by companies with a sustainability and innovation focus
- outline economic causes of transformation,
- Apply the full Design Thinking process to tackle complex corporate challenges
- use a variety of Design Thinking methods to explore, frame, and solve problems
- Translate sustainability-related challenges into innovation opportunities
- assess business models of organizations involved in the challenge,
- entrepreneurial decision-making logic based on sustainability indicators and to name target categories of sustainable action in the entrepreneurial context
- Navigate uncertainty and progressively reduce it through the use of Design Thinking Methods

Literature

Will be announced in the first session.

Didactic concept

The course follows a challenge-based learning approach that involves a high level of interactions between students and lecturers over the course of four weeks. Following initial input by lecturers and partners, students engage in self-active learning and learning through experience and practice. The course involves expansive teamwork. Regularly, students are guided through mentoring and critical reflection sessions.

Seminar: Innopreneurship Challenge - Reflection part [2 Credits]

Name im Diploma-Supplement	Innopreneurship Challenge		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Hannes Rothe Marvin Mathis, M. A.		
SWS	2	Turnus	Wintersemester
Sprache	Englisch/Deutsch	maximale Hörerschaft	35

Abstract

Following the innovation part of the course, students reflect on the (1) (potential) impact of their proposed solutions on multiple stakeholders, (2) their own learning process, and (3) the team efforts. For this, students are introduced to methods and core concepts of journaling, and methods of individual and team reflection as well as Sustainable Development Goals (SDGs)

Teaching Content

- Methods of individual self-reflection
- Methods of team reflection
- Methods of assessment and indicators for operatable sustainability goals (SDGs)
- Application of methods of individual reflection on individual projects of the innovation challenge
- Application of methods of team reflection on projects of the innovation challenge and

Literature

Will be announced in the first session.

Didactic concept

The course introduces students to core methods and concepts through initial input by lecturers and partners. To a large degree, students engage in self-active learning, both individually and in teams. Regularly, students are guided through mentoring and critical reflection sessions.

Innopreneur*in – Individueller Kontext [6 Credits]

Name im Diploma-Supplement	The Innopreneur – Individual Context
Modulverantwortliche	Prof. Dr. Esther Winther
Workload	180 Zeitstunden studentischer Workload insgesamt (1 Credit = 30 Stunden), davon • Workload für Präsenzzeit: 45 Zeitstunden • Workload für Vorbereitung und Nachbereitung: 75 Zeitstunden • Workload für Prüfungsvorbereitung: 60 Zeitstunden
Dauer	Das Modul erstreckt sich über 1 Semester.
Qualifikationsziele	The students will be able to • analyse which competences and skills successful self-employed or employed entrepreneurs should have, • outline the question of their own identity and personal knowledge corridor in a professional context, • to compare their individual requirements with the career options of self-employment or the employed innovator, • name the crises that often occur in the course of founding and growing a company, • describe the difficulties that innovators often face in an organisational context, • describe, apply and scrutinize strategies for dealing with crises and difficulties, • formulate and evaluate ways of dealing with the alternative of failure. • reflect on the social role and significance of the entrepreneur, especially for innovation processes, • understand the social significance of social innovations and the importance of social entrepreneurship • be familiar with the institutional framework and individual conditions for self-employment.
Praxisrelevanz	Students can recognize their individual strengths and experience themselves as part of an interdisciplinary team. They can navigate the ecosystem appropriately; they know the players and know how to approach them.
Prüfungsmodalitäten	Zum Modul erfolgt eine modulbezogene Prüfung, die sich auf folgende Prüfungsformen erstreckt: Projektarbeit mit anschließender Präsentation Nähere Spezifikation der Prüfungsmodalitäten: • Projektarbeit erfolgt in Gruppen • Ergebnis der Projektarbeit sind Selbstlern-Materialien, die den Inhalt des Moduls erweitern • Prüfungsvorleistungen sind nicht vorgesehen
Verwendung in Studiengängen	Innopreneurship Master PO 2024

Seminar: Innopreneur*in - Individueller Kontext [6 Credits]

Name im Diploma-Supplement	The Innopreneur – Individual Context		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Esther Winther		
SWS	3	Turnus	Wintersemester
Sprache	Englisch	maximale Hörerschaft	30

Abstract

What makes an entrepreneur and intrapreneur? What individual skills and competencies are required in the context of self-employment and with a view to entrepreneurial activity? - These and other questions are answered in the module. Empirical findings on entrepreneurial personalities and on dealing with phases of success and failure are integrated and adapted to the regional ecosystem.

Teaching Content

- Competences of self-employed and employed entrepreneurs/innovators
- Development of an individual profile of personal requirements
- Entrepreneurship as an individual career option
- Crises and the possibility of failure
- Self-employment
- Social Innovation and social entrepreneurship

Didactic Concept

A variety of didactic methods are used throughout the course. In addition to lecture elements, the focus will be on project-based work and collaborative prototyping. The goal is to build a student cohort that is able to act confidently within the regional innovation ecosystem, while also learning to identify and leverage their own individual potential.

Examination

The module includes a module-specific assessment consisting of the following examination format: project work followed by a presentation.

Literature

Bögenhold, Dieter, Fachinger, Uwe (2016): Berufli- che Selbständigkeit: Theoretische und empirische Vermessungen, Wiesbaden 2016.

Erpenbeck, John, Rosenstiel, Lutz von (eds.) (2017): Handbuch Kompetenzmessung: Erkennen, verste- hen und bewerten von Kompetenzen in der be- trieblichen, pädagogischen und psychologischen Praxis, 3rd ed., Stuttgart 2007.

Faltin, Günter (2013): Kopf schlägt Kapital: Die ganz andere Art, ein Unternehmen zu gründen; von der Lust, ein Entrepreneur zu sein, 2nd ed., Munich 2013.

Faltin, Günter (2015): Wir sind das Kapital: Erkenne den Entrepreneur in Dir; Aufbruch in eine intelligen- tere Ökonomie, Hamburg 2015.

Fueglistaller, Urs, Fust, Alexander, Müller, Christoph., Müller, Susann (2019): Entrepreneurship: Modelle, Umsetzung, Perspektiven; mit Fallbeispielen aus Deutschland, Österreich und der Schweiz, 5. Aufl., Wiesbaden 2019.

Hekman, Björn (ed.) (2009): Generation Entrepreneur?: Youth-Entrepreneurship-Education in Germany, Gütersloh 2009.

Howaldt, Jürgen, Jacobsen, Heike (Hrsg.) (2010): Soziale Innovation: Auf dem Weg zu einem post-industriellen Innovationsparadigma, Wiesbaden 2010.

Kuratko, Donald F. (2020): Entrepreneurship: Theory, process, practice, 11. Aufl., Boston 2020.

Lang-von Wins, Thomas, Triebel, Claas (2006): Competence-oriented career counselling, Berlin 2006.

Schreyögg, Georg, Ostermann, Simone M. (2014): Crisis perception and crisis management, in: Thießen, Ansgar (ed.), Handbuch Krisenmanage- ment, 2nd ed., Wiesbaden 2014, pp. 119-139.

Schwarz, S. (2014): Social Entrepreneurship Projekte: Unternehmerische Konzepte als innovativer Beitrag zur Gestaltung einer sozialen Gesellschaft, Wiesbaden 2014.

Zimmermann, Wolfgang (2014): Unternehmer sind Verrückte: Wie Unternehmer Grenzen überwinden und was Manager von ihnen lernen können, 2nd updated ed., Wiesbaden 2014.

Information Systems Research [6 Credits]

Name im Diploma-Supplement	Information Systems Research
Modulverantwortliche	Prof. Dr. Frederik Ahlemann
Workload	180 Zeitstunden studentischer Workload insgesamt (1 Credit = 30 Stunden), davon • Workload für Präsenzzeit: 60 Zeitstunden • Workload für Vorbereitung und Nachbereitung: 60 Zeitstunden • Workload für Prüfungsvorbereitung: 60 Zeitstunden
Dauer	Das Modul erstreckt sich über 1 Semester.
Qualifikationsziele	The students will • understand methods' and theories' relevance for meaningful research; • have knowledge of the most common methods and theories used in IS research; • understand the core IS phenomena; • have a fundamental understanding of scientific research quality criteria; • be able to discuss scientific papers' content; • be able to discuss scientific papers' content; • be able to conduct basic empirical research projects
Praxisrelevanz	The module prepares students for scientific work in the context of their master's thesis. Moreover, data collection and analysis techniques discussed might also be used in strategic or consulting projects.
Prüfungsmodalitäten	Zum Modul erfolgt eine modulbezogene zusammengesetzte Prüfung in der Gestalt einer Klausur (in der Regel: 60-90 Minuten, 50% der Note) und mündliche oder schriftliche Testate (50 % der Note). Die genauen Formalia werden in der ersten Sitzung bekannt gegeben.
Verwendung in Studiengängen	• Innopreneurship Master PO 2024 • WiInf Master 2010 > Wahlpflichtbereich > Wahlpflichtbereich I: Wirtschaftsinformatik > 1.-3. FS, Wahlpflicht
Bestandteile	• Vorlesung: IS Research Fundamentals (3 Credits) • Übung: Academic Writing and Reviewing (3 Credits)

Vorlesung: Information Systems Research Fundamentals [3 Credits]

Name im Diploma-Supplement	Information Systems Research Fundamentals		
Lehrstuhl	Lehrstuhl für Wirtschaftsinformatik und Strategisches IT-Management http://www.sitm.wiwi.uni-due.de		
Lehrende	Prof. Dr. Frederik Ahlemann		
SWS	2	Turnus	Wintersemester
Sprache	Englisch	maximale Hörerschaft	x

There are no prerequisites for attending this course.

Abstract

The lecture "IS Research Fundamentals" is designed to provide students with an opportunity to build the basic theoretical and methodological skills needed to conceptualize, conduct, and communicate their own research. To do so, the course will familiarize students with the essential research triad, namely topic, methods, and theories. While selecting an exciting topic is a fundamental anchor for the relevance of a research endeavor, a researcher's ability to produce rigorous results depends on a sound command of the relevant theories and methods.

In this context, theories provide a solid basis by summarizing current knowledge and allowing for a precise investigation and definition of the topic's underlying phenomena. Theories also provide students with a theoretical lens to investigate their topics from the perspective in which they are most interested. In addition, methods provide students with the ability to produce reliable results, thus allowing them to derive both meaningful and trustworthy conclusions. By applying appropriate theories and methods, students can therefore ensure that their results are not only interesting, but also scientifically valid.

Teaching Content

- The What, How and Why: Scientific Thinking, Research Process, Philosophy of Science
- Scientific Writing and Publishing: Paper structures, Publishing Process, Reviews (Exam)
- Research Design I - Topics: Domains of IS, Fundamentals, Basic Research Design
- Research Design II – Theories: Definition and Concepts, Building Blocks of Theories, Contributing to Theoretical Advancements
- Research Design III – Methods: Important IS Research Methods, Data Collection, Data Analysis

Didactic Concept

Based on the selected readings, the course will also highlight some key theories used in IS research. Students will learn how the studies develop theories further (or will develop their own), how to use theories appropriately, as well as how to contribute to them. In addition, optional readings are provided for each session to facilitate students' learning experience and to help deepen and extend the topics discussed in class.

Literature

- Bacharach, S.B. 1989. "Organizational Theories: Some Criteria for Evaluation," Academy of Management Review (14:4), pp. 496-515.
- Banker, R.D., and Kauffman, R.J. 2004. "The Evolution of Research on Information Systems: A Fiftieth-Year Survey of the Literature in Management Science," Management Science (50:3), pp. 281-298.
- Bhattacherjee, A. 2012. Social Science Research: Principles, Methods, and Practices, (2. ed.). Tampa, FL, USA: Global Text Project.
- Carpenter, M.A. 2009. "Editor's Comments: Mentoring Colleagues in the Craft and Spirit of Peer Review," Academy of Management Review (34:2), pp. 191-195.
- Fettke, P. 2006. "State-of-the-Art Des State-of-the-Art: Eine Untersuchung der Forschungsmethode „Review" Innerhalb der Wirtschaftsinformatik," Wirtschaftsinformatik (48:4), pp. 257-266.
- Gregor, S. 2006. "The Nature of Theory in Information Systems," MIS Quarterly (30:3), pp. 611-642.
- Kitchenham, B. 2004. "Procedures for Performing Systematic Reviews," Keele University, Department of Computer Science, Keele, UK.
- Lepak, D. 2009. "Editor's Comments: What IS Good Reviewing?," Academy of Management Review (34:3), pp. 375-381.
- Mingers, J. 2001. "Combining IS Research Methods: Towards a Pluralist Methodology," Information Systems Research (12:3), pp. 240-259.

Vorlesung: Information Systems Research Fundamentals [3 Credits]

- Orlikowski, W.J., and Baroudi, J.J. 1991. "Studying Information Technology in Organizations: Research Approaches and Assumptions," Information Systems Research (2:1), pp. 1-28.
- Palvia, P., Leary, D., Mao, E., Midha, V., Pinjani, P., and Salam, A.F. 2004. "Research Methodologies in MIS: An Update," Communications of the Association for Information Systems (14:24), pp. 526-542.
- Straub, D.W. 2009. "Why Top Journals Accept Your Paper," MIS Quarterly (33:3), pp. iii-x.
- Sutton, R.I., and Staw, B.M. 1995. "What Theory Is Not," Administrative Science Quarterly (40:3), pp. 371-384.
- Truex, D., Holmström, J., and Keil, M. 2006. "Theorizing in Information Systems Research: A Reflexive Analysis of the Adaptation of Theory in Information Systems Research," in: Journal of the Association for Information Systems. Association for Information Systems, pp. 797-821.
- Webster, J., and Watson, R.T. 2002. "Analyzing the Past to Prepare for the Future: Writing a Literature Review," MIS Quarterly (26:2), pp. xiii-xxiii.

Übung: Academic Writing and Reviewing [3 Credits]

Name im Diploma-Supplement	Academic Writing and Reviewing		
Lehrstuhl	Lehrstuhl für Wirtschaftsinformatik und Strategisches IT-Management http://www.sitm.wiwi.uni-due.de		
Lehrende	Prof. Dr. Frederik Ahlemann		
SWS	2	Turnus	Wintersemester
Sprache	Englisch	maximale Hörerschaft	x

There are no prerequisits for attending this course

Abstract

In this tutorial, students will develop their scientific skills further. Based on the lecture "IS Research Fundamentals," students will do scientific work that consists of undertaking a small research project. Students are asked to design a research model, apply data collection and analysis techniques, and write a scientific documentation. The tutorial is typically structured into multiple parts that correspond to typical research phases, i.e. i) literature analysis, ii) model development, iii) research design, iv) data collection, v) data analysis and vi) documentation of results.

Teaching Content

- Literature Review: Introduction, Reading-Based Discussion
- Case Study: Introduction, Reading-Based Discussion
- Survey: Introduction, Reading-Based Discussion
- Writing reviews of scientific papers
- Developing scientific papers

Didactic Concept

Students have to prepare for sessions by reading and summarizing selected seminal papers that provide deeper insights into methods and theories of IS research or exemplars thereof. At the end of the course, students will write their own reviews and papers based on the methods discussed in the module.

Literature

- Bhattacherjee, A. 2012. Social Science Research: Principles, Methods, and Practices, (2. ed.). Tampa, FL, USA: Global Text Project.
- Boudreau, M.-C., Gefen, D., and Straub, D.W. 2001. "Validation in Information Systems Research: A State-of-the-Art Assessment," MIS Quarterly (25:1), pp. 1-16.
- Dubé, L., and Paré, G. 2003. "Rigor in Information Systems Positivist Case Research: Current Practices, Trends, and Recommendations," MIS Quarterly (27:4), pp. 597-635.
- Eisenhardt, K.M. 1989. "Building Theories from Case Study Research," Academy of Management Review

Übung: Academic Writing and Reviewing [3 Credits]

(14:4), pp. 532-550.
- Gibbert, M., Ruigrok, W., and Wicki, B. 2008. "What Passes as a Rigorous Case Study?," Strategic Management Journal (29:13), pp. 1465-1474.
- Gregor, S. 2006. "The Nature of Theory in Information Systems," MIS Quarterly (30:3), pp. 611-642.
- Hsieh, J.J.P.-A., Rai, A., and Keil, M. 2008. "Understanding Digital Inequality: Comparing Continued Use Behavioral Models of the Socio-Economically Advantaged and Disadvantaged," MIS Quarterly (32:1), pp. 97-126.
- Klein, H.K., and Myers, M.D. 1999. "A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems," MIS Quarterly (23:1), pp. 67-93.
- Lapointe, L., and Rivard, S. 2007. "A Triple Take on Information System Implementation," Organization Science (18:1), pp. 89-107.
- Lee, G., and Xia, W. 2010. "Toward Agile: An Integrated Analysis of Quantitative and Qualitative Field Data on Software Development Agility," MIS Quarterly (34:1), pp. 87-114.
- Leidner, D.E., and Kayworth, T. 2006. "Review: A Review of Culture in Information Systems Research: Toward a Theory of Information Technology Culture Conflict," MIS Quarterly (30:2), pp. 357-399.
- Levina, N., and Vaast, E. 2008. "Innovating or Doing as Told? Status Differences and Overlapping Boundaries in Offshore Collaboration," MIS Quarterly (32:2), pp. 307-332.
- Piccoli, G., and Ives, B. 2005. "IT-Dependent Strategic Initiatives and Sustained Competitive Advantage: A Review and Synthesis of the Literature," MIS Quarterly (29:4), pp. 747-776.
- Pinsonneault, A., and Kraemer, K.L. 1993. "Survey Research Methodology in Management Information Systems: An Assessment," Journal of Management Information Systems (10:2), pp. 75-105.
- Straub, D., Boudreau, M.-C., and Gefen, D. 2004. "Validation Guidelines for IS Positivist Research," Communications of the Association for Information Systems (13:24), pp. 380-427.
- Urbach, N., Smolnik, S., and Riempp, G. 2009. "The State of Research on Information Systems Success," Business & Information Systems Engineering (1:4), pp. 315-325.
- Wagner, E.L., Newell, S., and Piccoli, G. 2010. "Understanding Project Survival in an Es Environment: A Sociomaterial Practice Perspective," Journal of the Association for Information Systems (11:5), pp. 276-297.
- Wallace, L., Keil, M., and Rai, A. 2004. "How Software Project Risk Affects Project Performance: An Investigation of the Dimensions of Risk and an Exploratory Model," Decision Sciences (35:2), pp. 289-321.

Digital Ideation & Entrepreneurial Design [6 Credits]

Name im Diploma-Supplement	Digital Ideation & Entrepreneurial Design
Modulverantwortliche	Prof. Dr. Hannes Rothe & Prof. Dr. René Maurer
Workload	180 hours student workload overall (1 Credit = 30 hours). This includes • Workload for presence time: 60 hours • Workload for preparation and follow-up: 60 hours • Workload for examination preparation: 60 hours
Dauer	The module extends over 1 semester.
Qualifikationsziele	After the successful completion of the module, students will be able to • Employ methods of design thinking for innovation search (fit of problem and solution space) • apply a design-oriented research methodology from information systems and entrepreneurship research • explain opportunity design and opportunity search, • apply an effectuation approach, • differentiate principles of effectuation from the principles of causal logic, • decide in which situations it makes sense to act according to effectuation logic, • select and apply effectuation tools in a targeted manner
Praxisrelevanz	The module is significant for innopreneurs in multiple ways. Innopreneurs who strive to launch a new venture or are responsible for product management are enabled to employ proven strategies and methods to systematically develop a marketable solution (product or service). At the same time, innopreneurs who seek to facilitate the design of innovations in incubators or accelerators acquire the fundamental underpinnings for tools and methods usually applied in design thinking and entrepreneurship workshops with founders.
Prüfungsmodalitäten	The course consists of an individual assignment (30% of the grade) and group case study project that involves methods of design-oriented research (60% of the total grade).
Verwendung in Studiengängen	Master Innopreneurship PO 2024

Vorlesung mit integrierter Übung: Digital Ideation & Entrepreneurial Design [6 Credits]

Name im Diploma-Supplement	Digital Ideation		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Hannes Rothe & René Mauer		
SWS	4	Turnus	Wintersemester
Sprache	Englisch	maximale Hörerschaft	x

Students have fundamental knowledge of core concepts of entrepreneurship and design thinking, usually gained through prior courses such as the Innopreneurship Challenge.

Abstract

Students are able to recognize and analyze necessary decisions in the context of entrepreneurial action with special reference to digital technologies. They develop adequate strategies to find and assess problems of individual and societal significance. Building on methods of design thinking, students are introduced to design-oriented research methodology, where they learn to systematically define relevant solution spaces to solve these problems. Thereby, students are able to analyze more complex requirements under time pressure, systematically develop alternative decisions and reflect on possible options in different contexts. Alone or in groups, they are able to prepare such analyses and decisions to be made in writing and present them appropriately to various target groups. Furthermore, they can systematically analyze possible causes of deviations from plans and develop suitable response measures. They have the ability to successively renew and adapt their own skills. To mirror this methodological approach, students engage in in a case of an entrepreneurial context that forces them to search (or design) an opportunity through means of effectuation.

The module ultimately aims to achieve a Product–Customer Fit as a foundation for implementing sustainable and user-centered solutions.

Teaching Content

- Reflect on solution options across different social and organizational contexts
- Use tools like the Business Model Canvas to model and evaluate entrepreneurial ideas
- Identify and analyze decision-making needs in entrepreneurial contexts, especially related to digital technologies
- Explore and assess problems of individual and societal relevance through structured innovation processes
- Apply design-oriented research methods to define relevant solution spaces
- Develop strategies and alternative courses of action under complexity and time pressure
- Reflect on solution options across different social and organizational contexts
- Map user experiences and pain points using Customer Journey Mapping
- Evaluate and develop Product–Customer Fit based on user insights and needs
- Communicate analysis and decisions clearly, both in writing and in oral presentations for different target audiences

Didactic Concept

The course involves a mixture of theoretical lectures with practical application in cases. Students engage in teams to facilitate a design-oriented research project through self-action.

Literature

- Peffers, K., Tuunanen, T., Rothenberger, M. A., & Chatterjee, S. (2007). A design science research methodology for information systems research. Journal of management information systems, 24(3), 45-77.
- Peffers, K., Tuunanen, T., & Niehaves, B. (2018). Design science research genres: introduction to the special issue on exemplars and criteria for applicable design science research. European Journal of Information Systems, 27(2), 129-139.
- Sarasvathy, S. D. (2009). Effectuation: Elements of entrepreneurial expertise. Edward Elgar Publishing.

Vorlesung mit integrierter Übung: Digital Ideation & Entrepreneurial Design [6 Credits]

- Seckler, C., Mauer, R., & vom Brocke, J. (2021). Design science in entrepreneurship: conceptual foundations and guiding principles. Journal of Business Venturing Design, 1(1-2).
- Sein, M. K., Henfridsson, O., Purao, S., Rossi, M., & Lindgren, R. (2011). Action design research. MIS quarterly, 37-56.
- Venable, J., Pries-Heje, J., & Baskerville, R. (2016). FEDS: a framework for evaluation in design science research. European journal of information systems, 25, 77-89.

Additional literature is provided in the first session of the class.

Disruptive Innovation and Moonshot Design [6 Credits]

Name im Diploma-Supplement	Disruptive Innovation and Moonshot Design
Modulverantwortliche	Prof. Dr. Hannes Rothe
Workload	180 hours student workload overall (1 Credit = 30 hours). This includes • Workload for presence time: 60 hours • Workload for preparation and follow-up: 90 hours • Workload for examination preparation: 30 hours
Dauer	The module extends over 1 semester.
Qualifikationsziele	The students will be able • to explain differences between different types of innovation • to distinguish innovation strategies and processes for complex problems and solutions, e.g., grand challenges or deep technologies • to describe drivers of complexities in innovation projects • to explain how technology, organization, and the problem domain affect complex innovation projects with theories from innovation management and entrepreneurship research • to explain and assess open and closed innovation strategies • to describe an innovation ecosystem • apply steps of a strategic management process and develop mid to long-term strategies based on forecasting methods • to apply entrepreneurship principles, including economic concepts, business operations, and an understanding of the complex entrepreneurial process. • to understand innovation theories and their practical use in the startup ecosystem • to apply a moonshot design process to develop an innovation strategy for a complex problem or solution
Praxisrelevanz	Students gain fundamental skills and knowledge for planning and conducting large-scale innovation projects that prepares them for an careers in innovation departments, or innovation initiatives in governmental or non-governmental contexts.
Prüfungsmodalitäten	Assessment in this course includes a combination of project presentations and group assignment. Project presentations (about 20 min. in total, 20% of the grade) involve showcasing a moonshot project and demonstrating the application of course principles. The group assignment will require students to describe the project in detail, utilizing knowledge obtained during the course (about 20 pages of written document, 80% of the grade).
Verwendung in Studiengängen	Master Innopreneurship PO 2024 WiInf Master 2010 > Wahlpflichtbereich > Wahlpflichtbereich I: Wirtschaftsinformatik > 1.-3. FS, Wahlpflicht

Vorlesung mit integrierter Übung: Disruptive Innovation and Moonshot Design [6 Credits]

Name im Diploma-Supplement	Disruptive Innovation and Moonshot Design		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Hannes Rothe		
SWS	4	Turnus	Sommersemester
Sprache	Englisch	maximale Hörerschaft	60

Recommended prior knowledge

- **Basic understanding of entrepreneurship:** Knowledge of fundamental entrepreneurship principles, including basic economic concepts, business operations, and an understanding of the entrepreneurial process.
- **Familiarity with innovation concepts**: A grasp of basic innovation theories and models, such as types of innovation (incremental, radical, disruptive), and an awareness of how innovation drives business and societal change.
- **Technological awareness**: Awareness of emerging technologies and their potential impact on various industries. This doesn't require deep technical expertise but an understanding of how technology influences innovation.
- **Basic project management skills**: Understanding of project management principles, including how to plan, execute, and manage a project, which is crucial for implementing innovation projects.

In the "Disruptive Innovation and Moonshot Design" course, students delve into sustainable innovation models, focusing on integrating environmental and social responsibility into economic success. Through case studies, they explore how successful businesses have adopted sustainability in their core strategies, providing real-world insights. The curriculum addresses pressing global sustainability challenges, such as climate change, emphasizing innovative solutions like renewable energy and sustainable technologies. Students learn to assess environmental and social impacts using sustainability metrics, equipping them with tools to evaluate and enhance business practices.

Simultaneously, the course emphasizes the transformative role of digital technologies in innovation, examining how advancements like AI and AR reshape business models. Digital entrepreneurship is a key focus, with students exploring digital platforms, e-commerce, and marketing strategies crucial for modern business growth. The use of digital tools in the innovation process, including design thinking software and collaborative platforms, is highlighted to foster creativity and efficiency. The course also looks ahead, discussing the potential future applications of emerging digital technologies such as advanced analytics and augmented reality, preparing students to leverage these tools in driving innovation. This holistic approach ensures graduates are well-equipped to lead in the intersecting realms of sustainability and digital innovation.

As a final outcome, students will develop a strategic roadmap with a time horizon of 5–10 years for a company-specific challenge, using established management frameworks such as OKRs or similar methodologies. This roadmap serves as a visionary yet actionable plan to guide sustainable and digital innovation initiatives within the organization.

Abstract

This course targets ambitious students with a keen interest in innovation projects that aim to engage with technologies of higher complexity to generate scalable solutions to complex challenges posed by real-world companies.

The course combines theoretical input with practice-oriented application. It begins with introductory lectures on innovation management and moonshot thinking and continues with integrated sessions in which students apply what they learn directly to real-world challenges provided by companies. Students work in teams to tackle these challenges by exploring disruptive innovation strategies, leveraging digital technologies, and applying sustainability-oriented thinking. Integrating key concepts from digital entrepreneurship, sustainability, and innovation design, this advanced course empowers students with the mindset, tools, and methods required to shape and drive disruptive innovation processes in collaboration with industry partners. It prepares students to become future-oriented innovators capable of leading entrepreneurial transformation across sectors and solve some of the most complex and pressing challenges of our time.

Teaching Content

Vorlesung mit integrierter Übung: Disruptive Innovation and Moonshot Design [6 Credits]

- Concepts and Theories of Innovation Strategy, Innovation Processes
- Concepts and Theories of Inertia, Resistance, and Diffusion
- Concepts and Theories of Innovation Ecosystems
- Concepts and Methods of Digital Innovation & Digital Entrepreneurship
- Innovation design, planning, and strategy
- Ideation and Opportunity Assessment in innovation ecosystems
- Business Model innovation in innovation ecosystems
- Funding, Pitching, and Ethical Considerations
- Methods of Forecasting and formulation of strategic measures
- Application of Moonshot Thinking to develop strategic roadmaps for mid to long term future scenarios

Didactic Concept

The course employs a blend of lectures and group discussions. Emphasis is on active student participation, with regular opportunities for group discussions and case study analyses. Industry experts provide practical insights. Collaborative learning is encouraged to foster a diverse exchange of ideas and perspectives.

Literature

- Calvo, J. (2020). Journey of the Future Enterprise: How to Compete in the Age of Moonshot Leadership and Exponential Organizations. Libros de Cabecera.
- Carleton, T., & Cockayne, W. (2023). Building moonshots: 50+ ways to turn radical ideas into reality
- Chesbrough, H. (2006). Open innovation: a new paradigm for understanding industrial innovation. Open innovation: Researching a new paradigm, 400, 0-19.
- Christensen, C., Raynor, M. E., & McDonald, R. (2013). Disruptive innovation. Brighton, MA, USA: Harvard Business Review.
- Nambisan, S., Lyytinen, K., & Yoo, Y. (Eds.). (2020). Handbook of digital innovation. Edward Elgar Publishing.
- Purmal, K., Goldman, L., & Janzer, A. (2016). The moonshot effect: Disrupting business as usual. Greenleaf Book Group.

Towards Sustainable Futures with AI [6 Credits]

Name im Diploma-Supplement	Towards Sustainable Futures with AI
Modulverantwortliche	Prof. Dr. Hannes Rothe
Workload	180 Zeitstunden studentischer Workload insgesamt, davon • Workload für Präsenzzeit: 60 Stunden • Workload für Vorbereitung und Nachbereitung: 60 Stunden • Workload für Prüfungsvorbereitung: 60 Stunden
Dauer	Das Modul erstreckt sich über 1 Semester.
Qualifikationsziele	Students will be able to • reflect on data-centric thinking in companies • explain the difference between types of tasks for AI and multiple machine learning techniques • apply machine learning techniques with low-code tools and are familiar with current models and libraries. • understand and apply theories of strategy and organization to AI companies • understand generative properties and mechanisms of information systems, especially AI applications • explain and critically reflect the impact of characteristics of digital resources, including data, digital tools, and (machine learning) models on AI applications. • explain and critically reflect the impact of information systems, particularly AI applications, on multiple sustainable development goals • describe fundamental processes, methods, and tools producing AI applications • describe and apply fundamental methods of ML project management. • design a business case for an AI application and produce a minimum-viable product • apply text generation and image generation models in assignments and reflect on their use
Prüfungsmodalitäten	This module is assessed based on three grading instruments: first, a series of two presentations ("Testate") during the semester, that students must pass to be allowed to take the final examination; second, a final written examination (usually 60 minutes, 50% of the grade), and third, a written summary of their case study (20-30 pages, 50% of the grade). Together, written examination and case study summary result in the course grade. The specific formalities will be announced in the first session.
Verwendung in Studiengängen	Innopreneurship 2024 WiInf Master 2010 > Wahlpflichtbereich > Wahlpflichtbereich I: Wirtschaftsinformatik > 1.-3. FS, Wahlpflicht

Vorlesung: Towards Sustainable Futures with AI [3 Credits]

Name im Diploma-Supplement	Englischer Name der Lehrveranstaltung		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Hannes Rothe Mahnoor Shahid, M. Sc.		
SWS	2	Turnus	Sommersemester
Sprache	Englisch	maximale Hörerschaft	25

The students should have a basic knowledge of information systems and be familiar with:

- Fundamentals of Strategic Management
- Fundamentals of Data Bases and Enterprise Modelling

Abstract

Artificial Intelligence (AI) is widely considered a generative technology that has the potential to have great impact on our society, economy, and ecology. Whether these impacts will be for worse or for better is up for discussion and depends on the actions of individuals, companies, and authorities worldwide towards the 18 UN Sustainable Development Goals.
Throughout the lecture series, students get familiar with concepts and theories that describe and explain AI companies, and learn about the design of Machine Learning-based applications. Do we need AI – or does AI solve our problems? What problems can machine learning effectively solve? What is the current impact of AI technologies on economy, society and ecology? How can we apply AI to a new domain or problem? What role do humans play in designing AI applications?

Building on fundamentals of information systems strategy and enterprise modelling, students reflect the impact of strategy and organizing in AI companies towards their ability to produce sustainable futures. We particularly investigate the generative capacity of data, tools, and (machine learning) models to produce such futures. Among others, we will cover the impact of biases in data and algorithms, explainability of AI applications, as well as accuracy, sovereignty, (inverse) scalability and framing of ML models. Throughout the entire module, we critically reflect impacts of managerial and algorithmic decision-making on sustainability, this includes impacts, for instance, on aspects of health and well-being (SDG 3), gender equality (SDG 5), or climate action (SDG 13).

As part of the course, students will also develop concrete AI use cases for selected domains or sustainability-related challenges. These use cases allow students to apply theoretical concepts and explore the practical relevance and feasibility of AI-driven solutions in real-world contexts.

Teaching Content

- AI Companies & Data-centric Thinking
- Sustainable Information Systems
- Strategy & AI Companies for Sustainable Futures
- Organization & AI Companies for Sustainable Futures
- Managing Machine Learning Projects for Sustainable Futures
- Building AI Applications
- Generativity and Boundaries from Digital Tools
- Generativity and Boundaries from Data
- Generativity and Boundaries from (ML) Models

Didactic Concept

This course follows a blended-learning approach. Students are expected to watch and reflect upon video lectures and read obligatory literature as part of their weekly preparation, regardless of their location. Classroom discussions will enable students to critically reflect on the newly acquired knowledge and discuss open questions with the lecturer.

Literature

- Berente, N., Gu, B., Recker, J., & Santhanam, R. (2021). *Managing artificial intelligence*. MIS Quarterly, 45(3).
- Brynjolfsson, E., & Mcafee, A. (2017). *Artificial intelligence, for real*. Harvard Business Review, 1, 1-31.
- Brynjolfsson, E., Rock, D., & Syverson, C. (2018). Artificial intelligence and the modern productivity paradox: A clash of expectations and statistics. In The economics of artificial intelligence: An agenda (pp. 23-57). University of Chicago Press.
- Fürstenau, D., Baiyere, A., Schewina, K., Schulte-Althoff, M., and Rothe, H. (forthcoming). *Extended Generativity Theory on Digital Platforms*, Information Systems Research.
- Gregory, R. W., Henfridsson, O., Kaganer, E., & Kyriakou, H. (2021). *The role of artificial intelligence and data network effects for creating user value*. Academy of Management Review, 46(3), 534-551.
- Provost, F., & Fawcett, T. (2013). *Data Science for Business: What you need to know about data mining and data-analytic thinking*. O'Reilly Media, Inc.
- Raisch, S., & Krakowski, S. (2021). *Artificial intelligence and management: The automation–augmentation paradox*. Academy of Management Review, 46(1), 192-210.
- Russell, S., & Norvig, P. (2021). *Artificial Intelligence, Global Edition: A Modern Approach*. (4th ed.). Pearson Education.

Further literature will be provided during the course

Übung: Towards Sustainable Futures with AI [3 Credits]

Name im Diploma-Supplement	Englischer Name der Lehrveranstaltung		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Hannes Rothe Mahnoor Shahid, M. Sc.		
SWS	2	Turnus	Sommersemester
Sprache	Englisch	maximale Hörerschaft	25

Abstract

The tutorial extends the content of the lecture. In the first third of the course, the tutorial largely focuses on description, explanation, and eventually critical reflection of core topics from the lecture in light of current cases, such as generation of text, images, videos, or sounds with machine learning. Thereafter, students will be guided towards their own AI application to solve a real-world problem linked to the Sustainable Development Goals. Following a step-by-step design-oriented process, students develop a business case for this AI applications and work towards a minimum viable product using agile project management techniques and low-code applications. They are asked to present their solution in verbal and written assignments.

Teaching Content

The tutorial complements the lecture in that students critically reflect topics of the lecture before applying their newly acquired knowledge to a case study in which they design a minimum viable product for an AI application.

Didactic Concept

The didactical design for this tutorial is highly design-oriented and focuses on team work, critical case reflection, group discussions, presentations and a written assignment.

Startup Modul [12 Credits]

Name im Diploma-Supplement	Startup Modul
Modulverantwortliche	Prof. Dr. Hannes Rothe
Workload	360 Zeitstunden studentischer Workload insgesamt (1 Credit = 30 Stunden), davon • Workload für Präsenzzeit: 15 Zeitstunden (i.d.R. 1 SWS = 15 Stunden; Abweichungen sind kurz zu begründen, bspw. E-Learning) • Workload für Vorbereitung und Nachbereitung: 285 Zeitstunden • Workload für Prüfungsvorbereitung: 60 Zeitstunden
Dauer	Das Modul erstreckt sich über 1 Semester.
Qualifikationsziele	Die Studierenden • lernen und vertiefen die Anforderungen einer gemeinsamen Bearbeitung einer komplexen Aufgabe im jeweiligen Themenschwerpunkt • wenden zur Realisierung dieser Anforderungen ihre im bisherigen Studium erworbenen fachlichen Kompetenzen zum jeweiligen Themenschwerpunkt des Projektes an und entwickeln diese weiter • erfahren und realisieren eigenverantwortliches Handeln durch selbständiges Projektmanagement und Projektmanagementorganisation • entwickeln ihre methodische und kommunikative Kompetenz mittels der aktiven Durchführung eines Projekts weiter • vertiefen Kompetenzen zur Dokumentation und Präsentation von Projektergebnissen
Praxisrelevanz	Das Projekt ermöglicht eine Anwendung der im bisherigen Studium erworbenen theoretischen Kenntnisse auf ein praxisorientiertes Problem. Die Studierenden entscheiden dabei selbstständig und unter Rücksprache mit ihren Mentor:innen, wie das Projekt Ihre Karriere als beispielsweise Facilitator:in, Entrepreneur:in, Intrapreneur:in oder Wissenschaftler:in unterstützen kann.
Prüfungsmodalitäten	Zum Modul erfolgt eine modulbezogene Prüfung über ein Thema aus dem Bereich Innopreneurship, das zu Beginn des Projekts festgelegt wird. In der Regel erstreckt sich die modulbezogene Prüfung auf folgende Prüfungsformen: schriftliche Ausarbeitung (ca. 30 bis 60 Seiten; ca. 60% der Note) und Präsentation (ca. 10 bis 30 Minuten; ca. 40 % der Note).
Verwendung in Studiengängen	Innopreneurship Master PO 2024

Projekt: STARTUP Modul [12 Credits]

Name im Diploma-Supplement	STARTUP Modul		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Frederik Ahlemann Prof. Dr. Reinhard Schütte Prof. Dr. Ralf Plattfaut Prof. Dr. Mario Schaarschmidt Prof. Dr. Tobias Kollmann Prof. Dr. Hannes Rothe		
SWS	8	Turnus	Wintersemester
Sprache	Deutsch/Englisch	maximale Hörerschaft	30

Students are supposed to apply the experience and knowledge they have gained in the master programme to date and reflect upon this in their project work.

Abstract

In this module, students are given time of 12 Credit Points that they can use for their individual projects or personal development, an internship or a stay abroad in combination with a (research) project. In principle, students are free to make use of all options, provided that a connection to the degree programme and its qualification objectives can be demonstrated. Individual projects must be agreed and approved by the head of degree programme.

Teaching Content

In this module, students are encouraged to reflect on their professional and personal development to date, to look at their current objectives and to consider what can help them on their path at this point in time. To this end, students decide their current, individual position in the context of the degree programme and set this down in writing. Together with their lecturers, they formulate goals that they would like to achieve during this time.

The students then write a documentation of the entire period. In this final report, they reflect on their experiences and results, compare them with their previously formulated goals and draw a personal conclusion. If students are already working on a concrete innovation or start-up project, they can take a further step towards realisation in this module. Freer, non-project-related endeavours generally offer the opportunity for new impressions and experiences, which can have a very beneficial effect on personal development, the broadening of personal horizons and the acquisition of new perspectives. Stays abroad in particular have been shown to promote a flexibilisation of thinking, an important prerequisite for creative ideas and achievements.

Literature

Literature and references are provided on an individual basis and in accordance to the particular project by lecturers and mentors throughout the first sessions.

Didactic Concept

Self-learning, self-actualisation, practice- and/or research-based learning and experience. This module is accompanied by a project-set up in the first weeks and in-opt online meetings with peers and the lecturer throughout the project time.

Mentoring [6 Credits]

Name im Diploma-Supplement	Mentoring
Modulverantwortliche	Prof. Dr. Hannes Rothe
Workload	180 Zeitstunden studentischer Workload insgesamt (1 Credit = 30 Stunden), davon • Workload für Präsenzzeit: 30 Zeitstunden • Workload für Vorbereitung und Nachbereitung: 30 Zeitstunden • Workload für Projektarbeit und Dokumentation: 120 Zeitstunden
Dauer	Das Modul erstreckt sich über 3 Semester (s. Prüfungsvorleistungen)
Qualifikationsziele	Students are able to make and critically assess decisions based on scientific methods, systematic and empirically sound evaluations. They know the requirements for professional roles such as founders, intrapreneurs, innovators in established companies, facilitators for innovation projects, or innovation and entrepreneurship researchers. They actively reflect alternatives for how the Master's degree program can prepare them for their individual career goals. Alone or in groups, they are able to take on and understand complex requirements, develop alternative solutions, reflect on them, prepare them in a way that is useful for decision-making and present them appropriately to various target groups. They have the ability to successively renew and adapt their own skills.
Praxisrelevanz	The module explicitly supports students in aligning their studies with their individual career goals. Students are thus prepared for career steps that follow their studies. They are continuously made aware of various career alternatives and supported in gaining suitable qualifications. This includes reflecting on their own strengths, weaknesses and inclinations as well as possible personal development paths, including the necessary requirements, time management and project planning.
Prüfungsmodalitäten	There is a module-related examination for the module, which covers the following forms of examination: Oral presentation of up to 10 minutes and written preparation of individual reflection reports in the form of term papers of up to 5 pages each. The prerequisite for successful participation in the module is participation in a mentoring discussion at least 2 times during the study programm.
Verwendung in Studiengängen	Innopreneurship Master PO 2024

Begleitendes Mentoring: Mentoring [6 Credits]

Name im Diploma-Supplement	Mentoring		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Marvin Mathis, M. A.		
SWS	4	Turnus	Sommersemester
Sprache	Englisch	maximale Hörerschaft	30

Abstract

This module aims at supporting and challenging the students in the roles they have and can potentially obtain in professional realms. Directed at deep introspection on learnings, realisations and practical experiences so far, students shall explore and reflect upon spaces of personal and professional development, i. e.

i) their current personal capacities, skills and competencies in relation to the role they can potentially obtain in a startup and innovation ecosystem (i. e. innopreneur, entrepreneur, facilitator), as well as in relation to societal challenges
ii) their own ideas, projects and/or research objectives throughout the course of the master's and beyond
iii) their future professional objectives and how to obtain them.

In regular exchanges with lecturers and peers, students discuss, mirror and support each other to explore these spaces of personal and professional development together and individually. A specific focus shall lay on the responsibilities and roles they can take in regards to sustainable futures, societal challenges and digital innovation and transformation.

Lecturers and other mentors thereby guide and support with questions, coaching as well as their networks for further explorations (in the future).

Teaching Content

- Introduction to scientific work
- Careers in startup- and innovation ecosystems
- Alternative careers with the Innopreneurship Master's
- Reflection on students' strengths, weaknesses and inclinations as well as possible personal development paths, including the necessary requirements for this
- Time management and project planning

Literature

Students attain literature in individual and group-based mentoring sessions.

Didactic Concept

The module supports students in self-active learning. Students are guided by a mentor to continuously engage in self-reflection over the course of at least 3 semesters of their studies.

Masterarbeit (Master Innopreneurship) [24 Credits]

Name im Diploma-Supplement	Master Thesis
Modulverantwortliche	Prof. Dr. Hannes Rothe
Workload	900 Stunden studentischer Workload gesamt
Dauer	Das Modul erstreckt sich über 1 Semester.
Qualifikationsziele	Die Studierenden • sind in der Lage, innerhalb einer vorgegebenen Frist ein anspruchsvolles Problem aus dem Bereich von Entrepreneurship, Innovation, Wirtschaftsinformatik, Betriebswirtschaftslehre und interdisziplinär-ausgerichteten oder praktisch-orientierten Ausrichtungen selbständig und unter Anwendung wissenschaftlicher Methoden zu lösen und darzustellen • sind befähigt zu selbstständiger Literaturrecherche und Eingrenzung eines Themas • verfügen über ein planvolles und rationales Zeitmanagement für einen längeren Zeitraum • wenden Techniken wissenschaftlichen Arbeitens an • wenden nach eigenständiger Prüfung fachwissenschaftliche Theorien, Modelle und domänenspezifische Forschungsmethoden auf eine neue Frage- bzw. Problemstellung an • sind in der Lage, den aktuellen Stand wissenschaftlicher Erkenntnis zu dem zu bearbeitenden Thema aufzubereiten • erarbeiten Lösungsansätze für die bearbeitete Frage- bzw. Problemstellung auf aktuellem wissenschaftlichem Niveau • identifizieren weiteren Forschungsbedarf • können wissenschaftliche Arbeiten und ggf. weitere Ergebnisse wie Quelltext in schriftlicher Form dokumentieren
Praxisrelevanz	Eine Masterarbeit erlaubt die selbständige und praktische Anwendung sowie die kritische Reflexion zuvor im Studium gelernter Methoden und Inhalte und erfordert darüber hinaus die Erstellung eines typischerweise ca. 20.000 Wörter umfassenden, zusammenhängenden Dokuments.
Prüfungsmodalitäten	Zum Modul erfolgt eine modulbezogene Prüfung in der Gestalt einer schriftlichen Arbeit (in der Regel: 20.000 Wörter). Die Bearbeitungszeit für die Masterarbeit beträgt 20 Wochen. Nähere Modalitäten sind in der Prüfungsordnung geregelt.
Verwendung in Studiengängen	Innopreneurship Master PO 2024
Bestandteile	Teilnehmende Lehrstühle: Prof. Dr. Frederik Ahlemann Prof. Dr. Reinhard Schütte Prof. Dr. Ralf Plattfaut Prof. Dr. Mario Schaarschmidt Prof. Dr. Tobias Kollmann Prof. Dr. Hannes Rothe