

# Modulkatalog Pflichtmodule 2025

Master of Science  
Sustainable Innopreneurship

UNIVERSITÄT  
DUISBURG  
ESSEN

*Open-Minded*

The logo for Sustainable Innopreneurship features the word "Sustainable" in blue above the word "inno" in a stylized, multi-colored font. The letters "i", "n", "n", and "o" are composed of various colored segments (blue, orange, red, yellow, green, blue). Below "inno" is the word "preneurship" in blue.

Sustainable  
inno  
preneurship

# Inhaltsverzeichnis

<b>Modul 1: Innopreneurship Challenge [12 Credits]</b>	<b>3</b>
Werkstattarbeit: Innopreneurship Challenge - Innovation part [6 Credits]	4
Seminar: Innopreneurship Challenge - Reflection part [6 Credits]	5
<b>Modul 2: Innopreneur*in – Individueller Kontext [6 Credits]</b>	<b>6</b>
<b>Modul 3: Information Systems Research Fundamentals [6 Credits]</b>	<b>8</b>
Vorlesung: IS Research Fundamentals [3 Credits]	10
Übung: Academic Writing and Reviewing [3 Credits]	11
<b>Modul 4: Digital Ideation &amp; Entrepreneurial Design [6 Credits]</b>	<b>12</b>
<b>Modul 5: Disruptive Innovation and Moonshot Design [6 Credits]</b>	<b>14</b>
<b>Modul 6: Towards Sustainable Futures with AI [6 Credits]</b>	<b>17</b>
<b>Modul 7: STARTUP Modul [12 Credits]</b>	<b>20</b>
<b>Modul 8: Mentoring [6 Credits]</b>	<b>22</b>
<b>Modul 9: Masterarbeit (Master Innopreneurship) [24 Credits]</b>	<b>24</b>

## Modul 1: Innopreneurship Challenge [12 Credits]

Name im Diploma-Supplement	Innopreneurship Challenge
Modulverantwortliche	Prof. Dr. Hannes Rothe
Lehrende	Prof. Dr. Hannes Rothe Marvin Mathis Annemarie Bloch
Turnus	Wintersemester
Sprache	Deutsch / Englisch
Workload	360 hours student workload overall (1 Credit = 30 hours). This includes <ul style="list-style-type: none"> <li>• Workload for presence time: 120 hours</li> <li>• Workload for preparation and follow-up: 120 hours</li> <li>• Workload for examination preparation: 120 hours</li> </ul>
Dauer	The module extends over 1 semester.
SWS	6
Beschreibung / Abstract	<p>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.</p> <p>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 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.</p>
Qualifikationsziele	<p>After the successful completion of this course, students are able to</p> <ul style="list-style-type: none"> <li>• conceptualize tasks as a project, structure and plan them and work on them in interaction with other project members,</li> <li>• organize and structure a team around a project,</li> <li>• communicate and coordinate well with clients in a cooperative project,</li> <li>• use digital and non-digital tools and aids sensibly in the course of the project,</li> <li>• document the course of the project in a comprehensible manner,</li> <li>• learn to apply digital and non-digital tools in idea development, innovation processes, for team work and organization,</li> <li>• bring a project to a successful conclusion,</li> <li>• pitch ideas and present project results,</li> <li>• reflect on the impact of a project on an individual, organizational, and ecosystem level</li> </ul>

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.
Prüfungsmodalitäten	The module assessment based on two grading instruments, an oral presentation with discussion and a written project report. The oral presentation (about 20 Minutes) and discussion, along with the accompanying documents and appendix, are evaluated as part of the group work and accounts for 50% of the grade. In contrast, the written report is assessed as an individual contribution. The written project report (25-30 pages) accounts for 50% of the grade. Together, report and oral presentation result in the course grade.  The specific formalities will be announced in the first session.
Verwendung in Studiengängen	Sustainable Innopreneurship Master PO 2024
Literaturangaben	Die Literatur wird in der ersten Veranstaltung bekanntgegeben.

## Werkstattarbeit: Innopreneurship Challenge - Innovation part [6 Credits]

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

The course evolves around the notion of sustainable futures in which economic growth and prosperity have to be balanced with environmental and social sustainability. For this, students will work in teams on a concrete challenge of sustainable transformation. In the course, the importance, and the requirement of sustainability for economic activity are elaborated. Through the examination of case studies students learn that acting sustainably within a corporate or institutional context. They will face a complex problem that needs to be understood and faced with practical solutions. Solving such challenges involves the consideration of many different stakeholders and requires an entrepreneurial attitude characterized by a pioneering spirit and the ability and willingness to innovate. 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

- outline the current state of socio-ecological transformation,
- describe dimensions of sustainability,
- outline economic causes of transformation,
- describe business models of organizations involved in the challenge,
- critically reflect ecological urgency and economic constraints of businesses involved in the challenge,
- suggest a strategic change to the business model that coincided with ecological and social necessities through means of Theory U and design thinking,

## Werkstattarbeit: Innopreneurship Challenge - Innovation part [6 Credits]

- entrepreneurial decision-making logic based on sustainability indicators and to name target categories of sustainable action in the entrepreneurial context

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 [6 Credits]

Name im Diploma-Supplement	Innopreneurship Challenge		
Lehrstuhl	Lehrstuhlbezeichnung und URL werden automatisch eingesetzt		
Lehrende	Prof. Dr. Hannes Rothe Annemarie Bloch		
SWS	2	Turnus	Wintersemester
Sprache	Englisch/Deutsch	maximale Hörschaft	35

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 impact assessment, and methods of individual and team reflection.

### Teaching Content

- Methods of individual self-reflection
- Methods of team reflection
- Concepts and introductory methods of impact assessment on organizational and ecosystem level, including assessment of social, ecological, and economic impact
- Application of methods of impact assessment on individual projects of the innovation challenge

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.

## Modul 2: Innopreneur\*in – Individueller Kontext [6 Credits]

Name im Diploma-Supplement	Innopreneur*in – Individueller Kontext
Modulverantwortliche	Prof. Dr. Esther Winther
Lehrende	Prof. Dr. Esther Winther
Turnus	Wintersemester
Sprache	Deutsch
Workload	180 Zeitstunden studentischer Workload insgesamt (1 Credit = 30 Stunden), davon <ul style="list-style-type: none"> <li>• Workload für Präsenzzeit: 45 Zeitstunden</li> <li>• Workload für Vorbereitung und Nachbereitung: 75 Zeitstunden</li> <li>• Workload für Prüfungsvorbereitung: 60 Zeitstunden</li> </ul>
Dauer	Das Modul erstreckt sich über 1 Semester.
Beschreibung/Abstract	<p>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.</p> <p>Empirical findings on entrepreneurial personalities and on dealing with phases of success and failure are integrated and adapted to the regional ecosystem.</p> <ul style="list-style-type: none"> <li>• Competences of self-employed and employed entrepreneurs/innovators</li> <li>• Development of an individual profile of personal requirements (e.g. competences, values, strengths, interests, dislikes)</li> <li>• Entrepreneurship as an individual career option</li> <li>• Crises and the possibility of failure</li> <li>• Self-employment</li> <li>• Social Innovation and social entrepreneurship</li> </ul>
Qualifikationsziele	<p>The students will be able to</p> <ul style="list-style-type: none"> <li>• analyse which competences and skills successful self-employed or employed entrepreneurs should have,</li> <li>• outline the question of their own identity and personal knowledge corridor in a professional context,</li> <li>• to compare their individual requirements with the career options of self-employment or the employed innovator,</li> <li>• name the crises that often occur in the course of founding and growing a company,</li> <li>• describe the difficulties that innovators often face in an organisational context,</li> <li>• describe, apply and scrutinize strategies for dealing with crises and difficulties,</li> <li>• formulate and evaluate ways of dealing with the alternative of failure.</li> <li>• reflect on the social role and significance of the entrepreneur, especially for innovation processes,</li> <li>• understand the social significance of social innovations and the importance of social entrepreneurship</li> <li>• be familiar with the institutional framework and individual conditions for self-employment.</li> </ul>

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: <ul style="list-style-type: none"> <li>• Projektarbeit erfolgt in Gruppen</li> <li>• Ergebnis der Projektarbeit sind Selbstlern-Materialien, die den Inhalt des Moduls erweitern</li> <li>• Prüfungsvorleistungen sind nicht vorgesehen</li> </ul>
Verwendung in Studiengängen	Sustainable Innopreneurship Master PO 2024
Literaturangaben	<ol style="list-style-type: none"> <li>1. Blättel-Mink, Birgit, Menez, Raphael (2015): Kompendium der Innovationsforschung, 2. Aufl., Wiesbaden 2015.</li> <li>2. Bögenhold, Dieter, Fachinger, Uwe (2016): Berufliche Selbständigkeit: Theoretische und empirische Vermessungen, Wiesbaden 2016.</li> <li>3. Erpenbeck, John, Rosenstiel, Lutz von (eds.) (2017): Handbuch Kompetenzmessung: Erkennen, verstehen und bewerten von Kompetenzen in der betrieblichen, pädagogischen und psychologischen Praxis, 3rd ed., Stuttgart 2007.</li> <li>4. 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.</li> <li>5. Faltin, Günter (2015): Wir sind das Kapital: Erkennen den Entrepreneur in Dir; Aufbruch in eine intelligente Ökonomie, Hamburg 2015.</li> <li>6. 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.</li> <li>7. Hekman, Björn (ed.) (2009): Generation Entrepreneur?: Youth-Entrepreneurship-Education in Germany, Gütersloh 2009.</li> <li>8. Howaldt, Jürgen, Jacobsen, Heike (Hrsg.) (2010): Soziale Innovation: Auf dem Weg zu einem post-industriellen Innovationsparadigma, Wiesbaden 2010.</li> <li>9. Kuratko, Donald F. (2020): Entrepreneurship: Theory, process, practice, 11. Aufl., Boston 2020.</li> <li>10. Lang-von Wins, Thomas, Triebel, Claas (2006): Competence-oriented career counselling, Berlin 2006.</li> <li>11. Schreyögg, Georg, Ostermann, Simone M. (2014): Crisis perception and crisis management, in: Thießen, Ansgar (ed.), Handbuch Krisenmanagement, 2nd ed., Wiesbaden 2014, pp. 119-139.</li> <li>12. Schwarz, S. (2014): Social Entrepreneurship Projekte: Unternehmerische Konzepte als innovativer Beitrag zur Gestaltung einer sozialen Gesellschaft, Wiesbaden 2014.</li> <li>13. Zimmermann, Wolfgang (2014): Unternehmer sind Verrückte: Wie Unternehmer Grenzen überwinden und was Manager von ihnen lernen können, 2nd updated ed., Wiesbaden 2014.</li> </ol>

## Modul 3: Information Systems Research Fundamentals [6 Credits]

Name im Diploma-Supplement	Information Systems Research
Modulverantwortliche	Prof. Dr. Frederik Ahlemann
Lehrende	Prof. Dr. Frederik Ahlemann
Turnus	Wintersemester
Sprache	Englisch
Workload	<p>180 Zeitstunden studentischer Workload insgesamt (1 Credit = 30 Stunden), davon</p> <ul style="list-style-type: none"> <li>• Workload für Präsenzzeit: 60 Zeitstunden</li> <li>• Workload für Vorbereitung und Nachbereitung: 60 Zeitstunden</li> <li>• Workload für Prüfungsvorbereitung: 60 Zeitstunden</li> </ul> <p>Das Modul besteht aus einer Vorlesung (3 Credits) und einer Übung (3 Credits).</p>
Dauer	Das Modul erstreckt sich über 1 Semester.
SWS	2
Beschreibung/Abstract	<p>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.</p> <p>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. The Lecture touches, amongst others, on this specific issues:</p> <ul style="list-style-type: none"> <li>• The What, How and Why: Scientific Thinking, Research Process, Philosophy of Science</li> <li>• Scientific Writing and Publishing: Paper structures, Publishing Process, Reviews (Exam)</li> <li>• Research Design I - Topics: Domains of IS, Fundamentals, Basic Research Design</li> <li>• Research Design II – Theories: Definition and Concepts, Building Blocks of Theories, Contributing to Theoretical Advancements</li> <li>• Research Design III – Methods: Important IS Research Methods, Data Collection, Data Analysis</li> <li>• Literature Review: Introduction, Reading-Based Discussion</li> <li>• Case Study: Introduction, Reading-Based Discussion</li> <li>• Survey: Introduction, Reading-Based Discussion</li> <li>• Writing reviews of scientific papers</li> </ul>

	<ul style="list-style-type: none"> <li>Developing scientific papers</li> </ul>
Qualifikationsziele	<p>The students will</p> <ul style="list-style-type: none"> <li>understand methods' and theories' relevance for meaningful research;</li> <li>have knowledge of the most common methods and theories used in IS research;</li> <li>understand the core IS phenomena;</li> <li>have a fundamental understanding of scientific research quality criteria;</li> <li>be able to discuss scientific papers' content;</li> <li>be able to discuss scientific papers' content;</li> <li>be able to conduct basic empirical research projects</li> </ul>
Praxisrelevanz	<p>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.</p>
Prüfungsmodalitäten	<p>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.</p>
Verwendung in Studiengängen	<ul style="list-style-type: none"> <li>Innopreneurship Master PO 2024</li> <li>WiInf Master 2010 &gt; Wahlpflichtbereich &gt; Wahlpflichtbereich I: Wirtschaftsinformatik &gt; 1.-3. FS, Wahlpflicht</li> </ul>
Literaturangaben	<ol style="list-style-type: none"> <li>Bacharach, S.B. 1989. "Organizational Theories: Some Criteria for Evaluation," <i>Academy of Management Review</i> (14:4), pp. 496-515.</li> <li>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," <i>Management Science</i> (50:3), pp. 281-298.</li> <li>Bhattacharjee, A. 2012. <i>Social Science Research: Principles, Methods, and Practices</i>, (2. ed.). Tampa, FL, USA: Global Text Project.</li> <li>Carpenter, M.A. 2009. "Editor's Comments: Mentoring Colleagues in the Craft and Spirit of Peer Review," <i>Academy of Management Review</i> (34:2), pp. 191-195.</li> <li>Fettke, P. 2006. "State-of-the-Art Des State-of-the-Art: Eine Untersuchung der Forschungsmethode „Review“ Innerhalb der Wirtschaftsinformatik," <i>Wirtschaftsinformatik</i> (48:4), pp. 257-266.</li> <li>Gregor, S. 2006. "The Nature of Theory in Information Systems," <i>MIS Quarterly</i> (30:3), pp. 611-642.</li> <li>Kitchenham, B. 2004. "Procedures for Performing Systematic Reviews," Keele University, Department of Computer Science, Keele, UK.</li> <li>Lepak, D. 2009. "Editor's Comments: What IS Good Reviewing?," <i>Academy of Management Review</i> (34:3), pp. 375-381.</li> <li>Mingers, J. 2001. "Combining IS Research Methods: Towards a Pluralist Methodology," <i>Information Systems Research</i> (12:3), pp. 240-259.</li> <li>Bhattacharjee, A. 2012. <i>Social Science Research: Principles, Methods, and Practices</i>, (2. ed.). Tampa, FL, USA: Global Text Project.</li> <li>Boudreau, M.-C., Gefen, D., and Straub, D.W. 2001. "Validation in Information Systems Research: A State-of-the-Art Assessment," <i>MIS Quarterly</i> (25:1), pp. 1-16.</li> <li>Dubé, L., and Paré, G. 2003. "Rigor in Information Systems Positivist Case Research: Current Practices, Trends, and Recommendations," <i>MIS Quarterly</i> (27:4), pp. 597-635.</li> <li>Eisenhardt, K.M. 1989. "Building Theories from Case Study Research," <i>Academy of Management Review</i> (14:4), pp. 532-550.</li> <li>Gibbert, M., Ruigrok, W., and Wicki, B. 2008. "What Passes as a Rigorous Case Study?," <i>Strategic Management Journal</i> (29:13), pp. 1465-1474.</li> <li>Gregor, S. 2006. "The Nature of Theory in Information Systems," <i>MIS Quarterly</i> (30:3), pp. 611-642.</li> <li>Hsieh, J.J.P.-A., Rai, A., and Keil, M. 2008. "Understanding Digital Inequality: Comparing Continued Use Behavioral Models of the Socio-</li> </ol>

Economically Advantaged and Disadvantaged," MIS Quarterly (32:1), pp. 97-126.

17. 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.
18. Lapointe, L., and Rivard, S. 2007. "A Triple Take on Information System Implementation," Organization Science (18:1), pp. 89-107.
19. 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.
20. 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.
21. 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.
22. 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.
23. 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.
24. 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.

### Vorlesung: IS Research Fundamentals [3 Credits]

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

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.

**Lehrinhalte**

- 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

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

## Vorlesung: IS Research Fundamentals [3 Credits]

session to facilitate students' learning experience and to help deepen and extend the topics discussed in class.

## Übung: Academic Writing and Reviewing [3 Credits]

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

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.

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.

## Modul 4: Digital Ideation & Entrepreneurial Design [6 Credits]

Name im Diploma-Supplement	Digital Ideation & Entrepreneurial Design
Modulverantwortliche	Prof. Dr. Hannes Rothe
Lehrende	Prof. Dr. Hannes Rothe Daniel Courtney
Turnus	Wintersemester
Sprache	Deutsch / Englisch
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 <ul style="list-style-type: none"> <li>• Workload for examination preparation: 60 hours</li> </ul>
Dauer	The module extends over 1 semester.
SWS	4
Beschreibung/ 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, such as ecological sustainability, security, sovereignty or privacy. 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.
Qualifikationsziele	After the successful completion of the module, students will be able to <ul style="list-style-type: none"> <li>• Employ methods of design thinking for innovation search (fit of problem and solution space)</li> <li>• apply a design-oriented research methodology from information systems and entrepreneurship research</li> <li>• explain opportunity design and opportunity search,</li> <li>• apply an effectuation approach,</li> <li>• differentiate principles of effectuation from the principles of causal logic,</li> <li>• decide in which situations it makes sense to act according to effectuation logic,</li> <li>• select and apply effectuation tools in a targeted manner</li> <li>• apply methods of design-oriented research to complex problems of societal importance, such as ecological sustainability, security, sovereignty or privacy</li> </ul>

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 (40% of the grade) and group case study project that involves methods of design-oriented research. The groups will present the results through a written report of minimum 30 and a maximum of 35 pages (60% of the total grade).
Verwendung in Studiengängen	Master Innopreneurship PO 2024
Literaturangaben	<ol style="list-style-type: none"> <li>1. Peffers, K., Tuunanen, T., Rothenberger, M. A., &amp; Chatterjee, S. (2007). A design science research methodology for information systems research. <i>Journal of management information systems</i>, 24(3), 45-77.</li> <li>2. Peffers, K., Tuunanen, T., &amp; Niehaves, B. (2018). Design science research genres: introduction to the special issue on exemplars and criteria for applicable design science research. <i>European Journal of Information Systems</i>, 27(2), 129-139.</li> <li>3. Sarasvathy, S. D. (2009). <i>Effectuation: Elements of entrepreneurial expertise</i>. Edward Elgar Publishing.</li> <li>4. Seckler, C., Mauer, R., &amp; vom Brocke, J. (2021). Design science in entrepreneurship: conceptual foundations and guiding principles. <i>Journal of Business Venturing Design</i>, 1(1-2).</li> <li>5. Sein, M. K., Henfridsson, O., Purao, S., Rossi, M., &amp; Lindgren, R. (2011). Action design research. <i>MIS quarterly</i>, 37-56.</li> <li>6. Venable, J., Pries-Heje, J., &amp; Baskerville, R. (2016). FEDS: a framework for evaluation in design science research. <i>European journal of information systems</i>, 25, 77-89.</li> </ol>

## Modul 5: Disruptive Innovation and Moonshot Design [6 Credits]

Name im Diploma-Supplement	Disruptive Innovation and Moonshot Design
Modulverantwortliche	Prof. Dr. Hannes Rothe
Lehrende	Prof. Dr. Hannes Rothe
Turnus	Sommersmester
Workload	180 hours student workload overall (1 Credit = 30 hours). This includes <ul style="list-style-type: none"> <li>• Workload for presence time: 60 hours</li> <li>• Workload for preparation and follow-up: 90 hours</li> <li>• Workload for examination preparation: 30 hours</li> </ul>
Dauer	The module extends over 1 semester.
SWS	4
Beschreibung/ Abstract	<p>This course, titled 'Disruptive Innovation and Moonshot Design', targets ambitious students with a keen interest in innovation projects that aim to solve grand challenges or engage with technologies of higher complexity. Designed for those passionate about tackling grand challenges through innovative and scalable solutions, the course blends introductory lectures with integrated tutorials on innovation management. Integrating key concepts of digital entrepreneurship, sustainability, and moonshot thinking, this advanced course aims to empower participants with the skills, knowledge, and mindset required to drive forward digital entrepreneurship in moonshot ventures. It prepares students to become leaders in the innovation landscape, equipping them with the necessary tools to address and solve some of the most complex and pressing challenges of our time.</p> <p>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.</p> <p>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.</p> <p>Amongst other issues the lecture contains:</p> <ul style="list-style-type: none"> <li>• Concepts and Theories of Innovation Strategy, Innovation Processes</li> <li>• Concepts and Theories of Inertia, Resistance, and Diffusion</li> <li>• Concepts and Theories of Innovation Ecosystems</li> <li>• Comparison of Design Thinking and Moonshot Thinking</li> <li>• Concepts and Methods of Digital Innovation &amp; Digital Entrepreneurship</li> </ul>

	<ul style="list-style-type: none"> <li>• Application of methods from Moonshot Thinking</li> <li>• Innovation design, planning, and strategy</li> <li>• Ideation and Opportunity Assessment in innovation ecosystems</li> <li>• Business Model innovation in innovation ecosystems</li> <li>• Prototyping and Risk Management in innovation ecosystems</li> <li>• Funding, Pitching, and Ethical Considerations</li> </ul>
Qualifikationsziele	<p>The students will be able</p> <ul style="list-style-type: none"> <li>• to explain differences between different types of innovation</li> <li>• to distinguish innovation strategies and processes for complex problems and solutions, e.g., grand challenges or deep technologies</li> <li>• to describe drivers of complexities in innovation projects</li> <li>• to explain how technology, organization, and the problem domain affect complex innovation projects with theories from innovation management and entrepreneurship research</li> <li>• to explain and assess open and closed innovation strategies</li> <li>• to describe an innovation ecosystem</li> <li>• to apply entrepreneurship principles, including economic concepts, business operations, and an understanding of the complex entrepreneurial process.</li> <li>• to understand innovation theories and their practical use in the startup ecosystem</li> <li>• to apply a moonshot design process to develop an innovation strategy for a complex problem or solution in the context of sustainability</li> </ul>
Praxisrelevanz	<p>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.</p>
Prüfungsmodalitäten	<p>Assessment in this course includes a combination of a group assignment (project presentations) and an individual assignment (conducting an empirical method). Project presentations (about 20 min. in total, 50% of the grade) as a group assignment involve showcasing a moonshot project and demonstrating the application of course principles through an oral presentation and additional appendices. The individual assignment (conducting an empirical method) will require students to describe the method in detail (about 10 pages of written document, 50% of the grade).</p>
Verwendung in Studiengängen	<ul style="list-style-type: none"> <li>• Master Sustainable Innopreneurship PO 2024</li> <li>• Master Wirtschaftsinformatik PO2010</li> </ul>
Empfohlenes Vorwissen	<ul style="list-style-type: none"> <li>• <b>Basic understanding of entrepreneurship:</b> Knowledge of fundamental entrepreneurship principles, including basic economic concepts, business operations, and an understanding of the entrepreneurial process.</li> <li>• <b>Familiarity with innovation concepts:</b> 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.</li> <li>• <b>Technological awareness:</b> 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.</li> <li>• <b>Basic project management skills:</b> Understanding of basic project management principles, including how to plan, execute, and manage a project, which is crucial for implementing innovation projects.</li> </ul>
Literaturangaben	<ol style="list-style-type: none"> <li>1. Calvo, J. (2020). Journey of the Future Enterprise: How to Compete in the Age of Moonshot Leadership and Exponential Organizations. Libros de Cabecera.</li> <li>2. Carleton, T., &amp; Cockayne, W. (2023). Building moonshots: 50+ ways to turn radical ideas into reality</li> <li>3. Chesbrough, H. (2006). Open innovation: a new paradigm for understanding industrial innovation. Open innovation: Researching a new paradigm, 400, 0-19.</li> <li>4. Christensen, C., Raynor, M. E., &amp; McDonald, R. (2013). Disruptive innovation. Brighton, MA, USA: Harvard Business Review.</li> <li>5. Nambisan, S., Lyytinen, K., &amp; Yoo, Y. (Eds.). (2020). Handbook of digital innovation. Edward Elgar Publishing.</li> </ol>

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|  | 6. Purmal, K., Goldman, L., & Janzer, A. (2016). The moonshot effect: Disrupting business as usual. Greenleaf Book Group. |
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## Modul 6: Towards Sustainable Futures with AI [6 Credits]

Name im Diploma-Supplement	Towards Sustainable Futures with AI
Modulverantwortliche	Prof. Dr. Hannes Rothe
Lehrende	Prof. Dr. Hannes Rothe
Turnus	Sommersemester
Workload	<p>180 Zeitstunden studentischer Workload insgesamt, davon</p> <ul style="list-style-type: none"> <li>• Workload für Präsenzzeit: 60 Stunden</li> <li>• Workload für Vorbereitung und Nachbereitung: 60 Stunden</li> <li>• Workload für Prüfungsvorbereitung: 60 Stunden</li> </ul> <p>Das Modul besteht aus einer Vorlesung (3 Credits) und einer Übung (3 Credits)</p>
Dauer	Das Modul erstreckt sich über 1 Semester.
SWS	4
Abstract/ Beschreibung	<p>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 17 UN Sustainable Development Goals.</p> <p>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?</p> <p>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).</p> <p>The integrated 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 17 UN 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. 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.</p> <p>Amongst other issues the lecture contains:</p>

	<ul style="list-style-type: none"> <li>• AI Companies &amp; Data-centric Thinking</li> <li>• Sustainable Information Systems</li> <li>• Strategy &amp; AI Companies for Sustainable Futures</li> <li>• Organization &amp; AI Companies for Sustainable Futures</li> <li>• Managing Machine Learning Projects for Sustainable Futures</li> <li>• Building AI Applications</li> <li>• Generativity and Boundaries from Digital Tools</li> <li>• Generativity and Boundaries from Data</li> <li>• Generativity and Boundaries from (ML) Models</li> </ul>
Qualifikationsziele	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• reflect on data-centric thinking in companies</li> <li>• explain the difference between types of tasks for AI and multiple machine learning techniques</li> <li>• apply machine learning techniques with low-code tools and are familiar with current models and libraries.</li> <li>• understand and apply theories of strategy and organization to AI companies</li> <li>• understand generative properties and mechanisms of information systems, especially AI applications</li> <li>• explain and critically reflect the impact of characteristics of digital resources, including data, digital tools, and (machine learning) models on AI applications.</li> <li>• explain and critically reflect the impact of information systems, particularly AI applications, on multiple sustainable development goals</li> <li>• describe fundamental processes, methods, and tools producing AI applications</li> <li>• describe and apply fundamental methods of ML project management.</li> <li>• design a business case for an AI application and produce a minimum-viable product</li> <li>• apply text generation and image generation models in assignments and reflect on their use</li> </ul>
Prüfungsmodalitäten	<p>This module is assessed based on three grading instruments: first, a series of two group presentations ("Testate") during the semester, that students must pass to be allowed to take the final examination; second, a final written individual examination (usually 60 minutes, 50% of the grade), and third, a written summary of their case study in a group (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.</p>
Verwendung in Studiengängen	<ul style="list-style-type: none"> <li>• Master Sustainable Innopreneurship PO 2024</li> <li>• Master Wirtschaftsinformatik PO2010</li> </ul>
Empfohlenes Vorwissen	<p>The students should have a basic knowledge of information systems and be familiar with:</p> <ul style="list-style-type: none"> <li>• Fundamentals of Strategic Management</li> <li>• Fundamentals of Data Bases and Enterprise Modelling</li> </ul>
Literaturangaben	<ol style="list-style-type: none"> <li>1. Berente, N., Gu, B., Recker, J., &amp; Santhanam, R. (2021). <i>Managing artificial intelligence</i>. MIS Quarterly, 45(3).</li> <li>2. Brynjolfsson, E., &amp; McAfee, A. (2017). <i>Artificial intelligence, for real</i>. Harvard Business Review, 1, 1-31.</li> <li>3. Brynjolfsson, E., Rock, D., &amp; Syverson, C. (2018). Artificial intelligence and the modern productivity paradox: A clash of expectations and statistics. In <i>The economics of artificial intelligence: An agenda</i> (pp. 23-57). University of Chicago Press.</li> <li>4. Fürstenau, D., Baiyere, A., Schewina, K., Schulte-Althoff, M., and Rothe, H. (forthcoming). <i>Extended Generativity Theory on Digital Platforms</i>, Information Systems Research.</li> <li>5. Gregory, R. W., Henfridsson, O., Kaganer, E., &amp; Kyriakou, H. (2021). <i>The role of artificial intelligence and data network effects for creating user value</i>. Academy of Management Review, 46(3), 534-551.</li> <li>6. Provost, F., &amp; Fawcett, T. (2013). <i>Data Science for Business: What you need to know about data mining and data-analytic thinking</i>. O'Reilly Media, Inc.</li> <li>7. Raisch, S., &amp; Krakowski, S. (2021). <i>Artificial intelligence and management: The automation–augmentation paradox</i>. Academy of Management Review, 46(1), 192-210.</li> </ol>

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|  | 8. Russell, S., & Norvig, P. (2021). <i>Artificial Intelligence, Global Edition: A Modern Approach</i> . (4th ed.). Pearson Education. |
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## Modul 7: STARTUP Modul [12 Credits]

Name im Diploma-Supplement	Startup Modul
Modulverantwortliche	Prof. Dr. Hannes Rothe
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
Turnus	Winter & Sommersemester
Sprache	Deutsch / Englisch
Workload	360 Zeitstunden studentischer Workload insgesamt (1 Credit = 30 Stunden), davon <ul style="list-style-type: none"> <li>• Workload für Präsenzzeit: 15 Zeitstunden (i.d.R. 1 SWS = 15 Stunden; Abweichungen sind kurz zu begründen, bspw. E-Learning)</li> <li>• Workload für Vorbereitung und Nachbereitung: 285 Zeitstunden</li> <li>• Workload für Prüfungsvorbereitung: 60 Zeitstunden</li> </ul>
Dauer	Das Modul erstreckt sich über 1 Semester.
SWS	8
Beschreibung/Abstract	<p>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.</p> <p>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 projects shall be oriented towards the Sustainable Development Goals and should, if possible, focus on creating sustainable value that can be considered as social, economic or ecologic.</p> <p>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.</p>
Qualifikationsziele	<p>Die Studierenden</p> <ul style="list-style-type: none"> <li>• lernen und vertiefen die Anforderungen einer gemeinsamen Bearbeitung einer komplexen Aufgabe im jeweiligen Themenschwerpunkt</li> </ul>

	<ul style="list-style-type: none"> <li>• entwickeln Projekte, welche sich zum Ziel setzen soziale, ökonomische und ökologische Mehrwerte mit einem Bezug zu den in den SDGs festgehaltenen Nachhaltigkeitszielen zu entwickeln und die planetaren Grenzen zu berücksichtigen/ adressieren</li> <li>• wenden zur Realisierung dieser Anforderungen ihre im bisherigen Studium erworbenen fachlichen Kompetenzen zum jeweiligen Themenschwerpunkt des Projektes an und entwickeln diese weiter</li> <li>• erfahren und realisieren eigenverantwortliches Handeln durch selbständiges Projektmanagement und Projektmanagementorganisation</li> <li>• entwickeln ihre methodische und kommunikative Kompetenz mittels der aktiven Durchführung eines Projekts weiter</li> <li>• vertiefen Kompetenzen zur Dokumentation und Präsentation von Projektergebnissen</li> </ul>
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 beinhaltet die modulbezogene Prüfung folgende, individuell zu erbringende, Prüfungsleistungen: schriftliche Ausarbeitung (ca. 35-45 Seiten; ca. 60% der Note) und Präsentation (ca. 15-20 Minuten; ca. 40 % der Note).
Verwendung in Studiengängen	Innopreneurship Master PO 2024
Literaturangaben	Literature and references are provided on an individual basis and in accordance to the particular project by lecturers and mentors throughout the first sessions.

## Modul 8: Mentoring [6 Credits]

Name im Diploma-Supplement	Mentoring
Modulverantwortliche	Prof. Dr. Hannes Rothe
Lehrende	Prof. Dr. Hannes Rothe Marvin Mathis Annemarie Bloch
Turnus	Winter & Sommersemester
Sprache	Deutsch / Englisch
Workload	180 Zeitstunden studentischer Workload insgesamt (1 Credit = 30 Stunden), davon <ul style="list-style-type: none"> <li>• Workload für Präsenzzeit: 30 Zeitstunden</li> <li>• Workload für Vorbereitung und Nachbereitung: 30 Zeitstunden</li> <li>• Workload für Projektarbeit und Dokumentation: 120 Zeitstunden</li> </ul>
Dauer	Das Modul erstreckt sich über 3 Semester (s. Prüfungsvorleistungen).
SWS	4
Beschreibung/ Abstract	<p>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.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• their own ideas, projects and/or research objectives throughout the course of the master's and beyond</li> <li>• their future professional objectives and how to obtain them.</li> </ul> <p>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.</p> <p>Lecturers and other mentors thereby guide and support with questions, coaching as well as their networks for further explorations (in the future).</p> <p>Amongst other issues the lecture contains the following content:</p> <ul style="list-style-type: none"> <li>• Introduction to scientific work</li> <li>• Careers in startup- and innovation ecosystems</li> <li>• Alternative careers with the Innopreneurship Master's</li> <li>• Reflection on students' strengths, weaknesses and inclinations as well as possible personal development paths, including the necessary requirements for this</li> <li>• Time management and project planning</li> </ul>

<p>Qualifikationsziele</p>	<p>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.</p> <p>Students will reflect on their understanding of entrepreneurship, the role of entrepreneurs in society and on how entrepreneurial actions may be able to thrive change into more sustainable futures.</p> <p>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.</p>
<p>Praxisrelevanz</p>	<p>The module explicitly supports students in aligning their studies with their individual career goals by reflecting on their personal development throughout the study program. 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.</p>
<p>Prüfungsmodalitäten</p>	<p>There is a module-related examination for the module, which covers the following forms of examination:</p> <p>Oral presentation of up to 30 minutes and written preparation of individual reflection reports in the form of term papers of up to 5 pages each.</p> <p>The prerequisite for successful participation in the module is participation in a mentoring discussion over at least 3 semesters.</p>
<p>Verwendung in Studiengängen</p>	<p>Innopreneurship Master PO 2024</p>

## Modul 9: 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	<p>Die Studierenden</p> <ul style="list-style-type: none"> <li>• sind in der Lage, innerhalb einer vorgegebenen Frist ein anspruchsvolles Problem aus dem Bereich von Entrepreneurship, Innovation, Wirtschaftsinformatik, Nachhaltigkeit, Betriebswirtschaftslehre und interdisziplinär-ausgerichteten oder praktisch-orientierten Ausrichtungen selbständig und unter Anwendung wissenschaftlicher Methoden zu lösen und darzustellen</li> <li>• sind befähigt zu selbstständiger Literaturrecherche und Eingrenzung eines Themas</li> <li>• verfügen über ein planvolles und rationales Zeitmanagement für einen längeren Zeitraum</li> <li>• wenden Techniken wissenschaftlichen Arbeitens an</li> <li>• wenden nach eigenständiger Prüfung fachwissenschaftliche Theorien, Modelle und domänenspezifische Forschungsmethoden auf eine neue Frage- bzw. Problemstellung an</li> <li>• sind in der Lage, den aktuellen Stand wissenschaftlicher Erkenntnis zu dem zu bearbeitenden Thema aufzubereiten</li> <li>• erarbeiten Lösungsansätze für die bearbeitete Frage- bzw. Problemstellung auf aktuellem wissenschaftlichem Niveau</li> <li>• identifizieren weiteren Forschungsbedarf</li> <li>• können wissenschaftliche Arbeiten und ggf. weitere Ergebnisse wie Quelltext in schriftlicher Form dokumentieren</li> </ul>
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	<p>Teilnehmende Lehrstühle:</p> <p>Prof. Dr. Frederik Ahlemann          Prof. Dr. Reinhard Schütte          Prof. Dr. Ralf Plattfaut          Prof. Dr. Mario Schaarschmidt          Prof. Dr. Tobias Kollmann          Prof. Dr. Hannes Rothe</p>