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| **Doctoral Programme**  **Course Unit Outline 2020/21** | | |
| **Unit code:** | **BMAN 80920** | |
| **Title:** | **Research and Policy Seminar in Science, Technology and Innovation Policy** | |
| **Credit value:** | 15 | |
| **Semester:** | Both | |
| **Course Coordinator**  **contact details:** | Philip Shapira  AMBS 9.004; x5-7376; [pshapira@manchester.ac.uk](mailto:pshapira@manchester.ac.uk)  Office Hours: Tue 09h-11h or by appointment  Cornelia Lawson  AMBS 8.022; x5-7253; Email: cornelia.lawson@manchester.ac.uk  Office Hours: Thursday 10h-12h (or by appointment) | |
| **Other staff involved contact details:** | N/A | |
| **Pre-requisites**  **Co-requisites**  **Dependent course units**  **Restrictions** | Pre-requisite: BMAN 80810 (or equivalent) | |
| **Course unit overview** | | |
| Further examination of research topics in science, technology and innovation policy | | |
| **Aims** | | |
| This module unit provides opportunities for post-graduate students to further engage with advanced research topics in science, technology, and innovation policy, present and discuss their research, receive feedback, and interact with research and policy leaders. The module is targeted to 2nd Year doctoral students in science, technology and innovation policy. It is also appropriate for other doctoral students with interests in this domain. | | |
| **Objectives (Learning outcomes)** | | |
| On completion of this unit successful students will:   * Benefit from opportunities to critically discuss and test arguments about theories and practices on leading-edge topics in science, technology and innovation policy * Further extend their knowledge and awareness of research in science, technology and innovation policy through structured reading and discussion. * Enhance capabilities to critically assess ideas and research arguments in science, technology and innovation policy, and connect these capabilities to enhancing and enriching their own individual doctoral research projects.   The module will further strengthen key skills in analysing scholarly and policy materials, critiquing research designs and literature, formulating independent perspectives, and presenting narratives and arguments in accessible formats. | | |
| **Syllabus content** | | |
| The module further engages researchers in science, technology and innovation policy; domains of science, technology and innovation policy are examined; with attention to the evolution of theory and literature and relationships with policy from an interdisciplinary perspective.  The seminars will each focus on a particular topic in science, technology, and innovation policy, with prior targeted reading, and with review and discussion. Key authors and experts will be invited to present at these seminars. Examples of topics to be discussed include: The aims of science policy; technology, sustainability, and inclusive development; assessing innovation policy impacts; the new revolution in production; and policies for emerging technologies. Individual readings will be assigned ahead of each course session, with the expectation that students will have read and be prepared to discuss these readings.  In addition to the seminars, individual tutorial meetings will be arranged with each registered student in each semester to discuss their own research, linkages with seminar topics and methods, readings and assignments.  The capstone discussion will review debates and learning. Students will present and discuss their own perspectives on self-identified topics (typically related to their research project) in science, technology, and innovation policy, focusing on a policy-oriented presentation based on their research topic that links theory with policy analysis and options.  In 2020-2021, teaching in the module will be conformance with current university and AMBS guidelines COVID-19 guidelines. In Semester 1, teaching and related activities in this module, including seminars, office hours and individual tutorials, will be synchronous online.  In Semester 2, we may continue online or use blended or in-class approaches, depending on COVID-19 guidelines then in effect. Video recordings will be made of online synchronous seminar sessions, which will be available for asynchronous review after the session. All course readings and other materials will be available online. | | |
| **Methods of delivery** | | |
| **Lectures** | | -- |
| **Seminar/Tutorial/Workshop/Lab Hours** | | 30 hours |
| **Independent Study** | | 120 hours |
| **Total Study Hours** | | 150 hours |
| **Reading List** | | |
| **Pre Reading:**   * Owen, R., Macnaghten, P., & Stilgoe, J., Responsible research and innovation: From science in society to science for society, with society, Science and Public Policy, 39, 6, 751–760, <https://doi.org/10.1093/scipol/scs093> * Flanagan, Kieron, and Elvira Uyarra. 2016. Four dangers in innovation policy studies – and how to avoid them, Industry and Innovation, 23:2, 177-188, <https://doi.org/10.1080/13662716.2016.1146126> * Geels, F. 2002. Technological transitions as evolutionary reconfiguration processes: a multi-level perspective and a case-study. Research Policy, 31, 8-9, 1257-1274. <https://doi.org/10.1016/S0048-7333(02)00062-8>   **Core Text:** Individual readings will be assigned ahead of each course session.  **Supplementary Text**: Multiple readings from prior seminars are available at this [link](https://www.dropbox.com/sh/ofq6c2i52rz3dp7/AABDTYGmCUeFSq-VxLoHgB9ka?dl=0) | | |
| **Assessment** | | |

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| **Mode of Assessment** | **Length required** | **Weighting within unit** |
| Science, technology, and innovation policy brief – initial outline – focused on the student’s own doctoral research project. (Due 22 January 2021, 10h00 UK | 300 words | Formative |
| Science, technology, and innovation policy brief – discussion and review document, focused on the student’s own doctoral research project. Submitted as a paper. Alternatively, can be written and posted as a blog. Paper or blog options need to be submitted through Blackboard. (Due 14 May 2021, 10h00 UK time). | 1200-1500 words | 80% |
| Individual presentation of topic at capstone meeting (17 May 2021). |  | 20% |
| **Resits**: Will by assessed by satisfactory completion of coursework. |  |  |

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| **Feedback methods** |
| Students will receive feedback through a series of methods, comprising:  • Written and/or verbal comments on non-assessed (formative) and assessed coursework.  • Informal advice and discussion during course meetings and following presentations.  • Responses to student emails and questions.  • Individual feedback in meetings with instructors (e.g. in office hours or by appointment).  • Specific course related feedback discussion in course sessions.  Feedback for all assessed coursework and formative assessment will be provided within 15 working days of the submission deadline. A working day is defined as Monday to Friday, not including bank holidays and excluding student vacation periods and University examination periods. For submission dates, see section on Assessment.  In addition to the course unit evaluation questionnaire, students are encouraged to give feedback through emails and conversations at any time, and using the online questionnaire near the end of the semester |