



| Teaching Guide | | | | |
|--------------------------|--|--------|----------------------|---------|
| Identifying Data | | | | 2021/22 |
| Subject (*) | Industrial Innovation | Code | 730497213 | |
| Study programme | Mestrado Universitario en Enxeñaría Industrial (plan 2018) | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Official Master's Degree | 2nd four-month period | First | Obligatory | 3 |
| Language | SpanishGalician | | | |
| Teaching method | Hybrid | | | |
| Prerequisites | | | | |
| Department | Empresa | | | |
| Coordinador | Lamas Rodriguez, Adolfo | E-mail | adolfo.lamasr@udc.es | |
| Lecturers | Lamas Rodriguez, Adolfo | E-mail | adolfo.lamasr@udc.es | |
| Web | www.gii.udc.es | | | |
| General description | Xestión da Innovación. O plan estratéxico tecnolóxico. Identificación de ideas innovadoras. Financiamento da innovación. Explotación dos resultados. O marco español para a innovación. | | | |
| Contingency plan | 1. Modifications to the contents 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified 3. Mechanisms for personalized attention to students 4. Modifications in the evaluation *Evaluation observations: 5. Modifications to the bibliography or webgraphy | | | |

| Study programme competences | |
|-----------------------------|---|
| Code | Study programme competences |
| A16 | EG8 - Capacity for the management of Research, Development and Technological Innovation. |
| B1 | CB6 - Possess and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context. |
| B2 | CB7 - That students know how to apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of ??study. |
| B3 | CB8 - That students are able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments. |
| B4 | CB9 - That the students know how to communicate their conclusions -and the knowledge and ultimate reasons that sustain them- to specialized and non-specialized audiences in a clear and unambiguous way. |
| B5 | CB10 - That students have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous. |
| B6 | G1 - Have adequate knowledge of the scientific and technological aspects in Industrial Engineering. |
| B9 | G4 - Conduct research, development and innovation in products, processes and methods. |
| B12 | G7 - Being able to perform general management, technical management and project management R & D & I functions in plants, companies and technology centers. |
| B13 | G8 - Apply the knowledge acquired and solve problems in new or unfamiliar environments within broader and multidisciplinary contexts. |



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|-----|---|
| B14 | G9 - Be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments. |
| B15 | G10 - Knowing how to communicate the conclusions -and the knowledge and ultimate reasons that sustain them- to specialized and non-specialized publics in a clear and unambiguous way. |
| B16 | G11 - Possess the learning skills that allow to continue studying in a self-directed or autonomous way. |
| C1 | ABET (a) - An ability to apply knowledge of mathematics, science, and engineering. |
| C3 | ABET (c) - An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. |
| C6 | ABET (f) - An understanding of professional and ethical responsibility. |
| C7 | ABET (g) - An ability to communicate effectively. |
| C8 | ABET (h) - The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context. |
| C9 | ABET (i) - A recognition of the need for, and an ability to engage in life-long learning. |

Learning outcomes

| Learning outcomes | Study programme competences | | |
|---|-----------------------------|---|--|
| Capacidade para a xestión da Investigación, Desenrolo e Innovación Tecnolóxica. | AJ16 | BJ1 BJ2 BJ3 BJ4 BJ5 BJ6 BJ9 BJ12 BJ13 BJ14 BJ15 BJ16 | CJ1 CJ3 CJ6 CJ7 CJ8 CJ9 |

Contents

| Topic | Sub-topic |
|---|---|
| Os bloques ou temas seguintes desenrolan os contidos establecidos na ficha da Memoria de Verificación, que son: | Programas de Investigación, Desenrolo e Innovación tecnolóxica (I+D+i). Xestión da I+D+i: Plan Estratéxico; Creatividade e I+D+i; Vixilancia Tecnolóxica, Xestión de Proxectos; Financiación; Aseguramento da I+D+i, Explotación da I+D+i. Tecnoloxías emerxentes no eido industrial. |

Planning

| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
|------------------------|---|----------------------|-------------------------------|-------------|
| Short answer questions | A16 B1 B2 B3 B4 B12 B13 B15 B16 B6 B9 C1 C3 C6 C7 C8 C9 | 5 | 6 | 11 |
| Case study | A16 B1 B2 B3 B4 B5 B12 B13 B14 B6 B9 C1 C3 C6 C7 C8 C9 | 10 | 34 | 44 |



| | | | | |
|------------------------|--|---|----|----|
| Supervised projects | A16 B1 B2 B3 B4 B5 B12 B13 B14 B6 B9 C1 C3 C6 C7 C8 C9 | 5 | 15 | 20 |
| Personalized attention | | 0 | 0 | 0 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|------------------------|---|
| Methodologies | Description |
| Short answer questions | O alumno responderá a preguntas breves sobre a materia |
| Case study | O profesor analizará e explicará varios proxectos de investigación que o alumno tomará como referencia para elaborar un ou varios traballos en grupo. |
| Supervised projects | O traballo realizarase en grupo e consistirá no deseño dun produto ou proceso innovador para una empresa galega. |

| Personalized attention | |
|-----------------------------------|---|
| Methodologies | Description |
| Supervised projects Case study | A atención personalizada realizarase en horario de tutorías. No caso de que o alumno solicite dispensa académica, o alumno recibirá atención personalizada específica por medio do foro del moodle, tutorías e correo electrónico. |

| Assessment | | | |
|------------------------|---|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Short answer questions | A16 B1 B2 B3 B4 B12 B13 B15 B16 B6 B9 C1 C3 C6 C7 C8 C9 | O alumno responderá a preguntas conceptuales sobre a materia | 50 |
| Supervised projects | A16 B1 B2 B3 B4 B5 B12 B13 B14 B6 B9 C1 C3 C6 C7 C8 C9 | O traballo farase en grupo e consistirá na redacción dun proxecto de I+D+i. | 50 |

| Assessment comments |
|--|
| <p>First opportunity evaluation: a weighted grade will be calculated according to the weights indicated in the Methodologies. It is compulsory to pass every exam.</p> <p>Second chance evaluation: the same criteria will be followed as for the first chance evaluation.</p> <p>Advance call: before the date of this call, the student will deliver the works proposed and not approved in the previous calls.</p> <p>The fraudulent performance of the tests or evaluation activities will automatically imply a failure grade "0" in the corresponding call, thus invalidating any qualification obtained in all the evaluation activities.</p> <p>The "students with recognition of part-time dedication and academic exemption of attendance exemption" will communicate at the beginning of the course their situation to the teachers of the subject, as established by the "Standard that regulates the regime of dedication to the study of undergraduate students in the UDC "(Art.3.be 4.5) and the" Standards for evaluation, review and claim of the qualifications of the undergraduate and master's degree studies (Art. 3 e 8b). The students in this situation will be evaluated by solving the same practical cases proposed in exercises through ICT practices.</p> |

| Sources of information |
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| Basic | Apuntes elaborados por Adolfo Lamas que se compartirán con el alumno a través de moodle.BIBLIOGRAFÍA ADICIONAL DE LA ASIGNATURA GESTIÓN DE LA INNOVACIÓNArbonies A.L 1991 Nuevos Enfoques en la innovación de productos para la empresa industrial. Departamento de promoción y desarrollo económicoCentro de Diseño Industrial S.A. 1995, Manual de Gestión del DiseñoBaxter M., 1995 Product Design. Chapman & HallEscorsa, P, Herbolzheimer, E y Solé F. 1995 Diseño industrial y su gestión en la PYME española Diez casos reales. EsadeFundación COTEC, 1998 El sistema español de Innovación. Diagnóstico y Recomendaciones.EDDI, 1998, La mejora de la gestión del proceso de diseño en la PYME.Montaña, J.Cómo diseñar un producto. Manuales IMPINueno, P, Diseño y Estrategia empresarial. Manuales IMPIOficina Española de Patentes y Marcashttp://www.oepm.es |
| Complementary | <ul style="list-style-type: none"> - Henry Chesbrough (2003). Open Innovation: The New Imperative for Creating and Profiting from Technology. USA: Harvard Business School Press Books - Mary Jo Frederich, Peter Andrews. (2009). Innovation Passport: The IBM First-of-a-Kind (FOAK) Journey From Research to Reality. USA: IBM Press |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

?Para axudar a conseguir un entorno inmediato sostenido y cumprir có obxectivo da acción número 5: ?Docencia e investigación saludable e sustentable ambiental e social? do "Plan de Acción Green Campus Ferrol":A entrega dos traballos documentales que se realicen nesta materia:Se solicitarán en formato virtual e/ou soporte informáticoSe realizará a través de Moodle, en formato dixital sen necesidade de imprimilosAdemás durante o curso:Se debe facer un uso sostenible dos recursos y a prevención de impactos negativos sobre o medio naturalSe debe tener en conta a importancia dos principios éticos relacionados cos valores da sostenibilidade nos comportamentos personales e profesionalesSe incorpora perspectiva de xénero na docencia desta materia (se usará linguaxe non sexista, se utilizará bibliografía de autores de ambos sexos, se propiciará a intervención en clase de alumnos e alumnas?)Se traballará para identificar e modificar prexucios e actitudes sexistas, e se influirá no entorno para modificalos y fomentar os valores de respecto e igualdade.Se deberán detectar situacións de discriminación e se propondrán accións e medidas para correxilas.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.