USC University of Southern California

The **iPodia** Alliance

The iPodia Alliance offers "glocal education" opportunities for students to enjoy "global learning from local campuses" in joint iPodia classes. Two USC courses, ENGR345 (Principles and Practices of Global Innovation) and ISE545 (Technology Development and Implementation) will participate in the fall 2021 iPodia class. All USC students will learn together in the same iPodia class, but with different assignments and assessments for each course. This course syllabus is for USC students who are enrolled in ENGR345.

Course Title and Number: Principles and Practices of Global Innovation (ENGR345)

Units: 3 Units

Term-Date-Time: Most iPodia learning activities take place online continuously except for the weekly live class when students will have synchronized interaction.

Session A (live class): Thursdays 08:00-10:00
Session B: (live class) Thursdays 19:00-21:00 (before 11/7); 18:00-20:00 (after 11/7)

Location: Ronald Tutor Hall (RTH) Room 217 (the Viterbi iPodia Classroom)

Instructor: Professor Stephen Lu (supported by faculty of other 10 participating universities)

Office: Denney Research Building (DRB) Room 262

Office Hours: Thursdays 13:00-14:00 (prior appointments are recommended)

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Teaching Assistant: Mr. Abhishek Chhabra

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Office Hours: Tuesdays; 15:00-16:00 (Pacific Time)

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1. Course Description:

Global innovation is a socio-technical subject, in which students must learn technical "content" along with social "context" to become competent global innovators. Here, "content" refers to theories and principles relevant to how to develop innovative solutions, whereas "context" represents various cultural and social backgrounds important for customers to accept these innovations in the global market. In short, content, which can be learned from

courseware, enables innovators to "do-the-thing-right," and context, which must be developed through interactions, guides innovators to "do-the-right-thing," both are needed to succeed in highly competitive global markets.

This course provides students a unique "glocal" learning opportunity (i.e., global learning from local campus) to study global innovation principles (i.e., content) and practices (i.e., context) together with classmates from 11 leading universities on four continents (see the Appendix for information on participating universities). Organized learning modules based on a socio-technical framework will guide students to understand the dynamic lifecycle of technology innovations in the early, mainstream, and late global markets. Working with local and global classmates, students will have the opportunity to self-study content assignments, discuss different viewpoints with diverse peers before attending weekly live-class, engage in global community building and cross-cultural exercises with foreign classmates, and participate in cross-campus innovation project teams. At the end of the semester, and if universities' international travel policies permit, students will take an overseas campus visit to work with their virtual classmates face-to-face to enhance their understanding of global innovation and harden their glocal learning experiences.

Upon completion, students will not only gain content information of innovation principles, but more importantly, develop contextual knowledge about innovation practices and mutual understanding with their global contemporaries. They will develop a true appreciation of how global customer needs and market trends are shaped by various social and cultural contexts, which in turn drive different technology innovation strategies to win the market competition. The personal networking with global peers that students will develop from this iPodia course will become an important asset of their future careers as successful global innovators.

2. Learning Objectives

By the end of the semester, students will be able to
1) utilize the key concepts and principles that govern the dynamic interactions between innovation and competition to achieve market successes of technology solutions
2) cocreate contextual knowledge and broad perspectives with global peers who bring in diverse viewpoints to enhance the understandings of global innovation
3) apply transcultural insights and competencies to effectively collaborate with global peers from other cultural and social backgrounds
4) gain practical experiences of working with geographically distributed global virtual teams to accomplish projects that meet specific deliverable requirements
5) develop close personal understanding and professional connections with peers of international and interdisciplinary backgrounds
6) experience face-to-face interaction with global classmates to further strengthen the learning experiences and outcomes of remote virtual interactions (optional)
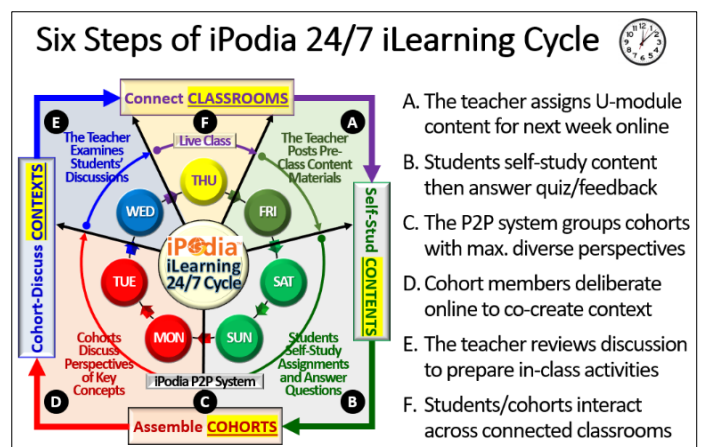
3. Prerequisite:

Advanced undergraduate or masters-level graduate students from all relevant majors at participating universities. Due to the peer-learning requirement, auditing is not permitted.

Students' English communication and team collaboration skills, international interests, and strong appreciation of cross-cultural learning are important. Technical backgrounds are not required (although maybe helpful to understand some examples of technical products/solutions).

4. The 24/7 Learning Cycle:

ENGR345 students will work with local and global classmates to self-study course content (like in a typical flipped class) and collaboratively develop contextual understanding (via peer learning with cohort members). Each week, students are to follow the six steps of a 24/7 learning cycle (see Figure) to complete content assignments, answer quizzes and propose discussion topics to reveal their different understandings, and engage in cohort discussions with peers who have the most different viewpoints toward the studied materials, before attending the live class.

Six Steps of iPodia 24/7 iLearning Cycle

A. The teacher assigns U-module content for next week online
B. Students self-study content then answer quiz/feedback
C. The P2P system groups cohorts with max. diverse perspectives
D. Cohort members deliberate online to co-create context
E. The teacher reviews discussion to prepare in-class activities
F. Students/cohorts interact across connected classrooms

Students must use the Peer-to-Peer (P2P) learning system built upon Microsoft/Teams to work with all learning materials, activities, communications, records, etc. The P2P system has a smart algorithm to automatically assemble weekly cohorts and suggest discussion topics based on students' different understandings of and interests in self-study assignments. A user manual and training video for how to use the P2P system will be provided to all students at the beginning of the class.

### 5. Hybrid Learning During the Weekly Live Class:

Most activities of the above 24/7 learning cycle take place online so students can participate directly from their computers. However, students' modes of participation in the weekly live class, which requires fully synchronized interaction with local and remote classmates, depends on whether the campus is open or close due to changing situations of the Covid-19.

If the campus is closed, students can attend the weekly live class in a synchronized mode directly from a laptop through their assigned P2P account. They will be able to "sit" together with other local and global classmates (who also log into P2P) in a "virtual iPodia world-classroom," created by Microsoft/Teams/Together mode, to engage in live discussions and

group exercises seamlessly. The Open Broadcasting Software (OBS) will be used to combine the Microsoft/Teams virtual classroom image with live presentations from PowerPoint slides and a separate webcam window for the instructor. This composed OBS interface (see Figure) will be broadcasted to all students' laptops so they can follow the instructor and instructions and engage with all classmates from a single interface during the weekly live class.

The OBS Interface for 2021 iPodia Live Class
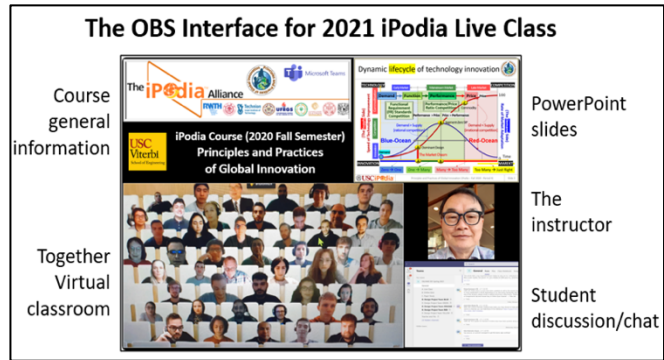
When the campus is open, students can bring their laptops to attend the weekly live class in person in the iPodia classroom (RTH217). This room is equipped with audio/video equipment and interconnected with remote classrooms at other participating universities whose campuses are also open, so students will have more options besides the OBS interface (which is still displayed on their laptops) to engage with others. The large display at the center of the iPodia classroom will show the same OBS interface so all students can view, in a large size, class instruction and remote classmates together. Several smaller side displays will show live images of other connected classrooms so students can be more aware of the live activities on other campuses.

An Example of 5 Displays, 1 for the OBS Interface and Others to Show Remote Classrooms
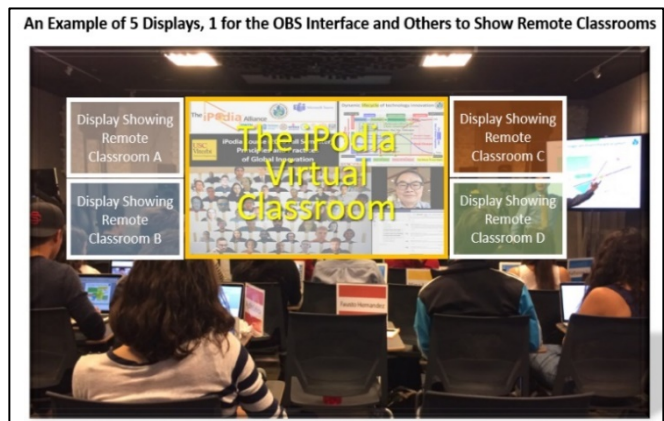
The goal of this cyber-physical (i.e., both physical and a virtual classrooms) and hybrid (i.e., for both in-person and online participations) setup is to ensure that students can engage with other classmates easily regardless of whether they are in person (in both local and remote classrooms) or online during the weekly live class. Therefore, the hybrid learning modality in the iPodia class supports not only the different modes of participation, i.e., in person or online, but more importantly the different forms of collaboration between students, i.e., one-to-one, one-to-group, group-to-group, class-to-class, etc.

6. Required Materials:

There is no required textbook for ENGR345 course. PowerPoint slides with animations and voice recordings of explanations, and other supplemental materials, will be provided online for self-study each week.

A set of reference books and papers will be recommended as optional reading materials for students. The reading list will be distributed to students at the beginning of the semester.

7. Learning Modules:

This iPodia class addresses important socio-technical features of open technology innovation in a competitive global market. It focuses on how global customer needs and market trends are shaped by various social and cultural contexts, which in turn drive different technology innovation strategies to win the market competition. A socio-technical framework will be used to guide students to understand key concepts of the dynamic lifecycle of technology innovations in the early, mainstream, and late markets. Corresponding competition strategies at each market stage will be presented. Many real-world examples and case studies from consumer product industries will be included.

The learning materials of this course are divided into five (5) parts and organized as ten (10) weekly modules; each includes four (4) key concepts (A to D). The topics of these modules and their key concepts are listed below.

Course Introduction – Introduction of iPodia and its new iLearning paradigm
- The iPodia pedagogy, platform, and program (i.e., the iPodia Alliance)
- How to engage in effective iLearning with your global peers in a joint iPodia class
- A brief explanation of the course syllabus and learning requirements
- A tutorial of the iPodia P2P Learning System

PART 1: Introduction of Technology Innovation and Market Competition

Module 1: Truth and Myths of Innovation – what is, and what isn't, technology innovation
- A. The definition and scope of innovation vs. invention
- B. The origin of creativity (where do good ideas come from?)
- C. Uncover innovation opportunities from insights of customers' lifestyle meanings
- D. Make things, distribute goods, aggregate distribution, collect data to create new business

Module 2: S-Curves – dynamic lifecycle of technology innovations with market competitions
- A. The socio-technical paradigm of technology innovations
- B. The S-curve, and S-curves of technology innovations
- C. Understand the lifecycle of technology innovations with S-curves
- D. Demand→function→performance→price (zero→one, one→many, many→too many)

PART 2: Technology Innovation in the Early Market (Demand and Function Competition)

Module 3: Initiate Blue-ocean Market – rapid development and deployment of new products
- A. Strategies of creating a blue-ocean market quickly by brand-new products
- B. The Kano Model of Customer Satisfaction to select excitement features strategically
- C. The Minimal Viable Product Model to deliver only what's essential quickly
- D. The Hooked Model to entice initial customers and solicit their feedbacks ubiquitously

Module 4: Cross the Market Chasm – battling a dominant design of technology innovations
- A. Battles in an early market when multiple innovators swiftly introduce different products
- B. The dominant design of technology innovations and its roles in an early market

C. Crossing the market chasm with a dominant design of technology innovations
D. Entering a mainstream market after a technology innovation crosses the market chasm

PART 3: Technology Innovation in the Mainstream Market (Performance/Price Competition)

Module 5: Rapidly Growing Market – market segmentation and the Segment-Zero Principle
   A. Segmentation and how it changes the nature of competitions in a mainstream market
   B. The definition and pre-conditions of the Segment-Zero Principle of competitions
   C. The Segment-Zero Principle explains changes from rational to irrational competitions
   D. Real-world cases of the Segment-Zero Principle: automobile industry examples

Module 6: Over-Expanding Market – product modularization & technology commoditization
   A. The strategic inflection point of a mainstream market and the Segment-Zero dilemma
   B. How Segment-Zero strategic inflection point change the nature of market competitions?
   C. How to modularize products for cost competitions after Segment-Zero SIP?
   D. Different ways to engage in cost competitions after technology commoditization

PART 4: Technology Innovation in the Late Market (Price-Only Competition)

Module 7: Survive an Aging Market – outsourcing & offshoring to endure price competitions
   A. Globalization and innovation – opportunities and crises
   B. Global outsourcing and offshoring, and why they become popular in recent decades
   C. Positive consequences of the current global outsourcing models in different regions
   D. Negative consequences of the current global outsourcing models in different regions

Module 8: Reversal Trends of Globalization – impact on global industry and the economy
   A. Technology (civilization) vs. society (humanity)
   B. Increasing social/economic divides caused by globalization and technology innovations
   C. Recent reversal trends of outsourcing strategies and implications on global innovation
   D. The changing new of technology innovations and models of future global productions

PART 5: Emerging Innovation Paradigms (Escaping the Mass Production Curse)

Module 9: Internet-Era Innovations – create blue-ocean markets: speed, scope, and data
   A. The complete spectrum of technology innovation strategies
   B. Some real-world examples of disruptive innovation strategies and their market impacts
   C. Some real-world examples of platform innovation strategies and their market impacts
   D. What are more sustainable technology innovation strategies in the future?

Module 10: The Internet of Things (IoT) and Industry 4.0 – significance, challenge, impact
   A. The history of industrial revolutions and how they impact humanity and the society
   B. Industry 4.0 and how it is different from the current mass production paradigm
   C. A future cloud-based, integrated production, distribution, and consumption ecosystems
   D. Innovations of highly personalized products (targeted smart customization)

8. Description and Assessment of Assignments:

ENGR345 students are required to perform the following assignments, designed to measure their performances on the corresponding learning objectives.

    (a) (**Content Study and Quiz**) Self-study content assignments of the above learning modules and complete quizzes online weekly

    (b) (**Diverse Cohort Discussion**) Engage in online discussions with members of your cohort assembled by the P2P system weekly

    (c) (**Cross-Cultural Exercise**) Perform designed preparation tasks and participate in cross-cultural exercises with other schools

    (d) (**Innovation Team Project**) Participate in a cross-campus, distributed teamwork to complete a global innovation project

    (e) (**Global Community Building**) Contribute to recommended activities to build an active global community of innovators

The description and assessment of each assignment are as follows:

(a) Content Study and Quiz:

(Description) At the beginning of each week's learning cycle, the teacher will post a self-study content assignment for a specific learning module, that includes PowerPoint slides with recorded slide animations and voice explanations. Students are required to complete the following assignments:

- Self-study these content materials online
- Complete a set of multiple-choice quiz questions online after self-study
- Attend the weekly live class to engage in group exercises led by the teacher

(Assessment) Students' answers to quiz questions will be checked automatically by QBot (i.e., an automatic Q/A bot) of the P2P system. Correct answers will receive points, and QBOT (and TA/teacher) will also guide students to find answers for those questions they missed.

(b) Diverse Cohort Discussion:

(Description) Prior studies have shown that useful contexts are best co-created by stakeholders who share a common interest (or knowledge) but hold different understandings or viewpoints. Therefore, students are required to complete the following assignments:

- Propose several topics that they are interested in discussing with classmates
  - The P2P system (or teacher/TA) will identify the top-5 topics that are most interesting to the whole class
- Express preferences toward each of the top-5 most interesting discussion topics
- Engage in online discussions with their assigned cohort members on a specific topic
  - The P2P system will automatically assemble cohorts with students who have the most diverse preferences toward the top five discussion topics, and then identify one that members share the most common preference for cohort discussions

(Assessment) The assessment of this assignment will focus on student's participation in weekly cohort discussions and contribution to broadening others' perspectives of the learning

subject. After the weekly cohort discussion, each student will assign different "tokens" in the P2P system to assess other members' contribution to their understanding of the topic.

(c) Cross-Cultural Exercise:

(Description) Two cross-cultural exercises will be organized during the semester for students to develop transcultural insights and enhance their intercultural competence with their global counterparts. Session A's cross-cultural exercises will be designed/led by Prof. Mariam Erez of Technion; and Session B's cross- cultural exercises will be designed/led by Prof. Ângela Danilevicz, of Universidade Federal do Rio Grande do Sul (Brazil). Further details will be provided by the lead faculty later.

(Assessment) Criteria on how to evaluate students' cross-cultural exercise performances and outcomes will be provided by Prof. Erez and Prof. Danilevicz later.

(d) Innovation Team Project:

(Description) Small cross-campus project teams will be organized to apply what students learn to identify innovation opportunities and create innovative solutions for the assigned project theme. Working with teammates from different locations and time zones also affords students the opportunity of practicing globally distributed teamwork.

- **Project Theme**: "Innovation Opportunities in the Post-Pandemic Market"
  The Covid-19 pandemic has completely turned our world upside down during a short period of time. Different countries have taken different social and/or technical approaches to "flatten the curve" with very different outcomes to date. These different approaches to respond to the same crisis are the result of complex socio-technical (and sometimes political) interactions that students are learning about through this iPodia course. Furthermore, different regions are contemplating (or facing) different "new normals" for the post-pandemic era. Regardless of what that new normal will be, our ways of living, playing, traveling, and learning, etc., have been changed forever. As such, many old customer needs are disappearing, and new market demands are emerging; this opens great opportunities for students to design innovative products/systems that can create completely new blue-ocean markets.

  This semester, innovation project teams are tasked to leverage teammates' different cultural and social backgrounds to identify such an emerging technology innovation opportunity and envision some possible solutions (e.g., gadgets, software, procedures, etc.). Then, teams are asked to develop a brief business plan that has the potential of creating a blue-ocean market for their innovations in the post-pandemic global market. The goal is to demonstrate how innovators can turn the Covid crisis into innovation opportunities to reshape the global market.

Logistics: 5-6 students from different universities will form a global virtual team to carry out this innovation project during the second half of the semester. Session A's project teams will be led/supervised by Aachen faculty; and Session B's project teams will be led/supervised by Prof. Paul Lee of Korean Advance Institute of Science and Technology

(KAIST). More details of team assembly and final project presentation requirements will be provided by the lead faculty later.

(Assessment): Innovation project teams are required to present their final project results at the end of the semester. Based on multiple criteria, such as creativity, innovativeness, practicality, feasibility, impact, teamwork, etc. each team will receive a "team score" first. This team score will then be converted to individual scores for each member based on a peer-evaluation survey to be conducted at the end of the semester.

(e) Global Community Building:

(Description) An important outcome of this iPodia class is the personal acquaintances and networks that students can develop with their global contemporaries through peer interaction. It can improve the productivity and effectiveness of teamwork in cross-cultural exercises and innovation projects in this class as well as help students' career developments as global innovators in the long term.

The goal of the Global Community Building will be to accelerate the growth of an active community of global innovators. Through a series of informal and engaging social activities, students will enhance their professional global network through relationships and personal connections, and develop global collaboration skills, an important professional skill. These online activities will be designed/led by Prof. Elisabeth Weiss of USC who will provide further details at the beginning of the semester.

(Assessment) Criteria on how to evaluate students' community building performances and outcomes will be provided by Prof. Elisabeth Weiss later.

9. Grading Breakdown:

The following grading scheme will be used for the assessment results of learning assignments for ENGR345 students:

- Content Study and Quiz: 25 Points
- Diverse Cohort Discussion: 25 Points
- Cross Cultural Exercise: 20 Points
- Innovation Team Project: 25 Points
- Global Community Building: 5 Points

10. Course Schedule:

The preliminary weekly learning schedule is presented in the following table. Changes may be made at a late time according to inputs from participating universities.

SESSION A						Fall 2021 iPodia Course: Principles and Practices of Global Innovation (Calendar for Weekly Learning Module)		SESSION B					
TEC	AAC	UPA	FAM	UNA	USC			USC	UFR	SJU	PKU	NTU	KAI
Class Hours (Local Time): Thursday						Five Learning Activities: Content-Context Understanding (U) / Innovation Team Project (P) / Cross-Cultural Exercise (E) / Overseas Campus Visit (V) / Global Community Building (G)	Learning Activity	TH / 19–21 / 18–20*	TH-F / 23-01	Friday / 10-12	Friday / 10-12	Friday / 10-12	11-13
18-20	17-19	18-20	11-13	10-12	08-10	Study Week							
			08/23	08/09	08/23			08/23	08/23				08/30
			09/02	09/02	09/02	1 — Introduction of iPodia, iPodia pedagogy, and the iPodia Alliance		09/02	09/02				09/02
			09/09	09/09	09/09	2 — The Truth and Myths of Innovation – what is, and what isn't, technology innovation	U-1	09/09	09/09				09/09
						Intro & demo of the P2P System to support iPodia's 24/7 iLearning process							
			09/16	09/16	09/16	3 — S-Curves – the dynamic lifecycle of technology innovations with market competitions	U-2	09/16	09/16	09/17	09/17		09/17
						Global Community Building (online activities guided by Prof. Weiss)	G-1						
			09/23	09/23	09/23	4 — Market Initiation: rapidly develop and launch products to create a brand-new market	U-3	09/23	09/23	09/24	09/24	09/24	09/24
						Global Community Building (online activities guided by Prof. Weiss)	G-2						
			09/30	09/30	09/30	5 — Cross the Chasm – standard battles of a dominant design to cross the market chasm	U-4	09/30	09/30	10/01	10/01	10/01	10/01
						Global Community Building (online activities guided by Prof. Weiss)	G-3						
		10/07	10/07	10/07	10/07	6 — Growing Market – segmentation and the Segment-Zero Principle of competitions	U-5	10/07	10/07	10/08	10/08	10/08	10/08
						Global Community Building (online activities guided by Prof. Weiss)	G-4						
		10/14	10/14	10/14	10/14	7 — Over-Expanding Market – product modularization and technology commoditization	U-6	10/14	10/14	10/15	10/15	10/15	10/15
						Global Community Building (online activities guided by Prof. Weiss)	G-5						
		10/21	10/21	10/21	10/21	8 — Survive the Aging Market – outsourcing and offshoring to endure price competitions	U-7	10/21	10/21	10/22	10/22	10/22	10/22
						Innovation Team Projects Begin - team assembly and task assignment	P-1						
10/28	10/28	10/28	10/28	10/28	10/28	9 — Reversal Trends of Globalization: Impacts on global innovation opportunities	U-8	10/28	10/28	10/29	10/29	10/29	10/29
						Innovation Team Projects Continue - (Leads: Session A: Aachen / Session B: KAIST)	P-2						
11/04	11/04	11/04	11/04	11/04	11/04	10 — Cross-cultural Exercise I (Session A: Prof. Erez / Session B: Prof. Danilevicz)	E-1	11/04	11/04	11/05	11/05	11/05	11/05
						Innovation Team Projects Continue - (Leads: Session A: Aachen / Session B: KAIST)	P-3						
11/11	11/11	11/11	11/11	11/11	11/11	11 — Internet-Era Innovations – create blue-ocean markets with speed, scope, and data	U-9	11/11	11/11	11/12	11/12	11/12	11/12
						Innovation Team Projects Continue - (Leads: Session A: Aachen / Session B: KAIST)	P-4						
11/18	11/18	11/18	11/18	11/18	11/18	12 — Cross-cultural Exercise II (Session A: Prof. Erez / Session B: Prof. Danilevicz)	E-2	11/18	11/18	11/19	11/19	11/19	11/19
						Innovation Team Projects Continue - (Leads: Session A: Aachen / Session B: KAIST)	P-5						
11/25	11/25	11/25	11/25	11/25	11/25	13 — Special Lecture (Session A: Prof. Dölle of Aachen / Session B: Prof. Mourtzis of Patras	U-10	11/25	11/25	11/26	11/26	11/26	11/26
						Innovation Team Projects Continue - (Leads: Session A: Aachen / Session B: KAIST)	P-6						
12/02	12/02	12/02	12/02	12/02	12/02	14 — Team Presentations of Innovation Project Final Results (Sessions A and B)	P-7	12/02	12/02	12/03	12/03	12/03	11/26
						Innovation Team Projects Complete - submission of 5-min video presentation							
12/09	12/09	12/09	12/09	12/09	12/09	15 — Overseas Camps Visit (host by a participating university – to be determined)		12/09	12/09	12/10	12/10	12/10	12/10

Indicating weeks when students can join online live class and/or watch recorded videos outside the classroom due to local academic calendars or official holidays

University abbreviation:
- AAC: RWTH Aachen University
- FAM: Florida A&M University
- KAI: Korea Inst. of Science & Tech.
- NTU: National Taiwan University
- PKU: Peking University
- SJU: Shanghai Jiao-Tong University
- TEC: Technion, Israel Inst. of Technology
- UFR: Univ. Federal do Rio Grande do Sul
- UNA: Nat. Autonomous Univ. of Mexico
- UPA: University of Patras
- USC: Univ. of Southern California (2 sessions)

Appendix:

Session Organization Information

There are eleven (11) participating universities in fall 2021 iPodia class. To overcome the large time differences between these campuses, two (2) identical sessions are offered in parallel so students can attend the weekly live class at a reasonable local time. The session organization, class start/end week, local live-class time, and official holidays (note: "red" indicating overlaps with the local live-class dates) for each school are summarized as follow:

- **Session A**:

Participant (6 Universities)	Class Starts-Ends	Live Class time	Official Local Holiday
University of Southern California (**USC-A**) Morning Session	Sep. 02 – Dec. 09	Thursdays: 08:00–10:00	9/6; 10/14 – 10/15; 11/24 – 11/28
National Autonomous University of Mexico (**UNAM**)	Aug. 09 – Dec. 09	Thursdays: 10:00–12:00	9/15 – 9/16; 11/1 – 11/2; 11/15; 12/12
Florida A&M University (**FA&M**)	Aug. 23 – Dec. 10	Thursdays: 11:00–13:00	9/6; 11/9; 11/25 – 11/26
RWTH Aachen University (**RWTH**)	Oct. 11 – Feb. 04	Thursdays: 17:00–19:00	11/1
University of Patras (U. **PATRAS**)	Oct. 04 – Jan. 21	Thursdays: 18:00–20:00	10/28; 11/17; 11/30
Technion – Israel Institute of Technology (**TECHNION**)	Oct. 24 – Jan. 27	Thursdays: 18:00–20:00	11/28 – 12/3

- **Session B**:

Participant (6 Universities)	Class Starts-Ends	Live Class time	Official Local Holiday
University of Southern California (**USC-B**) Evening Session	Sep. 02 – Dec. 09	* Thursdays: 19:00–21:00 ** Thursdays: 18:00–20:00	9/6; 10/14-15; 11/24-11/28 * Before 11/07 ** After 11/07
Universidade Federal do Rio Grande do Sul (**UFRGS**)	Aug. 02 – Dec. 04	Thursdays: 23:00–01:00 (Fri)	9/7; 9/20; 10/12; 11/2; 11/15;
Peking University (**PKU**)	Sep. 13 – Jan. 17	Fridays: 10:00–12:00	9/21; 10/1 – 10/7
National Taiwan University (**NTU**)	Sep. 22 – Jan. 07	Fridays: 10:00–12:00	9/20 – 9/21; 10/10 – 10/11
Shanghai Jiao-Tong University (**SJTU**)	Sep. 17 – Jan. 09	Fridays: 10:00–12:00	9/19 – 9/21; 10/1 – 10/7
Korea Advance Inst. of Science and Technology (**KAIST**)	Aug. 30 – Dec. 10	Fridays: 11:00–13:00	9/20 – 9/22; 10/3; 10/9

Except for the weekly live class and some learning activities that require synchronized interactions, such as in-class cross-cultural exercises, etc., students in both Sessions A and B will learn the same materials and follow the same process and can engage in online interactions (e.g., cohort discussions) with peers from all 11 universities as in one single class.

Participating Faculty and Supporting Staff

Chief Instructor:

Professor Stephen Lu, **USC**; Email: sclu@usc.edu
David Packard Chair in Manufacturing Engineering
Director, Product Development Engineering Program
Director, Viterbi iPodia Program (www.ipodia.usc.edu); iPodia Alliance (www.ipodialliance.org)
Viterbi School of Engineering, University of Southern California, Los Angeles, CA 90089 USA

Lead Faculty of participating universities: (in alphabetical order of university abbreviation)

- Florida A&M University, **FAMU**
  Prof. Clement Allen (clement.allen@famu.edu); Prof. Richard Long (richard.long@famu.edu);
  Prof. Richard Alo (richard.alo@famu.edu)
- Korea Advanced Institute of Science and Technology, **KAIST**
  Prof. Likhang (Paul) Lee (likhang.lee@kaist.ac.kr)
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- University of Southern California, **USC**
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Teaching Assistants:

Each university will assign a TA to be responsible for all local campus affairs and coordination.

Overall Management and Course Coordination:

Ms. Jenny Visapattana (visapatt@usc.edu) – Manager of the Viterbi iPodia Program Office

iPodia P2P Learning System Technical Support:

Mr. Abhishek Chhabra (chhabraa@usc.edu); Mr. Ankit Dalal (akdalal@usc.edu); Mr. Han Kyul (Hank) Kim (hankyulk@usc.edu)

Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:
- Counseling and Mental Health - (213) 740-9355 – 24/7 on call; studenthealth.usc.edu/counseling
- National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call; suicidepreventionlifeline.org
- Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call; studenthealth.usc.edu/sexual-assault
- Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298; equity.usc.edu, titleix.usc.edu
- Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298; usc-advocate.symplicity.com/care_report
- The Office of Disability Services and Programs - (213) 740-0776; dsp.usc.edu
- USC Campus Support and Intervention - (213) 821-4710; campussupport.usc.edu
- Diversity at USC - (213) 740-2101; diversity.usc.edu
- USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call; dps.usc.edu, emergency.usc.edu
- USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call; dps.usc.edu