



School of Information Management

**INFO 403 RESEARCH METHODS IN INFORMATION
SYSTEMS**

Trimester 1 2008

COURSE OUTLINE

Contact Details

Lecturer: Hans Lehmann
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Office Hours: by appointment

Class Times and Room Numbers

Tuesdays, 10:00am to 12:50pm in EA 001

Course Objectives

At the end of the course, students should be able to

- Identify, describe, and determine the applicability of a selection of research methods to questions in Information Systems
 - Decide on appropriate methods to investigate various fields of IS
 - Formulate a research proposal in particular area
 - Critique and discuss existing research in IS from a methodological perspective.
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Course Content

The course will cover the following topics:

<i>Week</i>	<i>Date</i>	<i>Session Topic ^(*)</i>	<i>Course Work Due</i>
1	26-Feb	Introduction to the course	
2	4-Mar	Paradigms & Theories	Initial Research Question
3	11-Mar	The Research Process	
4	18-Mar	The Design(s) of Qualitative Research	
5	25-Mar	Easter Holiday – <i>No Lecture</i>	
6	1-Apr	Qualitative Data Collection	
7	8-Apr	The Analysis of Qualitative Data	
	15-Apr	Mid-Term Break	
	22-Apr	<i>No Lectures</i>	
8	29-Apr	Statistics – Some Basics	Interim Research Proposal
9	6-May	The Design(s) of Quantitative Research	
10	13-May	Data Collection in Quantitative Studies	
11	20-May	Quantitative Analysis	
12	27-May	Research Proposal Presentations	Final research Proposal

^(*) *N.B.: This may be subject to change*

Expected Workload

There is one 3-hour class per week. You should expect to spend between 3 to 4 hours per week on preparation for the class. You should also expect to spend another 5 to 7 hours per week in the library to work on your in-class presentations and your research proposal – the major assignment in this course. A total workload of 12 hours, but not exceeding 14 hours should be planned for.

Group Work

All assessment items are for individual work. However, students are encouraged to discuss the material and their assignments amongst themselves. However, all assessment material must be individual work and will be evaluated as such.

Readings

The prescribed text for this course is

Punch, K. F., *Introduction to Social Research – Quantitative and Qualitative Approaches* (2ed.), Sage, 2005; ISBN 0761944168; available from VicBooks

Three chapters (indicated in the reading list below) from the following book are also required reading for the course:

Field, A., *Discovering Statistics Using GPSS (and sex, drugs and rock'n'roll)* (2ed), Sage, 2005; ISBN 0761944516; available from the Library on 3-day loan

We will be using a number of further readings in the course. An alphabetical list and a (preliminary) weekly readings schedule are attached in Appendix A and B respectively. Most of these are journal articles, but some are chapters from books and two are web downloads. Students can source them directly from the library and from the web, or, alternatively, all the readings can be purchased in the form of Student Notes.

Students wanting a more in-depth look at the philosophical aspects of social science research may want to read the additional literature set out below. The books will not be discussed in class, but are helpful for getting a firm philosophical footing. They are very clearly written and easy reads.

Kuhn, Thomas (1962). *The Structure of Scientific Revolutions*. University of Chicago Press, Chicago, Ill. *This classic is probably one of the most influential books on what science is. It's short, and an easy and fascinating read.*

Fay, Brian (1996). *Contemporary Philosophy of Social Science*. Blackwell Publishers, Oxford, UK. *This is a very brief and easy to read introduction to the central questions that confront the study of human beings and human organizations. Targeted at advanced undergraduates, so very readable and pertinent.*

Laudan, Larry (1990). *Science and Relativism - Some Key Controversies in the Philosophy of Science*. University of Chicago Press, Chicago, Ill. *A brief introductory book on the relativist debate in the philosophy of science. Targeted at undergraduates and written in the form of a witty dialogue between a relativist, positivist, realist, and pragmatist philosopher, the book explores some of the major points of differences between them.*

Assessment

The course is assessed entirely on course work – there are no tests or examinations. Assessment will be based on the following deliverables:

Deliverable	Marks	Due Date
Initial Research Question		Week 2 (beginning of class)
Interim Research Proposal	10	Week 8 (beginning of class)
Final Research Proposal	40	Week 12(beginning of class)
Research Proposal Poster & Presentation	10	Week 12
Class Presentation, Readings Summary and Discussant Duties	40	To be advised in the first lecture(s)

The **Initial Research Question** is a proposal for what the research will investigate. It should be no longer than at most 2 pages and should include at least 3 references to the relevant journal literature. It should describe the research topic, the research question, and why this research is important. Because this is the basis for the main deliverable it carries no marks of its own. However, non-delivery will attract a penalty of 5%.

The **Interim Research Proposal** builds on the Research Question. It needs to include a first review of existing literature, and an initial description of the chosen research method. No longer than at most 15 pages (including title, references, and appendices), and should include not less than 15 references to the relevant literature. This literature review should be focused on answering the research question proposed.

The **Final Research Proposal** is the major item of course work. It is a significant refinement on the interim proposal with three main sections: a comprehensive review of existing literature (this will be

similar to the INFO401 assignment), a justification, description and evaluation of the chosen research methodology and a detail blueprint of the method to be applied, i.e. how the research will be carried out. The discussion should also address potential limitations, usefulness and contribution of the research. No longer than 30 pages (including title, references, and appendices), it should include at least 20 references to the relevant literature, where 50% of the references must be to journal articles and no more than 10% of the references may be to Internet sites. The writing should be suitable for a conference as a work-in-progress paper. We will discuss the evaluation criteria for (both) research proposals in week three.

The **Research Proposal Poster** will be shown to the class in a **Presentation** in the last lecture(s) of the course. In the form of a conference style poster presentation, it is the summary of a presentation of the student's Final Research Proposal. The format, size, etc will be given in class well before the presentation date.

Each of the primary readings will be introduced to the class in a **Class Presentation** and will be accompanied by a **Summary of the Assigned Reading**. Secondary Readings will be assigned to a **Discussant**, who shall contrast their paper with the primary reading and so facilitate class discussion. This is the second most important item of coursework – the learning of the class as a whole depends in part on the quality of the readings presentations and discussions. The presentation is to last about 20 minutes with subsequent 10 minutes of discussion time. The reading will be chapters from the prescribed texts and other readings and will be assigned during the first lectures. The students who had readings assigned (either as a presenter or discussant) must also prepare a summary of the readings that brings out the specific key, issues contained in the respective paper/chapter. The presenting student will also be required to lead the discussion on the topic.

Submission of Deliverables

All deliverables will be delivered in electronic form as email attachments (Word.doc only) to the course co-ordinator **as well as** in paper/printout form, handed in before class at the due date. Email attachments will adhere to a file naming convention of *assignment-name_student-name.doc*. The documents shall have a header/footer showing student name, student number and page number. The submission deadline for every deliverable is at the beginning of class in the week shown.

Penalties

Reading Summaries must be delivered electronic form before the beginning of the class for which they are due. The paper printout must be handed in at the beginning of class, in class. Neither can be delivered later – summaries delivered after class count as non-delivery and attract a mark of **0% (zero)**.

Non-delivery of the Initial Research Question at the due date (beginning of class in Week 2) attracts a **penalty mark** of -5%.

Interim Research Proposal and Final Research Proposal submitted (in both electronic and paper form) after the deadline (i.e. the beginning of class in the week due) will incur a **5% penalty for each day late** (including weekends and holidays). Neither will be accepted if it is more than a week late – this will count as non-delivery and attract a mark of **0% (zero)**.

Mitigating circumstances such as illness etc. will, of course, be taken into account with an appropriate aegrotat or with the express prior consent of the course co-ordinator.

Plagiarism (see below) on any assessment item will at least lead to failure of the assessment item. Additionally, other penalties may be determined to be appropriate (see below).

Mandatory Course Requirements

Students must attend and participate in ALL classes. Failure to attend ALL classes will result in failure of the course with a K standing. Mitigating circumstances such as illness etc. will be taken into account with an appropriate aegrotat or with the express prior consent of the course co-ordinator.

Students must attain at least 50% of the marks on each assessment item. Failure to achieve 50% on **any one** assessment item will lead to failure of the course with a K standing.

Communication of Additional Information

Additional information will be communicated by email, Blackboard and in class. Students are expected to check their VUW student email account regularly.

Appendix A - Reading List

N.B.: Most of the articles/chapters/downloads listed below are in the Student Notes. Where not (or where obtaining them would be difficult) they will be provided on Blackboard as **marked**.

- AIS (2004). Design Research in Information Systems. <http://www.isworld.org>. Last access December 21, 2004.
- Angrosino, M.V. and Mays de Pérez, K.A. (2000) Rethinking Observation: From method to Context. In Denzin, N.K and Lincoln, Y.S. (eds.), *The Handbook of Qualitative Research (3ed)*, Sage, Thousand Oaks, CA, p673-703. **Will be available on Blackboard**
- Bacharach, S. B. (1989) Organizational Theories: Some Criteria for Evaluation. *The Academy of Management Review*. Vol 14, No 4, pp. 496-515.
- Baskerville, R. L. (1999). Investigating Information Systems with Action Research. *Communications of the AIS*. Vol 2, Article 19.
- Baskerville, R. L. and Myers, M. D. (2004). Special Issue on Action Research in Information Systems: Making IS Research Relevant to Practice - Foreword. *MIS Quarterly*. Vol 28, No 3, pp. 329-335.
- Benbasat, I. (1990) Laboratory Experiments in Information Systems Studies with a Focus on Individuals: A Critical Appraisal. In: Benbasat, I. (ed.) *The Information Systems Research Challenge: Experimental Research Methods*. Harvard Business School. 1990. Boston, MA.
- Casti, J. L. (1989) *Paradigms Lost*. Avon Books, New York. Chapter 1: Faith, Hope, and Asperity. pp. 67ff. **Will be available on Blackboard**
- Denzin, N.K. (2000) Methods of Collecting and Analysing Empirical Materials. In Denzin, N.K and Lincoln, Y.S. (eds.), *The Handbook of Qualitative Research (3ed)*, Sage, Thousand Oaks, CA, p632-644. **Will be available on Blackboard**
- Douglas, D. (2003) Grounded Theories of Management: A Methodological Review. *Management Research News*. Vol 26, No 5, pp. 44-52.
- Eisenhardt, K. M. (1989) Building Theories from Case Study Research. *The Academy of Management Review*. Vol 14, No 4, pp. 532-550.
- Fontana, A. and Frey, J.H. (2000) The Interview: From Structured Questions to Negotiated Text. In Denzin, N.K and Lincoln, Y.S. (eds.), *The Handbook of Qualitative Research (3ed)*, Sage, Thousand Oaks, CA, p645-672. **Will be available on Blackboard**
- Gregor, S. (2006) The Nature of Theory in Information Systems. *MIS Quarterly*, Vol 30, No 3, Sept 2006, pp. 611-642
- Grover, V. (2004) A Tutorial on Survey Research: From Constructs to Theory. Working Paper. <http://dmsweb.badm.sc.edu/grover/survey/MIS-SUVY.html>. Access on Dec 22nd, 2004.
- Harvey, L. J. and Myers, M. D. (1995) Scholarship and Practice: The Contribution of Ethnographic Research Methods to Bridging the Gap. *Information Technology and People*. Vol 8, No 3, pp. 13ff.
- King, W.R. and He, J. (2005) External Validity in IS Survey Research. *Communications fo the AIS*. Vol. 26. Pp 880-894.
- Klein, H. K. and Myers, M. D. (1999) A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems. *MIS Quarterly*. Vol 23, No 1, pp 67-94.

- Klem, L. (2000) Structural Equation Modelling. In Grimm, L. and Yarnold P. (eds.) *Reading and Understanding more Multivariate Statistics*. Washington, DC. American Psychological Association.
- Lee, Allen S. (1991) Integrating Positivist and Interpretivist Approaches to Organizational Research. *Organization Science*. Vol 2, No 4, pp. 342.
- Lehmann, H.P. (2008) Why Are There Not More Grounded Theories of Information Systems? Pre-Publication Manuscript: Under Review with *MIS Quarterly*. **Will be available on Blackboard**
- Lehmann, H.P., Gallupe, R.B. (2005) Information Systems for Multinational Enterprises – Some Factors at Work in their Design and Implementation, *Journal of International Management* Vol. 11, Nr. 2, 163-186. **Will be available on Blackboard**
- Levy, Y. & Ellis, T.J. (2006) A Systems Approach to Conduct an Effective Literature Review in Support of Information Systems Research. *Informing Science Journal*, Vol 9, p181-212 **Will be available on Blackboard**
- Myers, M. D. (1999) Investigating Information Systems with Ethnographic Research. *Communications of the AIS*. Vol 2, Article 23.
- Orlikowski, W. J. (1993) CASE Tools as Organizational Change: Investigating Incremental and Radical Changes in Systems Development. *MIS Quarterly*. Dec 1993, pp. 309-340.
- Orlikowski, W. J. and Baroudi, J. J. (1991) Studying Information Technology in Organizations: Research Approaches and Assumptions. *Information Systems Research*. Vol 2, No 1, pp. 1.
- Pinsonneault, A. and Kraemer, Kenneth L. (1993) Survey Research Methodology in Management Information Systems: An Assessment. *Journal of Management Information Systems*. Vol 10, No 2, pp 75-105.
- Schmidt, R. C. (1997) Managing Delphi Surveys Using Nonparametric Statistical Techniques. *Decision Sciences*. Vol 28 No 3, pp 763-774
- Straub, D., Boudreau, M., and Gefen, D. (2004) Validation Guidelines for IS Positivist Research. *Communications of the AIS*. Vol 13, Article 24.
- Suddaby, R., (2006) From the Editors: What Grounded Theory is Not. *Academy of Management Journal* Vol.46, No. 4,p633-642
- Weber, R. (2004) The Rhetoric of Positivism vs. Interpretivism: A Personal View. *MIS Quarterly*. Vol 28, No 1, pp. iii-xii.
- Webster, J. and Watson, R. T. (2002) Analysing the Past to Prepare for the Future: Writing a Literature Review. *MIS Quarterly*. Vol 26, No 2, pp. xiii-xxiii.
- Weingart, L. R (1997) How did they do that? The Ways and Means of Studying Group Processes. *Research in Organizational Behaviour*. Vol 19, pp. 189-239.

Appendix B – Preliminary Weekly Readings Schedule

N.B.: This will be finalised once the correct number of students has been ascertained

Week	Date	Topic	Readings & Text Chapters
2	4-Mar	Paradigms & Theories	<p><i>Reading:</i> Casti, John L. (1989) <i>Paradigms Lost</i>. Avon Books, New York. Chapter 1: Faith, Hope, and Asperity. pp. 67ff.</p> <p>Weber, Ron (2004) <i>The Rhetoric of Positivism vs. Interpretivism: A Personal View</i>. <i>MIS Quarterly</i>. Vol 28, No 1, pp. iii-xii.</p> <p>Bacharach, Samuel B. (1989) <i>Organizational Theories: Some Criteria for Evaluation</i>. <i>The Academy of Management Review</i>. Vol 14, No 4, pp. 496-515.</p> <p>Gregor, Shirley (2006) <i>The Nature of Theory in Information Systems</i>. <i>MIS Quarterly</i>, Vol 30, No 3, Sept 2006, pp. 611-642</p> <p>Lee, Allen S. (1991) <i>Integrating Positivist and Interpretivist Approaches to Organizational Research</i>. <i>Organization Science</i>. Vol 2, No 4, pp. 342.</p> <p><i>Text:</i> Punch, Chapters 3,4</p>
3	11-Mar	The Research Process	<p><i>Reading:</i> Webster, Jane and Watson, Richard T. (2002) <i>Analysing the Past to Prepare for the Future: Writing a Literature Review</i>. <i>MIS Quarterly</i>. Vol 26, No 2, pp. xiii-xxiii.</p> <p>Levy, Y. & Ellis, T.J. (2006) <i>A Systems Approach to Conduct an Effective Literature Review in Support of Information Systems Research</i>. <i>Informing Science Journal</i>, Vol 9, p181-212</p> <p><i>Text:</i> Punch, Chapters 11, 12</p>
4	18-Mar	The Design(s) of Qualitative Research	<p><i>Reading:</i> Orlikowski, Wanda J. and Baroudi, Jack J. (1991) <i>Studying Information Technology in Organizations: Research Approaches and Assumptions</i>. <i>Information Systems Research</i>. Vol 2, No 1, pp. 1.</p> <p>Douglas, David (2003) <i>Grounded Theories of Management: A Methodological Review</i>. <i>Management Research News</i>. Vol 26, No 5, pp. 44-52.</p> <p>Lehmann, H.P. (2008) <i>Why Are There Not More Grounded Theories of Information Systems?</i> pre-Publication Manuscript: Under Review with <i>MIS Quarterly</i></p> <p>Eisenhardt, Kathleen M. (1989) <i>Building Theories from Case Study Research</i>. <i>The Academy of Management Review</i>. Vol 14, No 4, pp. 532-550.</p> <p>Klein, Heinz K. and Myers, Michael D. (1999) <i>A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems</i>. <i>MIS Quarterly</i>. Vol 23, No 1, pp 67-94.</p> <p>Harvey, Lynda J. and Myers, Michael D. (1995) <i>Scholarship and Practice: The Contribution of Ethnographic Research Methods to Bridging the Gap</i>. <i>Information Technology and People</i>. Vol 8, No 3, pp. 13ff</p> <p>Baskerville, Richard L. (1999). <i>Investigating Information Systems with Action Research</i>. <i>Communications of the AIS</i>. Vol 2, Article 19.</p> <p>Baskerville, Richard L. and Myers, Michael (2004). <i>Special Issue on Action Research in Information Systems: Making IS Research</i></p>

Week	Date	Topic	Readings & Text Chapters
			<p>Relevant to Practice - Foreword. MIS Quarterly. Vol 28, No 3, pp. 329-335.</p> <p>Myers, Michael D. (1999) Investigating Information Systems with Ethnographic Research. Communications of the AIS. Vol 2, Article 23..</p> <p><i>Text:</i> Punch, Chapter 8</p>
6	1-Apr	Qualitative Data Collection	<p><i>Reading:</i> Denzin, N.K. (2000) Methods of Collecting and Analysing Empirical Materials. In Denzin, N.K and Lincoln, Y.S. (eds.),: <i>The Handbook of Qualitative Research (3ed)</i>, Sage, Thousand Oaks, CA, p632-644.</p> <p>Fontana, A. and Frey, J.H. (2000) The Interview: From Structured Questions to Negotiated Text. In Denzin, N.K and Lincoln, Y.S. (eds.),: <i>The Handbook of Qualitative Research (3ed)</i>, Sage, Thousand Oaks, CA, p645-672</p> <p>Angrosino, M.V. and Mays de Pérez, K.A. (2000) Rethinking Observation: From method to Context. In Denzin, N.K and Lincoln, Y.S. (eds.),: <i>The Handbook of Qualitative Research (3ed)</i>, Sage, Thousand Oaks, CA, p673-703</p> <p>Weingart, Laurie R (1997) How did they do that? The Ways and Means of Studying Group Processes. Research in Organizational Behaviour. Vol 19, pp. 189-239.</p> <p><i>Text:</i> Punch, Chapter 9</p>
7	8-Apr	The Analysis of Qualitative Data	<p><i>Reading:</i></p> <p>Lehmann, H.P., Gallupe, R.B. (2005) Information Systems for Multinational Enterprises – Some Factors at Work in their Design and Implementation, <i>Journal of International Management</i> Vol. 11, Nr. 2, 163-186</p> <p>Orlikowski, Wanda J. (1993) CASE Tools as Organizational Change: Investigating Incremental and Radical Changes in Systems Development. MIS Quarterly. Dec 1993, pp. 309-340.</p> <p>Suddaby, R. (2006) What GT is not, <i>Academy of Management Journal</i>, Vol. 49, No. 4, 633–642</p> <p><i>Text:</i> Punch, Chapter 10</p>
8	29-Apr	Statistics – Some Basics	<p><i>Text:</i> Field, Chapters 1, 4, 5 (p143-150) and 15 (p619-637)</p>
9	6-May	The Design(s) of Quantitative Research	<p><i>Reading:</i> Benbasat, Izak (1990) Laboratory Experiments in Information Systems Studies with a Focus on Individuals: A Critical Appraisal. In: Benbasat, Izak (ed.) <i>The Information Systems Research Challenge: Experimental Research Methods</i>. Harvard Business School. 1990. Boston, MA.</p> <p>Schmidt, Roy C. (1997) Managing Delphi Surveys Using Nonparametric Statistical Techniques. <i>Decision Sciences</i>. Vol 28 No 3, pp 763-774</p> <p>AIS (2004). Design Research in Information Systems. http://www.isworld.org . Last access December 21, 2004.</p>

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings & Text Chapters</i>
			<i>Text:</i> Punch, Chapter 5
10	13-May	Data Collection in Quantitative Studies	
		<i>Reading:</i> Grover, Varun (2004) A Tutorial on Survey Research: From Constructs to Theory. Working Paper. http://dmsweb.badm.sc.edu/grover/survey/MIS-SUVY.html . Access on Dec 22nd, 2004. Pinsonneault, Alain and Kraemer, Kenneth L. (1993) Survey Research Methodology in Management Information Systems: An Assessment. Journal of Management Information Systems. Vol 10, No 2, pp 75-105.	
			<i>Text:</i> Punch, Chapter 6
11	20-May	Quantitative Analysis	
		<i>Reading:</i> Straub, Detmar, Boudreau, Marie-Claude, and Gefen, David (2004) Validation Guidelines for IS Positivist Research. Communications of the AIS. Vol 13, Article 24. King, W.R. and He, J. (2005) External Validity in IS Survey Research. Communications of the AIS. Vol. 26. Pp 880-894. Klem, Laura (2000) Structural Equation Modelling. In Grimm, L. and Yarnold P. (eds.) <i>Reading and Understanding more Multivariate Statistics</i> . Washington, DC. American Psychological Association.	
			<i>Text:</i> Punch, Chapter 7

General University Policies and Statutes

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building on the ground floor (EA005). This counter is the first point of contact for :

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Notice of Turnitin Use

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:
www.victoria.ac.nz/home/studying/plagiarism.html

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.