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School of Information Management

## MMIM 582 Collaborative and Social Computing

Trimester One 2008

### COURSE OUTLINE

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#### Contact Details

<b>Course Coordinator:</b>	<b>Name</b>	Mike Hine
	<b>Room</b>	EA207, Easterfield Building, Kelburn Campus
	<b>Tel</b>	463 7436
	<b>Fax</b>	463 5446
		Preferred contact method is email, and every effort will be made to respond within one working day. Face to face meetings by appointment
<b>Programme Assistant</b>	<b>Name</b>	Tiso Ross
	<b>Room</b>	EA 121
	<b>Tel</b>	463 5309
	<b>Email</b>	Tiso.Ross@vuw.ac.nz
<b>Dates</b>	Tuesday Feb. 26 <sup>th</sup> to Tuesday May 27 <sup>th</sup>	
<b>Times:</b>	7:40 pm – 9:30 pm	
<b>Venue</b>	RWW 414 Railway Building	

#### Course description

This course will examine the role of collaborative and social networking technology in current business environments. Topics may include: virtual teams, online communities, social networking, blogs, wikis and others. Topics will be examined from theoretical, technical and pragmatic perspectives.

#### Course Objectives

1. To create opportunities for students to examine the implications of Internet-enabled collaboration for organizations.
2. To create opportunities for students to explore the potential of social networking technology for creating business value.
3. To examine and understand the main theoretical and practical issues surrounding the effective functioning of successful virtual teams
4. To create an environment that allows students to gain hands-on experience with current online collaboration tools.

Note: Content can change at the discretion of the instructor

### **Learning Outcomes**

By the end of the course students should be able to:

- Understand how and why organizations are enacting technology-enabled collaborative teams and communities.
- Understand how the Internet can facilitate mass collaboration and what implications that may have for organizations.
- Understand how organizations can leverage Web 2.0 tools including social networking sites, blogs, wikis, etc to empower online communities to innovate and increase business value.
- Understand how component-based web services are changing the face of software development
- Understand different group dynamic theories that underpin virtual team functioning.
- Understand the role of trust and conflict in virtual teams
- Understand individual characteristics (such as personality) and their role in virtual teams.
- To allow students to gain hands-on experience with various online collaboration tools including social networking, blogs, wikis and others.

**Course Content**

The following content is tentative and can be changed at the discretion of the instructor. For the most up to date course information please refer to Blackboard.

Session Content	Readings	Date
Introduction to the course and explanation of assessment items, assignments, etc	Read all assignments and watch associated youtube videos.	W1: 26 <sup>th</sup> February 2008
Make progress on all assignments. No physical meeting of class. Instructor available through email and blackboard discussion forums.		W2: 4th March 2008
Mass Collaboration; Blogs; RSS; tagging	Tapscott, Ch. 1/2 Case: Blogs at DKW	W3: 11 <sup>th</sup> March 2008
Peer production and open source; wikis	Tapscott, Ch.3 Case: Wikis at DKW	W4: 18 <sup>th</sup> March 2008
Ideagoras, Enterprise 2.0, Web services	Tapscott, Ch.4/7 McAfee, R. (2005), "Enterprise 2.0: The Dawn of Emergent Collaboration." <i>MIT Sloan Management Review</i> , 47(3), 21-28. Case: Wikipedia (A)	W5: 25 <sup>th</sup> March 2008
Security and Privacy in Social Networking Tools Guest Lecture: TBA	Tapscott, Ch. 8 Castells, M. (2001) "The politics of the Internet II: Privacy and liberty in cyberspace", Chapter 6 in <i>The Internet Galaxy: Reflections on the Internet, Business, and Society</i> , Oxford: Oxford University Press, 168-187	W6: 1st April 2008
Break		7 <sup>th</sup> April 2008 – 20 <sup>th</sup> April 2008

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<p>Business Uses of Social Networking Tools; Introduction to virtual teams; VT Leadership</p>	<p><i>VT Leadership</i>          Pauleen, D. (2003), "An Inductively Derived Model of Leader-Initiated Relationship Building." <i>Journal of Management Information Systems</i>, 20(3), pp. 227-256.</p>	<p>W7: 22<sup>nd</sup> April 2008</p>
<p>Trust, conflict and personality in virtual teams</p>	<p><i>VT Trust</i>          Greenberg, P.S., R.H. Greenberg and Y.L. Antonucci (2007), "Creating and sustaining trust in virtual teams." <i>Business Horizons</i>, 50(4), 325-333.</p> <p><i>VT Conflict</i>          Hinds, P.J. and D.E. Bailey (2003), "Out of Sight, Out of Sync: Understanding Conflict in Distributed Teams." <i>Organization Science</i>, 14(6), 615-632.</p> <p><i>VT Personality</i>          Balthazard, P.A., R.E. Potter and J. Warren (2002), "The Effects of Extraversion and Expertise on Virtual Team Interaction and Performance." <i>Proceedings of the 35th Hawaii International Conference on System Sciences</i></p>	<p>W8: 29<sup>th</sup> April 2008</p>
<p>Deception, loafing and presence in VT</p>	<p><i>VT Deception</i>          Carlson, J.R., J.F. George and J.K. Burgoon (2004), "Deception in Computer-Mediated Communication." <i>Group Decision and Negotiation</i>, 13, 5-28.</p> <p><i>VT Social Loafing</i>          Chidambaram, L. and L.L. Tung (2005), "Is Out of Sight, Out of Mind? An Empirical Study of Social Loafing in Technology-Supported Groups." <i>Information Systems Research</i>, 16(2), 149-168.</p> <p><i>VT Presence</i>          Panteli, N. (2004). "Discursive articulations of presence in virtual organizing." <i>Information and Organization</i>, Vol.14, No.1, pp. 59-81.</p>	<p>W9: 6<sup>th</sup> May 2008</p>
<p>Issues in text-based computer mediated communication</p>	<p><i>VT Email Conflict Escalation</i>          Friedman, R.A. and S.C. Currall (2003), "Conflict Escalation: Dispute Exacerbating Elements of e-mail Communication." <i>Human Relations</i>, 56(11), 1325-1347.</p>	<p>W10: 13<sup>th</sup> May 2008</p>

<sup>1</sup> The student responsible for this topic should choose at least one related article that is more generalized than the assigned reading.

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	<p><i>Email Egocentrism</i>            Kruger, J., N. Epley, J. Parker and Z. Ng (2005), "Egocentrism Over E-Mail: Can We Communicate as Well as We Think." <i>Journal of Personality and Social Psychology</i>, 89(6), 925-936.</p> <p><i>Perspectives on CMC and Relationships</i>            Walther, J. B. and M.R. Parks (2002), "Cues Filtered Out, Cues Filtered In: Computer-mediated Communication and Relationships." M. L. Knapp and J. A. Daly (Eds.), <i>Handbook of Interpersonal Communication (3rd ed.)</i>, Thousand Oaks, CA: Sage, 529-563.</p>	
<p>VT subgroups; Culture in VT; research presentations</p>	<p><i>VT Subgroups</i>            Panteli, N. and R.M. Davison (2005), "The role of subgroups in the communication patterns of global virtual teams." <i>IEEE Transactions on Professional Communication</i>, 48(2), 191-200.</p> <p><i>VT Culture</i>            Staples, D.S. and L. Zhao (2006), "The Effects of Cultural Diversity in Virtual Teams Versus Face-to-Face Teams." <i>Group Decision and Negotiation</i>, 15, 389-406.</p>	<p>W11: 20<sup>th</sup> May 2008</p>
<p>Research presentations</p>		<p>W12: 27<sup>th</sup> May 2008</p>

## Resource Materials

### *Required Book:*

Tapscott, D. & A.D. Williams (2006). *Wikinomics: How Mass Collaboration Changes Everything*. Penguin Group, New York, New York (ISBN: 978-1-59184-138-8)

### *Required Cases*

Blogs at Dresdner Kleinwort Wasserstein (A)(B)

Wikis at Dresdner Kleinwort Wasserstein (A)(B)

Wikipedia (A)

The first two cases need to be purchased directly through Harvard at the following link:  
<http://harvardbusinessonline.hbsp.harvard.edu/relay.jhtml?name=cp&c=c64044>

Note you will need to register with harvardbusinessonline to be able to purchase the cases.

The third case is available free at:

<http://courseware.hbs.edu/public/cases/wikipedia/>

There will be additional academic and practitioner readings assigned. Refer to Blackboard for the most up to date list of readings.

It is expected that students will have ready access to a personal computer as well as Internet access. This will be necessary for receiving and sending course-related email, for accessing the course web site on Blackboard, and for other similar purposes.

## Course Website

Full course details and course materials are, or will be, available on Blackboard at:

<http://blackboard.vuw.ac.nz>

## Course Assessment and Terms

Final grades will be assessed based on the following course deliverables. Details of each of the deliverables will be available on Blackboard.

Deliverable	Brief Description	Marks	Due Date
Annotated bibliography	~5 page annotated bibliography and synthesis on core paper and three additional related articles or book chapters	15	W2: Core Papers approved/assigned  W5: Bibliographies due
Annotated Bibliography Presentations	~25 minute presentation/class facilitation of another students annotated bibliography	5	W7-W11
Group Collaboration	Collaborate with group members	12.5	W4

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Assignment A	from another university to prepare short wiki-based manuscript 5-6 pages) on privacy, ethical and security concerns associated with Social Networking Software.		
Group Collaboration Assignment B	Collaborate with assigned group members to prepare wiki-based manuscript (~1500 words) on the business potential of Social Networking tools.	12.5	W7
Research Proposal	Manuscript of ~4-5000 words that should summarize, synthesize and discuss relevant literature and result in a falsifiable research question	40	W12
Research Proposal Presentations	A ten-minute presentation of your literature review, synthesis and resulting research question.	5	W11-W12
Class Participation	Based on in class discussions of annotated bibliographies and contributions through other means.	10	W1-W12

To receive a passing mark in this class, students must:

- Attend a minimum of 75% of classes
- Complete all course deliverables
- Obtain a minimum of 45% on all course deliverables

### Penalties

Generally speaking, word limits are offered as guidelines and will not incur penalties unless variations are significant.

Late submissions are not acceptable unless they have been agreed with the coordinator prior to the date on which they are due. Unsignalled lateness will result in the available marks being reduced by 5% per day.

### Communication of Additional Information

Teaching materials will be made available under the course resources section of the relevant course in Blackboard. Students who do not habitually use their VUW student address should contact ITS so that their student account will automatically forward messages from Blackboard to whatever email address is in common use by the student.

### Faculty of Commerce and Administration Offices

Note: Content can change at the discretion of the instructor

### 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 - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- 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 Head of 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.vuw.ac.nz/policy](http://www.vuw.ac.nz/policy).

For information on the following topics, go to the Faculty's website [www.vuw.ac.nz/fca](http://www.vuw.ac.nz/fca) under Important Information for Students:

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

### **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



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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](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.