

FACULTY OF COMMERCE AND ADMINISTRATION
STUDENT AND ACADEMIC SERVICES

Course Outline Approval Form
(Please complete one of these forms for each course)

Course Code (not CRN) INFO403 Trimester taught T1/2009

Course Title Research methods in Information Systems

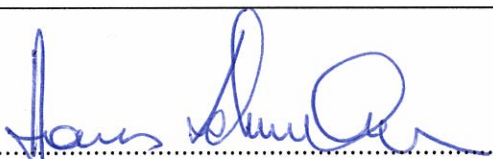
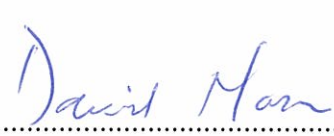
Course Coordinator Name (please print) Hans Lehmann

Scrutineer Name (please print) David Mason

We confirm that the Outline for the above course meets Faculty and University requirements as set out in the Course Outline Template, and as described in detail in the Assessment Handbook 2006, Section 3 *Course Outlines*.

Please note in particular paragraph 3.4 of the 2006 Assessment Handbook, that each course outline must be carefully checked and signed off as correct by another academic staff member (the scrutineer).

Please ensure that this completed form is sent, duly signed, to Anthea O'Sullivan, Room RWW111, by Friday 6 March 2009 for First Trimester courses.

Signed...............
(Course Coordinator) (Scrutineer)

Date.....18/2/2009.....

School of Information Management

INFO403 RESEARCH METHODS IN INFORMATION SYSTEMS

Trimester 1 2009

COURSE OUTLINE

Names and Contact Details

Paper Coordinator:

Hans Lehmann
EA230 Easterfield Building
463 5879
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Co-Lecturer

David Mason
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Paper Administrator:

Meryl Roberts
EA121 Easterfield Building
463 5457
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Trimester Dates: Monday 2nd March to Saturday 27th June 09.

Class Times and Room Numbers

Lectures:

Monday mornings, commencing 02 March 2009

One three-hour class each week

Times:

10:00 a.m. to 12:50 p.m.

Venue:

EA004

Course Content

On completion of this course the student will be able to

- Create a research proposal for a student research project.
- Design a questionnaire to support or refute a hypothesis.
- Use SPSS to create data sets and produce descriptive, parametric and non-parametric statistical analyses.
- Select quantitative research techniques for appropriate situations.
- Select qualitative research techniques for appropriate situations.
- Design an appropriate research approach and strategy for a given research question.

- Create a Human Ethics Committee application

The lectures will be a combination of theory and practice, informal and interactive, more of a continuous workshop aimed at helping students develop their research skills. Some of the instruction in part 1 will require hands-on work in the computer labs.

Outside of class time, students will be required to

- work through the exercises in some chapters of the text book on your own
- get ten people to complete an online questionnaire.
- interview five people about their views on work/life balance.

Human Ethics Committee approval has been granted for this work.

Learning Schedule

	<i>Day</i>	<i>Content Lecture</i>
Part 1: Quantitative Methods		
Week1	02 Mar	Outline of the research project. Introduction to research methods
Week 2	9 Mar	The Normal distribution, Z scores, variance Graphs, charts, tables, data entry
Week 3	16 Mar	Correlation Scatter plots
Week 4	23 Mar	Regression, multiple regression
Week 5	30 Mar	Factor analysis.
Week 6	06 Apr	Analysis of variance. ANOVA
		<i>No lectures</i>
		<i>Mid Trimester Break</i>
Part 2: Qualitative Methods		
Week 7	28 Apr	Paradigms and the Research Process
Week 8	05 May	Designing Qualitative Research
Week 9	12 May	Qualitative Data Collection
Week 10	19 May	Analysis of Qualitative Data
Week 11	26 May	Research / Project Proposal: Presentations
Week 12	02 Jun	Queen's Birthday - no lectures

This schedule is subject to change.

Course Objectives

The paper will prepare students to undertake independent research in Information Systems. Students will be able to produce a viable research proposal ready for independent study in their research project. Students will learn how to plan a research project, design a research question, collect data, enter that data, analyse it and report the results. Students will learn to use qualitative and quantitative techniques to produce a publishable output.

Workloads and Terms

This course is worth 15 points, which equates to 150 hours of study.

Lectures 2 hours per week

Private study and preparation 6 – 8 hours weekly throughout the trimester. You will be required to work through some sections of the text book on your own. The qualitative part of the course will require extensive reading and preparation for readings presentation in class.

Readings

Required text for part 1:

Coakes, Steed & Ong. (2009). *SPSS 16 for Windows: Analysis without anguish*. John Wiley
ISBN 0-470-81779-8. Cost \$53.99 from Vic Books

The recommended text for part 2 of the course is:

Punch, K. F., *Introduction to Social Research – Quantitative and Qualitative Approaches*
(2ed.), Sage, 2005; ISBN 0761944168; available from VicBooks, \$92.00

Chapters 1-4 and 8-12 of the text are compulsory reading. Additional compulsory readings (journal articles) will be supplied on Blackboard during the trimester (For the complete reading list for Part 2 see Appendix 1).

Assessment Requirements

Assessment	Due date	Weighting
Graphs and Charts, chi squared (*)	17-Mar	15%
Correlation & Regression(*)	31-Mar	15%
Factor Analysis(*)	7-Apr	15%
First Research/Project Proposal	12-May	5%
Research/Project – Final Proposal	8-Jun	30%
Session Presentations & Participation(**)	<i>Weeks 8 to 10</i>	20%

(*) *These assignments are based on the survey data collected.*

(**) *Chapters in the recommended text and additional readings will be presented in class by (groups of) students with ensuing discussion contributions from the class (Please see Appendix 2 for the presentation schedule). Data from the five interviews (see mandatory course requirements below) will be used for class work in Week 10.*

Full details of each course work item/assignment will be given out in class and/or published on Blackboard.

Penalties

Late assignments will only be accepted with the approval of the course co-ordinator/lecturer.

Mandatory Course Requirements

Students will be required to get ten people to complete the online questionnaire.

Students will be required to interview at least five people about their views on work/life balance.

Communication of Additional Information

Additional information will be notified to students via email and announcements on the MMIM552 Blackboard site, which will also carry general information and resources for the course.

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.

Use of *Turnitin*

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 mis-referencing, 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.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: including the work of others will not be considered plagiarism as long as the work 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 penalised 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.

Appendix 1 - Reading List for Part 2: Qualitative Methods

Recommended Text:

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

Chapters from the recommended text may be read/copied in the library (the text is on 3 day loan). alternatively, the text is available from VicBooks, \$92.00.

The following journal articles will be provided on Blackboard.

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.

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.

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.

Gregor, S. (2006) The Nature of Theory in Information Systems. *MIS Quarterly*, Vol 30, No 3, Sept 2006, pp. 611-642

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.

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*.

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.

Orlikowski, W. J. (1993) CASE Tools as Organizational Change: Investigating Incremental and Radical Changes in Systems Development. *MIS Quarterly*. Dec 1993, pp. 309-340.

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.

Appendix 2 – Preliminary Weekly Readings Presentation Schedule

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

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings & Text Chapters</i>
7	27 Apr	Paradigms & the Research Process	<p><i>Reading:</i> Lee, Allen S. (1991) Integrating Positivist and Interpretivist Approaches to Organizational Research. <i>Organization Science</i>. Vol 2, No 4, pp. 342.</p> <p>Weber, R. (2004) The Rhetoric of Positivism vs. Interpretivism: A Personal View. <i>MIS Quarterly</i>. Vol 28, No 1, pp. iii-xii.</p> <p>Webster, Jane and Watson, Richard T. (2002) Analysing the Past to Prepare for the Future: Writing a Literature Review. <i>MIS Quarterly</i>. Vol 26, No 2, pp. xiii-xxiii.</p> <p><i>Text:</i> Punch, Chapters 3,4</p>
8	4 May	The Design(s) of Qualitative Research	<p><i>Reading:</i> Eisenhardt, Kathleen M. (1989) Building Theories from Case Study Research. <i>The Academy of Management Review</i>. Vol 14, No 4, pp. 532-550.</p> <p>Klein, Heinz K. and Myers, Michael D. (1999) A Set of Principles for Conducting and Evaluating Interpretive Field Studies in Information Systems. <i>MIS Quarterly</i>. Vol 23, No 1, pp 67-94.</p> <p>Lehmann, H.P. (2008) Why Are There Not More Grounded Theories of Information Systems? pre-Publication Manuscript: Under Review with <i>MIS Quarterly</i></p> <p><i>Text:</i> Punch, Chapter 8</p>
9	11 May	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><i>Text:</i> Punch, Chapter 9</p>

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings & Text Chapters</i>
10	18 May	The Analysis of Qualitative Data	
		<i>Reading:</i>	<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. <i>MIS Quarterly</i>. Dec 1993, pp. 309-340.</p>
		<i>Text:</i>	Punch, Chapter 10