TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Information Management
Te Kura Whakaipurangi Korero

INFO 407
THE VIRTUAL WORKPLACE: ISSUES AND STRATEGIES

Trimester One 2010

COURSE OUTLINE

Names and Contact Details

Course Coordinator:	Name:	Professor Pak Yoong
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Trimester Dates
Teaching Period: Monday 1st March – Friday 4th June 2010
Study Period: Monday 7th June – Thursday 10th June 2010

Withdrawal from Courses:

> **Withdrawal dates: Late withdrawals with Associate Dean (Students) permission**
> **(See Section 8: Withdrawals - from the Personal Courses of Study Statute)**
> http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf

> **Withdrawal dates: refunds:**
> http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

Class Times and Room Numbers

Lectures:	Thursday, 9.00 – 12.50; Venue: EA 001
Workshop:	Sunday, 2 May, 11.00 am – 5.00 pm

Course Content

Topic	Articles
Week 1: 4 March 1. Introduction to the course 2. Virtual work in traditional and virtual organizations 3. Assignment 1	1. Watson-Manheim, M. B., Crowston, K. & Chudoba, K. M. (2002). A new perspective on "virtual": analysing discontinuities in the work environment. *In Proceedings of the 35th Hawaii International Conference on Systems Sciences* (pp. 270-280). Washington, DC: IEEE Computer Society. 2. Saabeel, A., Verduijn, T., Hagdorn, L. & Kumar, K. (2002). A model of virtual organisation: A structure and process perspective. *The Electronic Journal for Virtual Organizations and Networks*, 4, 1-17.
Week 2: 11 March 1. Theory of media synchronicity 2. The nature of trust in virtual teams 3. Project work	3. DeLuca, D. & Valacich, J. (2006). Virtual teams in and out of synchronicity. *Information Technology and People. 19*(4), 323-344. 4. Nandhakumar, J & Baskerville, R. (2006). Durability of online teamworking: patterns of trust. *Information Technology and People, 19*(4), 371-389. 5. Julsrud, T. & Bakke, J. (2009). Building trust in networked environments: Understanding the importance of trust brokers. In P. Yoong (Ed.), *Leadership in the digital enterprise: Issues and challenges* (pp. 251-272). Hershey: Business Science Reference.
Week 3: 18 March 1. Leadership in the virtual workplace 2. Project work	6. Simoff, S.J. & Sudweeks, F. (2007). The language of leaders: Identifying emergent leaders in global virtual teams. In Amant K (eds), *Linguistic and Cultural Online Communication Issues in the Global Age* (pp. 93-111), Hershey, PA: IGI Global. 7. Thornton, K. (2009). The Nature of Distributed Leadership and its Development in Online Environments. In Yoong, P. (Ed.), *Leadership in the Digital Enterprises: Issues and Challenges* (pp. 1-14). Hershey: Business Science Reference.
Week 4: 25 March 1. Online facilitation 2. Mobile work 3. Project work	8. Rangarajan, N. & Rohrbaugh, J. (2003). Multiple roles of online facilitation: An example in any-time, any-place meetings. *Group Facilitation, 5,* 26-36. 9. Harmer, B., Pauleen, D. (2008). Moving the boundaries: The impact of mobility on work and life. *University of Auckland Business Review, 10*(1), 21-28. 10. Yoong, P. and Cleland, G. (2004). Exploring Mobile Internet Meetings: A Case Study. *Innovation: Management, Policy and Practice, 6*(1), 106-114.
Week 5: 1 April 1. The nature of professional development in the virtual workplace 2. Project work	11. Moar, D. & Volet, S. (2007). Engagement in Professional Online Learning: A Situative Analysis of Media Professionals Who Did Not Make It. *International Journal of E-Learning*, 6(1), 95-117. 12. DeRouin, R., Fritzsche, A. & Salas, E. (2005) Learner Control and Workplace E-Learning: Design, Person, and Organizational Issues. *Research in Personnel and Human Resources Management*, 24, 181-214.

Trimester break

Week 6: 22 April 1. Mobile learning 2. Social networking and professional development	13. Tetard, F. & Patokorpi, E. (2008). A Theoretical Framework for Mobile Learning and E-inclusion in Finland. In *Proceedings of the ICIS '08*. Retrieved 18 February 2010, from http://www.aisel.aisnet.org/icis2008/52. 14. Boyd, D. & Ellison, N. (2008). Social network sites: Definitions, history and scholarship. *Journal of Computer-Mediated Communication, 13*, 210–230. 15. Kompen, R., Edirisingha, P. & Mobbs, R. (2009). Putting the pieces together: Conceptual frameworks for building PLEs with Web 2.0 tools. In Bernath, U. et al. (Ed.), *Distance and e-learning in transition: Learning innovation, technology and social challenges* (pp. 783-808). London: Wiley Publishing..
Week 7: 29 April	No lecture (see Sunday workshop)
Week 7: 2 May	Sunday workshop (11 am – 5 pm)
Week 8: 6 May 1. Online community and professional development	16. Conrad, D. (2008). From Community to Community of Practice: Exploring the Connection of Online Learners to Informal Learning in the Workplace. *The American Journal of Distance Education*, *22*, 3-23. 17. Stacey, E., Smith. P. and Barty, K. (2004). Adult Learners in the Workplace: Online learning and communities of practice. *Distance Education*, *25*(1), 107-123. 18. Thornton, K. and Yoong, P. (2009). The Application of Blended Action Learning to Leadership Development: A Case Study. In Yoong, P. (Ed.), *Leadership in the Digital Enterprises: Issues and Challenges* (pp. 163-180). Hershey: Business Science Reference.
Week 9: 13 May	No lecture (see Sunday workshop)
Week 10: 20 May 1. Online mentoring and coaching 2. Project work	19. Hamilton, B. & Scandura, T. (2003). E-Mentoring: Implications for Organizational Learning and Development in a Wired World. *Organizational Dynamics*, *31*(4) 388-402 20. Eisen, M. (2001). Peer-based professional development viewed through the lens of transformative learning, *Holistic Nursing Practice, 16*(1), 30-42.
Week 11: 27 May 1. 'Success' in online professional development 2. Future directions 3. Project work	21. Muijs, D. & Lindsay, G. (2007). Where are we at? An empirical study of levels and methods of evaluating continuing professional development. *British Educational Research Journal, 34*(2), 195-211. 22. Hill, J., Song, L. & West, R. (2009). Social Learning Theory and Web-Based Learning Environments: A Review of Research and Discussion of Implications. *American Journal of Distance Education*, *23*(2), 88-103.
Week 12: 3 June 1 Project presentations 2 Summary of course	Project presentations

Notice: This schedule may change during the course; any changes will be communicated via Blackboard.

Course Learning Objectives

In the Virtual Workplace, individuals and groups will use a variety of technologies to assist them in communicating, collaborating, and coordinating their activities across distance, time and culture. This course examines the impact the Virtual Workplace has on individuals, groups and societies. In particular, the course provides an opportunity for students to examine the technologies and issues associated with working and learning in the Virtual Workplace, to identify strategies for managing them, and to put these strategies into practice.

Students passing this course should be able to:

1. identify aspects of virtual work within the context of the NZ business environment,
2. describe an application of virtual work in a specific business organisation, and
3. develop a practical and theoretical understanding of virtual work and its impact on individuals, groups and society.

Course Delivery

Each week designated students will lead small group discussion about the assigned articles. This involves preparing an interesting question about each of the papers, and preparing your own views on a possible answer, supported by evidence from the reading itself, or other academic or practitioner sources. The seminar leader is expected to facilitate a small group discussion and to provide feedback to the class on the findings of the group. Note: Instead of a question, you may prepare and lead a group activity or exercise, and explain how it will illustrate key points from the article. They may involve the class in some academic activity, e.g., classifying topics by some scheme in the article reviewed, or developing research questions from some model presented.

A written version of the question and the answer (or the proposed activity) must be provided to the lecturer by 5:00 pm on the day before the class at which they are to be discussed. Each "answer" should be no more than 500 words (and may be less).

Notes on seminar leadership

1. Written submission of questions or activities: Prepare one question OR activity which is relevant to the designated paper for the week. Provide a brief answer to the question, supported by evidence, or an explanation of how the activity will contribute to understanding of the key points of the paper. A written version of the question and the answer (or the proposed activity) must be provided to the lecturer by 5:00 pm on the day before the class at which they are to be discussed. Each "answer" should be no more than 500 words (and may be less).

2. Seminar facilitation: You should aim for about 20 minutes of facilitated discussion on the paper set for your designated week. This may include your own questions or activities and/or questions set by the lecturer or the designated presenter for the week. You need to keep the discussion focussed, synthesise the findings and opinions of your small group, and briefly report them back to the wider group.

Expected Workload

You are required to attend all course sessions, the Sunday workshop, read assigned materials, and contribute to discussions. For each week of the course, plan to spend three hours in class and six to eight hours preparing for class. Additional time will be required for completion of course assignments.

This is an average workload—actual workload will vary both with individuals and from week to week during the trimester.

Group Work
Students are required to participate in a group presentation as part of assignment two. This will involve an average of 20 hours work outside the class room.

Readings
No textbook is required. Readings will be made available to students through links on Blackboard. Students are responsible for printing out readings if necessary. It is expected that students will extensively research and read related materials outside of class

Additional readings will be discussed in lectures.

Materials and Equipment
An essential set of readings is available from Blackboard.

Assessment Requirements
There are two major assignments for this course (subject to minor change). Details of the assessment requirements will be specified within each assignment document. See Blackboard for details.

Assignment	Description	Due date	%
1	Annotated bibliography of virtual work	9 am, 1 April	25
2	Supporting professional development in the virtual workplace (Part 1)	9 am, 29 April	25
2	Supporting professional development in the virtual workplace (Part 2)	9 am, 3 June	40
	Seminar leadership	Continuous	10

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Examinations
There is no final examination for this course.

Penalties

In fairness to other students, assignment work submitted after the deadline will incur a 10% penalty for each actual day (prior to 9.00 am) late. In the event of bereavement or prolonged illness affecting your ability to meet the deadline, discuss your situation with the Course Co-ordinator. You must verify your claim, e.g., produce a medical certificate. In doing so, you consent to your supporting documentation being checked by the Course Co-ordinator. Extensions will only be granted under these conditions.

Important Notes:

- *No extension is possible based on a student's workload. You are expected to manage your workload to ensure there is sufficient time to complete assessments as required.*

- *You are expected to back up your work – From time to time files are lost, computers crash, etc., so it is critical that you get into the habit of backing up important files (on floppy disk or ZIP disk, for example).*

- *Do not leave submitting your work to the last minute – Technology problems do occur (especially on the day an assessment is due). Be smart and submit it in plenty of time. Extensions will not be granted due to problems with submitting work.*

- *Working together – All assessments in this course are individual assessments, unless they are explicitly identified as group assessments. You are encouraged to discuss aspects of your individual assessments with others. However, when it is time to develop your solution, **the work must be ENTIRELY your own**. In this way, we will have your perspective on the topic - not someone else's!*

Mandatory Course Requirements

To pass the course, you must gain a minimum of 40% on each assignment and a weighted average of 50% across all assignments. To obtain a fair distribution of marks relative to assignment difficulty, scaling of marks may be employed on some or all assessments.

The course students must have participated in the Sunday workshop.

CLASS REPRESENTATIVE

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Additional information will be communicated to students via the Blackboard system and through announcements in lectures.

Use of Turnitin (if applicable)

The following words below (modified as necessary for particular circumstances) should be added to the section on plagiarism when work submitted by students is likely to be checked by 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 compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

For the following important information follow the links provided:

Academic Integrity and Plagiarism
http://www.victoria.ac.nz/home/study/plagiarism.aspx

General University Policies and Statutes
http://www.victoria.ac.nz/home/about/policy

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support
http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices
http://www.victoria.ac.nz/fca/studenthelp/

Manaaki Pihipihinga Programme
http://www.victoria.ac.nz/st_services/mentoring/