

School of Information Management

MMIM 511: EMERGING INFORMATION TECHNOLOGIES

Trimester 1, 2013

COURSE OUTLINE

Names and Contact Details

Dr Mary Tate
RH 504, School of Information Management
Ph: 463-5265
Email: mary.tate@vuw.ac.nz

Trimester Dates

From Monday 4 March to Friday 7 June 2013

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 15 March 2013.
2. The standard last date for withdrawal from this course is Friday 17 May 2013. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Time: Wednesdays 17:40 – 19:39
Room: RH G01

Expected Workload

This is a 15 point course. One point should equate to 10 hours of work, which means a total of 150 hours for a 15-point course. With 12 two-hour classes a total of 24 hours class time will be required. The remaining 126 hours will be spread over the 12 teaching weeks and the mid-trimester break, averaging out at between 8 and 9 hours per week outside of class attendance for an average student. Preparation time for assessment items is included, although allowance should be made for individual variations.

Course Learning Objectives

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

1. Undertake independent research in the field of the diffusion of innovation and record their findings according to standard academic requirements.

2. Understand some of the important philosophical and technical principles upon which individuals and organizations base their decisions on whether to adopt new technologies.
3. Understand how to evaluate the business and technical opportunities arising from the adoption of emerging technologies, and the risks associated with their adoption.
4. Evaluate and discuss the consequences for individuals, organizations and society arising from the adoption of new technologies.

Course Content

This is a seminar based course. A seminar is defined for our purposes as group of **well prepared** students sharing and debating their findings in respect of a particular topic under the guidance of a teacher or leader. A seminar is **not** a lecture. For this reason, students must have read assigned readings and be prepared to discuss them.

Attendance is expected at all sessions.

The course will be divided into two sections. In the first section, we will review theories and models of technology adoption and diffusion, and approaches for evaluating the value, quality and impact of a new technology.

In the second part of the course, students will have the opportunity to apply this knowledge to a technology of their choice. These findings will be presented and discussed in class.

Readings

There is no textbook. Readings will be made available on the Blackboard site.

Technology Topics (for Presentations/White Paper assignment)

- Business intelligence/Big data
- ERP
- Virtualization
- Cloud Computing: IaaS, PaaS, SaaS
- Collaboration and workflow tools
- Social media
- Mobile and wireless apps
- Or topic of your choice negotiated with the course co-ordinator.

Assessment

Participation: 10%,	addresses LO 1,2,3,4	Continuous
Essay: 30%,	addresses LO 1,2,3	Due: 28 April, via Blackboard drop-box
Presentation: 20%,	addresses LO 1,2,3,4	Due: in class, individual schedule
White Paper: 40%,	addresses LO 1,2,3,4	Due: 31 May, via Blackboard drop-box

Penalties

5% per working day overdue

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 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 submitted to Turnitin. A copy of submitted materials will be retained 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.

Mandatory Course Requirements

Obtaining an overall course mark of 50% or better.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made 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 or information on changes will be conveyed to students in class, via Blackboard announcements, or via email to all class members.

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Indicative Schedule

Week		Reading/Assessment	Topic
1	6 March	None	Introduction
2	13 March	Mustonen-Ollila, E., & Lyytinen, K. (2003). Why organizations adopt information system process innovations: a longitudinal study using Diffusion of Innovation theory. <i>Information Systems Journal</i> , 13, 275-297. Rice, R., & Rogers, E. (1980). Reinvention in the Innovation Process. <i>Science Communication</i> , 1, 499-514.	Diffusion of Innovation
3	20 March	Venkatesh, V., Morris, M., Davis, G. B., & Davis, F. D. (2003). User Acceptance of Information Technology: Towards a Unified View. <i>MIS Quarterly</i> , 27(3), 425-478. Wattal, S., Rachera, P., & Mandviwalla, M. (2010). Network Externalities and Technology Use: A Quantitative Analysis of Intraorganizational Blogs. <i>Journal of Management Information Systems</i> , 27(1), 145-173.	Technology Adoption
4	27 March	Stockdale, R., & Standing, C. (2006). An interpretive approach to evaluating information systems: A content, context, process framework. <i>European Journal of Information Systems</i> , 17(3), 1090-1102.	Introduction to value measurement Qualitative approaches to value
		No class: Extended Easter Break Thurs 28 March to Weds 3 April	
5	10 April	Mata, F., Fuerst, W., & Jay, B. (1995). Information Technology and Sustained Competitive Advantages: A Resource-Based Analysis. <i>MIS Quarterly</i> , 19(4), 487-505.	The resource-based view
6	17 April	Seddon, P., Graeser, V., & Willcocks, L. (2002). Measuring Organizational IS Effectiveness: An Overview and Update of Senior Management Perspectives. <i>The Database for Advances in Information Systems</i> , 33(2), 11-28.	Management perspectives
No class		Essay assessment due	Break /Anzac Day 22 April to 28 April
7	1 May	Presentations	Technology Topic TBA
8	8 May	Presentations	Technology Topic TBA
9	15 May	Presentations	Technology Topic TBA
10	22 May	Presentations	Technology Topic TBA
W11	29 May	Presentations	Technology Topic TBA
W12		Queen's Birthday holiday	No class

Note: The Easter weekend has been extended and the mid-term break shortened so that there are six teaching weeks in each half of the first trimester.