

**School of Government**

**MMPM 507**  
**E-GOVERNMENT IN NEW ZEALAND**  
**(15 Points)**

**Trimester 2 / 2013**

**COURSE OUTLINE**

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**Names and Contact Details**

**Course Coordinator:**           **Professor Miriam Lips**  
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Email: [miriam.lips@vuw.ac.nz](mailto:miriam.lips@vuw.ac.nz)

**Administrator:**               **Darren Morgan**  
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**School Office Hours:**       8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

From Monday 15 July to Friday 15 November 2013

**Withdrawal from Course**

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks) or emailed to the course Administrator. Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **26 July 2013**

2. The standard last date for withdrawal from this course is **27 September 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**

<b>Module One:</b>	Wednesday 17 July 2013	8.30am – 6.00pm
<b>Module Two:</b>	Wednesday 28 August 2013	8.30am – 6.00pm
<b>Module Three:</b>	Wednesday 23 October 2013	8.30am – 6.00pm

**Locations:** Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email and via Blackboard.

## **Course Content**

Topics to be covered:

### **Module One: What is ‘e-Government’?**

- Defining and conceptualising ‘e-Government’
- International trends and developments
- New Zealand Government strategies, frameworks and practical examples in the field of e-Government
- Theoretical perspectives on e-Government
- Service Transformation

### **Module Two: E-Government outcomes, impact and implications**

- e-Government uptake
- Multi-agency collaboration and information sharing
- Digital engagement
- e-Democracy and e-Politics
- Institutional change and public sector reform

### **Module Three: Managing e-Government**

- Managing e-Government good practice
- Managing citizen identity information and privacy
- Electronic public records management
- e-Government evaluation and benefits realisation

## **Course Learning Objectives**

Students successfully completing this course will be able to:

1. Understand and apply e-Government concepts, theoretical perspectives, models, strategies, frameworks and knowledge;
2. Understand and critically analyse the impact of e-Government initiatives on public sector agencies and their external relationships;
3. Understand and critically analyse the issues and complexities related to the management of e-Government initiatives;
4. Demonstrate knowledge of e-Government-related strategies, policies, regulatory frameworks and institutional settings in New Zealand;
5. Demonstrate knowledge of e-Government practice in New Zealand, and the enabling factors.

## **Course Delivery**

This course will be delivered in three face-to-face, intensive modules. It is expected that students actively participate in the three modules and come well-prepared to all sessions.

## **Expected Workload**

The learning objectives set for the course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Modules vary in design but all require preparation and learning. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level).

In accordance with University guidelines, one point should equate to approximately 10 hours of work (inclusive of assignments and class meetings), so the expected workload for this 15 point course is 150 hours, spread over the following activities:

Class contact time:	27 hours
Class preparation time:	9 hours
Assignments (incl. preparation):	114 hours

Total average time commitment: 150 hours

## **Prescription**

e-Government applications in the conduct of public policy and public management in New Zealand, with particular emphasis on the manner in which e-Government may 'transform' relations between citizens and the state.

## Readings

There is no textbook for this course. Readings are selected from the following resources and will be provided in electronic form through Blackboard (see below):

- Avgerou, Chrisanthi, Claudio Ciborra and Frank Land (eds.) (2004). *The Social Study of Information and Communication Technology. Innovation, Actors, and Contexts*, Oxford: Oxford University Press.
- Borins, Sandford, Kenneth Kernaghan, David Brown, Nick Bontis, Perri 6 and Fred Thompson (2007). *Digital State at the Leading Edge*, Toronto: University of Toronto Press
- Chadwick, Andrew (2006). *Internet Politics: states, citizens, and the new communications*, New York: Oxford University Press.
- Chadwick, Andrew & Philip N. Howard (eds.) (2009). *The Routledge Handbook of Internet Politics*, London and New York: Routledge
- Department of Internal Affairs (2010). *Directions and Priorities for Government ICT*, available at: <http://ict.govt.nz/directions-and-priorities?OpenDocument>
- Dunleavy, Patrick, Helen Z. Margetts, Simon Bastow and Jane Tinkler (2006). *Digital Era Governance. IT Corporations, the State and E-Government*, Oxford: Oxford University Press.
- Fountain, Jane E. (2001). *Building the virtual state: information technology and institutional change*, Washington, D.C.: Brookings Institution Press.
- Gauld, Robin & Shaun Goldfinch (2006). *Dangerous Enthusiasms: E-government Computer Failure and Information System Development*, Otago University Press
- Haggerty, Kevin D. and Minas Samatas (eds.) (2010). *Surveillance and Democracy*, New York and Abingdon: Routledge-Cavendish
- Heeks, Richard (2006). *Implementing and managing E-Government: an international text*, London: SAGE.
- Loader, Brian D. & Dan Mercea (eds.) (2012). *Social Media and Democracy. Innovations in participatory politics*, London and New York: Routledge
- Loader, Brian D. (ed.) (2007). *Young Citizens in the Digital Age. Political engagement, young people and new media*, London and New York: Routledge
- Mergel, Ines (2013). *Social Media in the Public Sector. A Guide to Participation, Collaboration, and Transparency in the Networked World*, San Francisco: Jossey-Bass
- Mossberger, Karen, Caroline J. Tolbert, and Ramona S. McNeal (2008). *Digital Citizenship. The Internet, Society, and Participation*, Cambridge MA and London: The MIT Press
- New Zealand Government (2011). *Better Public Services Advisory Group Report*, November 2011, available for download at: [www.dpmmc.govt.nz/sites/all/files/bps/bps-report-nov11.pdf](http://www.dpmmc.govt.nz/sites/all/files/bps/bps-report-nov11.pdf)
- Nixon, Paul G. & Vassiliki N. Koutrakou (eds.) (2007). *E-Government in Europe. Re-booting the state*, London and New York: Routledge
- Noveck, Beth S. (2009). *Wiki Government. How technology can make government better, democracy stronger, and citizens more powerful*, Washington D.C.: Brookings Institution Press
- OECD (2005). *E-Government for better government*, Paris: Organisation for Economic Co-operation and Development
- OECD (2009) *Rethinking e-Government Services: User-centred Approaches*, Paris: Organisation for Economic Co-operation and Development
- Snellen, Ignace Th.M., Marcel Thaens & Wim B.H.J. van de Donk (eds.) (2012). *Public Administration in the Information Age: Revisited*, Amsterdam: IOS Press

- Snellen, Ignace Th.M. & Wim B.H.J. van de Donk (eds.) (1998). *Public Administration in an Information Age. A Handbook*, Amsterdam: IOS Press
- Sunstein, Cass R. (2007). *Republic.com 2.0*, Princeton and Oxford: Princeton University Press
- Webster, Frank (ed.) (2004). *The Information Society Reader*, London and New York: Routledge
- Weerakkody, Vishanth, Marijn Janssen & Yogesh K. Dwivedi (eds.) (2009). *Handbook of Research on ICT-enabled Transformational Government. A Global Perspective*, Hershey, PA: IGI Global.
- West, Darrell M. (2005). *Digital Government. Technology and Public Sector Performance*, Princeton and Oxford: Princeton University Press

Relevant academic journals:

- Information Polity
- Government Information Quarterly
- International Journal of Electronic Government Research
- Journal of Information Technology and Politics
- Electronic Journal of e-Government
- Information, Communication, and Society
- Transforming Government: People, Process and Policy
- Public Management Review
- Public Administration
- International Journal of Public Administration
- Public Administration Review
- Journal of Public Administration Research and Theory
- International Institute of Administrative Sciences

Research reports and seminar presentations available via the VUW Chair in e-Government website: <http://e-government.vuw.ac.nz/index.aspx>

Resources available via the United Nations e-Government Development Database, including the UN e-Government Survey 2012: <http://unpan3.un.org/egovkb/>

A very useful E-Government Reference Library (v7.5) with more than 5500 items can be accessed via the following link: <https://www.zotero.org/groups/e-government/items>

**Blackboard** is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://www.myvictoria.ac.nz) .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).

3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

**You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts.** If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz), or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **Materials and Equipment**

Students should be aware that – befitting a course on this topic – they will need to use the internet to access downloadable resources, relevant websites and other course-related content. If individuals prefer to do 'detailed reading' from hard copy, access to a printer is also required. Additional expenses may be involved in the printing of course-related materials (although free printing is available in the Post-Experience Computer Lab – contact the Administrator for more information).

## **Group Work**

Students will be required to work individually and contribute to group discussions. Class participation will not itself be assessed but the type and extent of collective learning thereby achieved will significantly influence the degree to which each student meets the learning objectives set for the course.

## **Mandatory Course Requirements**

Students should actively participate and submit all pieces of assessment required for this course.

## **Assessment Requirements**

The achievement of course objectives will be tested in the assessment items described below. All assignments will contribute to the course mark of each student, according to the following assessment ratio:

1. Take-home test (course learning objectives 1,3,4)	30%
2. Case study assignment (course learning objectives 1,2,3,4)	30%
3. Written essay (course learning objectives 1,2,3,4,5)	40%
Total	100%

### **1. Take-home test [30% course assessment]**

A take-home test with open questions designed to assess the student's understanding of e-Government related concepts, theory, strategies, framework and knowledge.

This assessment will require each student to write approximately 2,500 words.

The take-home test will be handed out by the Course Coordinator at the end of Module 1 on Wednesday 17 July 2013.

***Submission date: 5.00pm, Monday 12 August 2013***

### **2. Case study assignment [30% course assessment]**

This assessment item is designed to test the student's ability to apply the theory, concepts, practice and knowledge covered in this course to critically analyse the impact and implications of an e-Government initiative.

This assessment will require each student to write approximately 2,500 words.

The assignment will be handed out by the Course Coordinator at the end of Module 2 on Wednesday 28 August 2013.

***Submission date: 5.00pm, Monday 23 September 2013***

### **3. Written essay [40% course assessment]**

This assessment item is designed to test the student's ability to apply the theory, concepts, practice, strategies, frameworks, available knowledge and discussions covered in this course to a particular public management function, role, concept, theme or issue in the New Zealand public sector.

Each student will need to write an essay providing a critical analysis on the ways and extent to which the use of Information and Communication Technologies (ICTs) has fundamentally changed a particular public management function, role, concept, theme or issue in a New Zealand public sector agency or the New Zealand public management system as a whole. The analysis should also describe and explain the implications of the change outcome(s).

Examples of public management functions, roles, themes and issues include 1) public service provision; 2) managing for outcomes; 3) performance management; 4) the role of the Chief Executive; 5) the role of the Chief Information Officer; 6) the role of a front-line staff member; 7) cross-agency collaboration; 8) governance; 9) accountability; 10) leadership; 11) transparency; 12) public engagement; 13) public records management; 14) organisational culture; and 15) knowledge management.

At least 5 academic resources (e.g. academic journal articles, book chapters, research reports) will need to be used and appropriately referenced in preparing the essay.

This assessment will require each student to write approximately 4,000 words, excluding references.

*Submission date: 5.00pm, Monday 4 November 2013*

**Please submit ALL assignments IN ELECTRONIC COPY AND IN HARD COPY:**

**IN ELECTRONIC COPY:** (in Word or rtf-format) to the Course Coordinator at [miriam.lips@vuw.ac.nz](mailto:miriam.lips@vuw.ac.nz)

**IN HARD COPY to:** Post Experience Programmes,  
School of Government,  
Victoria University of Wellington,  
Level 8 Reception,  
Rutherford House,  
23 Lambton Quay,  
P.O. Box 600,  
Wellington 6140.

Assignments that are submitted in person should be placed in the secure box at the School of Government reception (Level 8, Rutherford House, Pipitea Campus) during office hours of 8.30am to 5.00pm, Monday to Friday. The assignment box is cleared daily, and assignments will be date stamped.

**Quality Assurance 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 FCom programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

**Students should keep a copy of all submitted work.**

**Penalties**

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

## **Communication of Additional Information**

Course materials, information on changes, and any additional information will be posted on the MMPM 507 Blackboard website. Students should check this site regularly.

**NOTE:** Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to [www.victoria.ac.nz/its/student-services/FAQs.aspx#Email\\_Forward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward) for more information.

**You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts.** If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) , or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **Academic Integrity, Plagiarism, and the Use of Turnitin**

Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not.

‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for all material in any work submitted for assessment unless it is a ‘fact’ that is well-known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ([www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine [www.turnitin.com](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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website: [www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx).

If in doubt, seek the advice of your course coordinator.

**Plagiarism is simply not worth the risk.**

## **School of Government Service Standards**

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – [www.victoria.ac.nz/home/about/avcademic/publications/assessment-handbook.pdf](http://www.victoria.ac.nz/home/about/avcademic/publications/assessment-handbook.pdf)).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

*Standards relating to staff timeliness of responses to email and phone queries:*

- Email or phone queries from students will be responded to in 48 hours

*Standards relating to availability of course materials:*

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

*Standards relating to attendance:*

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

*Variations to the assessment details provided in the course outline:*

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

*Standards relating to assignments – turnaround and feedback:*

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

## **Link to general information**

For general information about course-related matters, go to

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

## **Student feedback**

Student feedback on University courses may be found at

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)